

## **Field Trip Planning Guide**

Taking a field trip to the Museum offers students and teachers an opportunity to interact with real objects. Field trips engage the senses, bring curriculum concepts to life, and inspire new questions.

This Field Trip Planning Guide is designed to help you plan a meaningful learning experience for your students at Historic Deerfield. Please take the time to read over this information at least one month before your field trip. If you have any questions, contact us at [ccarlson@historic-deerfield.org](mailto:ccarlson@historic-deerfield.org) or 413-775-7217.





## **Programs at Historic Deerfield**

Our programs feature experiences with real objects in a real place. Getting close to primary sources like buildings, landscapes and artifacts provides a tangible connection to the past. On tours, students are guided to strengthen their visual literacy and critical thinking skills through careful observation of historic spaces and the objects that furnish them. Student learning is enhanced when they participate in activities that engage multiple senses: they may card wool, weave on a loom, feel the warmth of the hearth fire, or enjoy the aroma of herbs growing in the cooks' garden. Some programs feature a craft or project that students may take back to the classroom.

There are many different options available for teachers. A printable Field Trip Slideshow with more information about program options is available on our website:

[www.historic-deerfield.org/school-programs](http://www.historic-deerfield.org/school-programs).

Below are some popular field trip combinations.

### **18th-Century Deerfield**

(gr. 3–8) provides students with an opportunity to experience many aspects of 18th-century life through active learning. The journey back to the 1700s includes:

- A hands-on fibers experience that will help students understand the process of turning raw wool into finished textiles. Students will comb wool into long fibers, and weave on a four shaft loom.
- An open hearth cooking lesson where students are surrounded by the sights and aromas of hearth cookery. Students help the hearth cook mix ingredients as a period dish is prepared using 18th-century kitchen tools and methods. They will have a lively discussion about family roles and food.
- A walk to the Town Common and tour of the 18th-century kitchen and parlor at the Wells-Thorn House.\*
- (\* This portion of the program can be substituted with Lessons in the Schoolhouse and a Visit to the 1780s Sheldon House.)

### **Colonial Life Long Ago**

(gr. K–2) helps younger students understand what life was like in the past. Children will explore food, clothing, and shelter through a choice of four of the following activities:

- open hearth cooking,
- carding wool,
- examining a colonial tavern building,
- playing old fashioned games,
- taking a history walk, or
- making an herbal sachet.



### **Tea and Revolution**

(gr. 3–8) addresses the political issues of the American Revolution as well as the role of global trade goods in daily life. Students will:

- explore the role of tea in daily life at an open hearth cooking demonstration,
- practice etiquette at a tea party,
- take a liberty walk down the Street, and
- see the home of the loyalist minister, the Rev. Jonathan Ashley.

### **A Day in a One-Room Schoolhouse**

(gr. 1–6) teaches about daily life and education in early 19th-century New England in the 1838 Wapping Schoolhouse. School is taught as it would have been in the early 1800s. Activities may include:

- A math or “ciphering” lesson using slate pencils and slates,
- A writing lesson using real quill pens and ink,
- A reading lesson using early text books, and
- A recess period where the children may play with reproduction toys and games.

### **The Apprentice’s Workshop**

(gr. 3–12) explores the role of work and labor in early New England. Students learn about apprenticeship and craftsmanship in the woodworking, weaving, or ceramics trades. Includes hands-on activities and a visit to the Flynt Center of Early New England Life to see furniture, textiles, and ceramics. Students will:

- Use period potter’s tools,
- Card wool, and
- Use woodworking hand tools.

*All Historic Deerfield School Programs address the Massachusetts History/Social Science Curriculum Framework for Concepts, Skills, and Learning Standards for the grade range listed.*



## **Reservations & Information:**

- Field visits to Historic Deerfield are approximately **2 hours long** with a rotation of at least **3 activities**.
- Teachers should contact Claire Carlson, Education Program Coordinator, to find out what activities are available given the **age** of students, the **number** of student visitors, and the desired **timing** of the field trip. 413-775-7217, or [ccarlson@historic-deerfield.org](mailto:ccarlson@historic-deerfield.org).
- A Field Trip Slideshow with more information about program options is available on our website: [www.historic-deerfield.org/school-programs](http://www.historic-deerfield.org/school-programs).
- Once your program is confirmed, you will be sent a confirmation letter, information for teachers, and directions to Historic Deerfield.

### **Fees**

- \$6 per student for a 2-hour program.
- Minimum field trip program fee is \$60 with hearth cooking; \$40 without hearth cooking.
- For grades 3-12, one adult per 10 students is admitted free of charge. For grades K-2, one adult per 5 students is admitted free of charge. Additional adults pay the student rate.

### **Lunch**

- Groups who wish to eat lunch here are encouraged to bring a bag lunch and picnic on the grounds outside of Hall Tavern where there are picnic tables and public restrooms. There are also picnic tables inside the Harry Brown Barn in case of rain. Please note that there is no refrigeration on site.
- In the open season beginning in the spring, there is a Food Truck which sells simple lunches. Group arrangements must be made in advance. Check availability when you book your program.

### **Chaperones**

- We require one adult for every ten students for grades 3–12, and one adult for every five students for grades Pre-K–2.
- Adults are expected to assist museum staff with supervision, and must remain with their group at all times.



## **Top 10 Reasons to Take a Field Trip to Historic Deerfield**

1. The Museum excites and motivates students to learn about the history of our area.
2. Immersion in the Museum environment engages all students in a multi- sensory learning experience.
3. Our programs are interdisciplinary—they can be used to enhance school-based learning across diverse subject areas.
4. Exposure to collections and exhibitions enables students to build and practice vocabulary.
5. At the Museum, students can engage in the process of inquiry: asking questions, making observations, and constructing explanations.
6. Field trip activities can foster students' critical-thinking skills: analyzing, reasoning, problem-solving, and creative thinking.
7. Field trip activities can support critical pedagogy by engaging students in reflection and evaluation using authentic resources.
8. A field trip to Historic Deerfield deepens students' awareness of the Connecticut River Valley's cultural institutions and understanding of museums as a place for lifelong learning.
9. Historic Deerfield offers students a unique experience that cannot be replicated in the classroom.
10. Field trips make learning FUN!





## **Field Trip Check List**

Implementing a successful learning experience at Historic Deerfield requires preparation. In order to effectively lead your group, you need to have a clear understanding of the museum's layout, available resources, and the day's learning activities. Use our Field Trip Check List to ensure you are well prepared for your visit

### **At least two weeks before your field trip:**

Prepare to register.

- \_\_\_\_\_ Visit our website: [www.historic-deerfield.org/school-programs](http://www.historic-deerfield.org/school-programs)
- \_\_\_\_\_ Choose three potential field trip dates.
- \_\_\_\_\_ Decide which program offerings you would like to do.
- \_\_\_\_\_ Determine the total number of students and chaperones who will be visiting.
- \_\_\_\_\_ Identify your lunch needs.
- \_\_\_\_\_ Call or email the Education Program Coordinator to register for your field trip.
  - Phone: 413-775-7217, Email: [ccarlson@historic-deerfield.org](mailto:ccarlson@historic-deerfield.org)
- \_\_\_\_\_ Complete necessary school paperwork (e.g. field trip application, student permission slips, etc.).
- \_\_\_\_\_ Coordinate transportation.
- \_\_\_\_\_ Recruit chaperones.
- \_\_\_\_\_ Prepare yourself.
  - Review our Field Trip Slide Show at [www.historic-deerfield.org/school-programs](http://www.historic-deerfield.org/school-programs)

### **At least one week before your field trip**

- \_\_\_\_\_ Prepare chaperones.
- \_\_\_\_\_ Create chaperone groups. Remember to follow our chaperone-student ratio.
  - Grades Pre-K to 2: one adult per five students.
  - Grades 3 to 12: one adult per ten students.



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\_\_\_\_\_ Prepare information for chaperones and gather materials for students.

\_\_\_\_\_ Complete pre-field trip activities in the classroom.

### **On the day of your field trip**

\_\_\_\_\_ Provide identification for your group members.

\_\_\_\_\_ Give chaperones nametags. Use nametags for each student.

\_\_\_\_\_ Bringing lunch? Organize lunches in labeled boxes or bags to speed up the check-in process. Lunches can be stored in the Visitor Center at Hall Tavern. Please note that there is no refrigeration on site.

\_\_\_\_\_ Dress for the weather! Bring an umbrella or light jacket if it is rainy. Please be sure that each student and chaperone is prepared to walk outside, between buildings, and over uneven sidewalks.

### **After the Field Trip**

\_\_\_\_\_ Complete post-field trip activities in the classroom. Encourage students to synthesize and reflect on their field trip learning



## **Before the Field Trip**

A successful field trip begins well before students board the bus.

### **Goals**

- Students have realistic expectations about what they will see and do at the museum
- Students understand the goals for learning at the museum
- Students understand how the field trip fits into classroom learning
- Students complete activities that prepare them for learning at the museum

### **Strategies**

Prepare for the field trip experience

- Read a book about history museums
- Examine a museum map
- Explore the museum website
- Discuss students' prior visits to Historic Deerfield or other museums
- Communicate behavior expectations and consequences

Prepare for the field trip activities

- Review or introduce relevant content and vocabulary
- Complete pre-field trip activities
  - **History is change over time:** Referencing what students know about generational changes, discuss the idea of change over time. Encourage students to identify ways that their parents or grandparents describe their childhood compared to the childhood of today. How many years difference is that? While some things remain the same, some things can change dramatically within the span of 30 years. An understanding of change over time will help students understand how life in Deerfield changed from the early 18<sup>th</sup> century to the middle to the end of the century.
  - **Learning Through Objects:** 1) Objects as big as a village or as small as a tea cup can be used to tell stories. We suggest you convey this idea by examining objects in your classroom before your visit. 2) You can also introduce visual literacy through basic comparative skills by having students compare everyday objects from the present-day with those in the past. For example, they can compare a modern #2 pencil with a feather quill pen.



## **After the Field Trip**

Encourage students to reflect on their Museum experience and synthesize learning after the trip

### **Goals**

- Students reflect on their field trip experience
- Students share what they learned at the Museum
- Students discuss and investigate questions that arose during the Museum visit
- Students connect Museum experiences to learning at school

### **Strategies**

#### **Reflect**

- Discuss what students liked and didn't like about the visit
- Share field trip findings during a classroom discussion
- Compare and contrast observations
- Write a journal entry about the experience

#### **Present**

- Create a class book that illustrates field trip learning
- Display field trip information and pictures on a classroom bulletin board
- Present field trip observations and learning to another class or group of parents
- Edit pictures or film to create a final presentation, public service announcement, or museum advertisement

#### **Investigate**

- Record museum-inspired questions to investigate further
- Conduct investigation to learn more

#### **Trip Tip:**

No one can possibly know the answer to every question that students ask while visiting Historic Deerfield. Encourage students to make further observations. Prompt students to think about possible explanations for their questions and ideas about how they might find the answers!



## **Post-Field Trip Classroom Activities**

1. **Journal Writing:** Students can write one or more journal entries as a real or imaginary character from 18<sup>th</sup>-century Deerfield.
2. **Take an Inventory:** Have students take an inventory of their bedrooms. Include the most important objects in the room. As a class, compare the contents of the bedroom inventories. What do the contents of these inventories say about present-day life? How do these inventories differ from those in the 18<sup>th</sup> century?
3. **Create a Timeline:** Have students develop a timeline that represents significant events from local and national history. Ask them to consider how national events can have an impact on local lives. Ask them to think about a present-day example and a historical example (for example: sources of energy for cooking and heating; availability of specific foods; or fashion trends).
4. **18<sup>th</sup>-Century Cooking:** Follow an 18<sup>th</sup>-century “receipt.” Have students reflect on the cooking demonstration they saw at the museum. How did early settlers in Deerfield get their foods? What could they grow or process themselves? What did they purchase? Where did they get things they couldn’t grow or make themselves?
5. **What’s in the Kitchen? Now and Then:** Have students make a list of all the major items in their kitchens at home. What do these inventories tell us about the way we live in America today? Identify the energy and lighting sources that are used. What activities take place in today’s kitchen? Who prepares the food? Compare and contrast today’s kitchens with the ones students viewed in the Wells-Thorn House and Hall Tavern.
6. **Native American Foods:** Select a Native American recipe to make with the class. Discuss how native peoples used locally available foods, especially the “Three Sisters,” corn, beans, and squash. How did European settlers incorporate these foods into their diets and lifeways?
7. **Culture and Environment:** Read a traditional native story that deals with the environment. (See Keepers of the Earth by Michael Caduto and Joseph Bruchac for stories.) What can the students infer from the story about the relationships of native peoples to the land and their belief systems? Compare and contrast Native American and English settlers’ beliefs about land use. What role did these cultural beliefs play in the conflicts in the 17<sup>th</sup> and 18<sup>th</sup> centuries?
8. **Trading Patterns:** Native peoples and European settlers developed elaborate trading practices in the 17<sup>th</sup> and 18<sup>th</sup> centuries. What items were traded and why? How did trading effect the social, political, and economic life of each culture?



*Chaperone Letter - Reproduce on School Stationary:*

Dear Field Trip Chaperone,

Thank you for joining us on our field trip to Historic Deerfield! Our visit is scheduled to take place on (Day) \_\_\_\_\_, (Date) \_\_\_\_\_.

Please meet us at (Location) \_\_\_\_\_ at (Time) \_\_\_\_\_.

We will return to school by (Time) \_\_\_\_\_.

During the field trip, the students will learn about (Field Trip Focus):

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At Historic Deerfield, we will visit:

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While on the field trip, students will:

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You will be assigned to be with a small group of students during the visit. Please make sure that students stay with you at all times and are on task. If you have questions or need help, please contact me or find a museum staff member.

Let me know if you have any questions before the trip. Again, thank you for sharing your time with us.

Sincerely:

Classroom Teacher



## **Directions to Historic Deerfield**

### **From the South:**

Take I-91 North to Exit 24 in Massachusetts. At the end of the ramp, bear right onto Routes 5&10 North. Follow "Historic Deerfield" signs approximately 6 miles.

### **From the North :**

Take I-91 South to Exit 25 in Massachusetts. At the end of the ramp, take a left onto Route 116S. At the traffic light, turn left onto Routes 5&10 North. Follow "Historic Deerfield" signs approximately 6 miles.

**NOTE:** After you exit Route 91, you will be on Routes 5 and 10 heading North. You will travel approximately 6 miles north on Routes 5 and 10 to the entrance to the village of Deerfield.

The entrance to the village of Deerfield will be a left turn just after you pass Richardson's Candy Kitchen on your right and just before the Sunoco Station on your left.

Take the left before the Sunoco Station, go straight, and then stay to the right at the small traffic island. You will now be on the Street in the village of Deerfield. You are going to the Visitor Center which is about half way down the street, on the right. It is a big old white tavern! Parking is located behind Visitor Center in the center of the village.

### **Parking:**

The main parking area is located behind the Visitor Center at Hall Tavern, with designated spaces for handicapped parking, recreational vehicles and tour buses.

**Street Address:** (please note – some GPS systems list us at "80 Main St.")

Visitor Center at Historic Deerfield

Historic Deerfield

80 Old Main Street

Deerfield, MA 01342

### **Handy Phone Numbers for the day of your visit:**

Education Program Coordinator cell phone -- 413-559-8825

Visitor Center Main Desk -- 413-775-7133

Visitor Services Manager -- 413-775-7132



## **Teacher Information for Field Trip Day**

### **Reservations:**

Check the School Group Reservation Letter for the details of your visit. Please call or email any changes or questions. Let us know if you have anyone with special needs so that we may make accommodations.

### **Payment and Cancellations:**

Payment is required upon arrival to Historic Deerfield. Please have payment in the form of a check made out to Historic Deerfield, Inc. Twenty-four hours notice is required if you need to cancel or reschedule your field visit. Please call the Program Coordinator at 413-775-7217 and leave a voice mail message if after hours. Historic Deerfield is open rain or shine! In the rare event that the museum is closed due to snow, notice will be given at the main switchboard number, 413-774-5581.

### **Group Leaders:**

One adult leader must accompany each group of 10 students, grades 3-12. Pre-K-2 must have one adult for every five students. Group leaders are responsible for their students and must remain with their group at all times. Group leaders may assist museum staff by encouraging student participation and by familiarizing themselves with museum rules. Group leaders and students should wear name tags.

### **Food and Restroom Opportunities:**

Picnic areas and public restrooms are available behind the Visitor Center at Hall Tavern. During cool, snowy, or rainy weather, groups may eat their lunch inside. Museum staff will assist groups at inside locations. Food and drinks are not permitted inside the historic houses.

### **Museum Gift Shop and Bookstore:**

Our Museum Gift Shop and Bookstore is located across the street from the Visitor Center at Hall Tavern. The Museum Store staff welcomes school children and will work with you to accommodate your group's needs. For large groups, we ask that the children shop in groups of five, with an adult chaperone, during and after the lunch period.

### **General Rules:**

Food, drink, candy and gum are not allowed inside museum buildings except for lunch spaces. Photography is not allowed inside museum buildings except the Visitor Center and the Flynt Center of Early New England Life. The museum staff will let you and your students know which objects can be touched and handled. When in doubt, please don't touch. Many of our objects are very old and require special care. Thank you.

### **Bus Parking and Bus Drivers:**

Once the students have been dropped off, buses may park in the bus spaces behind the fire station in the parking lot behind the Visitor Center at Hall Tavern. Bus drivers are given complimentary tickets to the Museum. Please let them know this! They can come inside and get a ticket if they like.



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## Souvenir Bags for your Field Trip

### A \$2.00 bag contains:

- 1 Historic Deerfield Pencil
- 1 Postcard
- 1 Candy Stick
- 1 Rock Candy Stick

### A \$4.00 bag contains:

- 2 Postcards
- 1 Historic Deerfield Pencil
- 1 Rock Candy Stick
- 1 Small Beeswax Candle
- 1 Candy Stick



**Place your order before your field trip!**

Contact:

Claire Carlson

Education Program Coordinator

413-775-7217

[ccarlson@historic-deerfield.org](mailto:ccarlson@historic-deerfield.org)