



Cultivating the Citizens of Tomorrow

A Portfolio of Historic Cherry Hill's K-12
Programs



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Cherry Hill Educational Programs

At Historic Cherry Hill, we are dedicated to bringing history to life for students through immersive and interactive programs. Our tailored school tours transport students back to 18th- and 19th-century life, and are designed to inspire curiosity and deepen understanding of local and national history by exploring real-life stories, artifacts, and the unique atmosphere of our historic home.

Mission and Vision

Mission

Historic Cherry Hill invites diverse audiences to explore American history through the unique lens of one Albany household and, through intimate encounter with the past, encourages them toward new perspectives on their own stories and place in history.

Vision

Historic Cherry Hill will be a vibrant community anchor, a recognized research center, and a focal point of heritage tourism.



Students on a tour peaking around a corner.

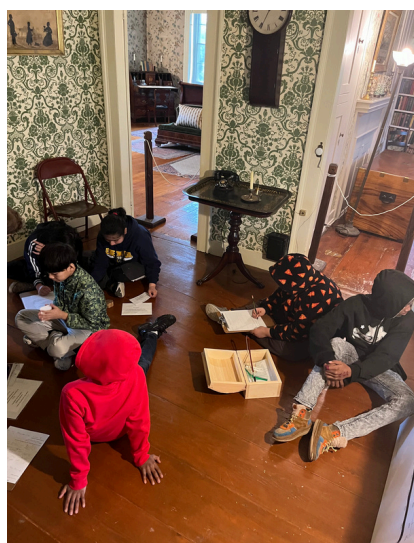


Students working through Mining Archives.

Planning for the Future

In 2018, Historic Cherry Hill undertook a formal evaluation of its school programs with Museums Partners Consulting, LLC, in order to assess how existing programs were meeting the changing needs of students and teachers and to plan for the future. The programs in this portfolio—some newly developed, some revisions of existing popular programs—reflect the museum’s response to that evaluation. Designed with input and feedback from academic scholars as well as local elementary and high school teachers, Historic Cherry Hill’s programs are intended to meet practical needs—such as multi-site field trips that allow more classes to attend with fewer buses—as well as key curriculum and emotional needs—like one teacher’s request for materials and programs that teach difficult topics like slavery using local sources--and in ways that are not “demoralizing.”

By all accounts our efforts have been successful. One historian has described the collections at Cherry Hill as a “treasure trove” for understanding the experiences of African Americans living everyday lives in Albany. Through the museum’s collections-rich, immersive, guided, and collaborative learning experiences, the students of the Capital Region are now connected to that “treasure trove” and using it to build a better understanding of the world around them.



Students participate in an onsite program.



Students at their school listen intently to a museum teacher.



Learning critical skills through museum programs.

Mining the Untold Stories: Time Capsules Through History

Program Overview

Time Capsules Through History is a collaborative program developed by Historic Cherry Hill, Schuyler Mansion, and the Underground Railroad Education Center. This immersive on-site experience is designed for 4th- and 5th-grade students, offering a deep dive into Albany's rich history across three pivotal periods: the Post-Revolutionary era, the time of New York State Emancipation, and the Victorian Era. By focusing on the lives of women and people of African descent, students are introduced to how societal changes have impacted these groups across generations. This program includes a guided historic house tour and a hands-on primary source activity, all culminating in a timeline reflection to help students connect individual stories to broader historical themes.

Objectives

- **Preservation Awareness:** Through guided tours, students learn the importance of museum preservation and respectful behavior in historic spaces.
- **Primary Source Analysis:** Students explore primary source materials to uncover details about historical figures, types of sources, and the artifacts' stories.
- **Understanding Inequality and Resilience:** Students examine the long-term effects of enslavement and inequality, learning about the resilience and agency of marginalized individuals.
- **Historical and Technological Appreciation:** By exploring changes in technology, science, and societal roles over time, students gain perspective on advancements from the 19th century that influence the modern world.



Students listening intently



Students explore Cherry Hill

Pre-Vist Preparation

Teachers will receive a pre-visit slideshow for their classes, outlining expectations when visiting a historic home or museum.

Essential Questions

This program encourages students to engage with history through critical thinking. Essential questions guide their reflections on inequality, resilience, and the evolution of society:

1. How did enslavement affect individuals and generations?
2. How did people of African descent and women exercise power within society?
3. How did technology and social roles evolve during these eras?
4. What events impacted people across all social statuses?
5. What aspects of history do you want to explore further?

These questions are intended to spark students' curiosity and encourage them to see history as a complex, interconnected narrative.



Students touring the museum during a Mining program.



Students studying a timeline.

Program Outline

Introduction and Orientation:

Students gather in the Orientation Room, where a museum teacher introduces the history and significance of Cherry Hill and explains its role as a “time capsule” of Albany's past. Each student receives a “calling card,” serving as their passport to interact with artifacts and primary sources. The introduction explains that Cherry Hill, built in 1787 for the Van Rensselaer family, housed multiple generations, including enslaved individuals who contributed to its legacy. This setup helps students contextualize the artifacts they will encounter on their tour.

Guided Historic House Tour:

Divided into small groups, students take a 15- to 20-minute guided tour, with museum teachers highlighting daily life for Cherry Hill's past inhabitants, focusing on women and people of African descent. Students learn about 18th- and 19th-century technology and social customs (managing tools like waffle irons and dumbwaiters for example), which illustrate the evolution of home life. Each group completes their tour in a different room, where they transition to the Time Capsule activity.

Time Capsule Activity:

Working in pairs, students investigate primary source artifacts related to a historical figure from one of the three periods. Each pair uses worksheets to analyze their assigned artifact, considering what it reveals about daily life, societal roles, and the figure's historical context. Museum teachers and chaperones circulate to guide students through the activity, helping them uncover details about Albany's past and supporting them in documenting their findings.

Timeline Activity and Reflection:

Once the analysis is complete, each pair presents their findings to the larger group, placing their historical figure along a timeline of Albany's history. This activity allows students to visually connect personal stories to broader historical events, fostering an understanding of continuity and change. Finally, students engage in a “chalkboard splash,” where they write a word or sentence describing life for their assigned figure. These responses are used to create a summary of the program's key takeaways, allowing students to reflect on their learning in a collaborative setting.

Conclusion and Take-Home Activity:

As a final activity, each student receives a blank calling card to take home, encouraging them to further reflect on what they learned and explore their own connections to history. This take-home piece reinforces the program's impact and invites students to continue their historical inquiry.

Time Capsule Investigation Worksheet

Time Capsule Investigation	
Name the artifact	Interpret: Write down 1 fact about the artifact that tells you something about your person.
1.	
2.	
3.	
4.	
<p>A. Look at the timeline. What is one event that affected your person's life?</p> <p>B. Choose one artifact that shows what life was like for your person.</p> <p>Artifact: _____ (number & name of the artifact)</p> <p>C. Our person is _____. We picked this artifact to share because:</p>	

Teacher Feedback

I think this was a great opportunity it worked so well with timing with classroom curriculum... it all tied together perfectly. I believe we will all be expecting to do it again next year!

Regarding the pre-and-post-visit materials, teachers gave the resources positive reviews, noting :

This would be great to use for future classes, especially to make sure they have plenty of background knowledge...

I would love to use this in the classroom after as a way to connect to the curriculum further and as a closer to the unit



Students handling materials from the education collection.

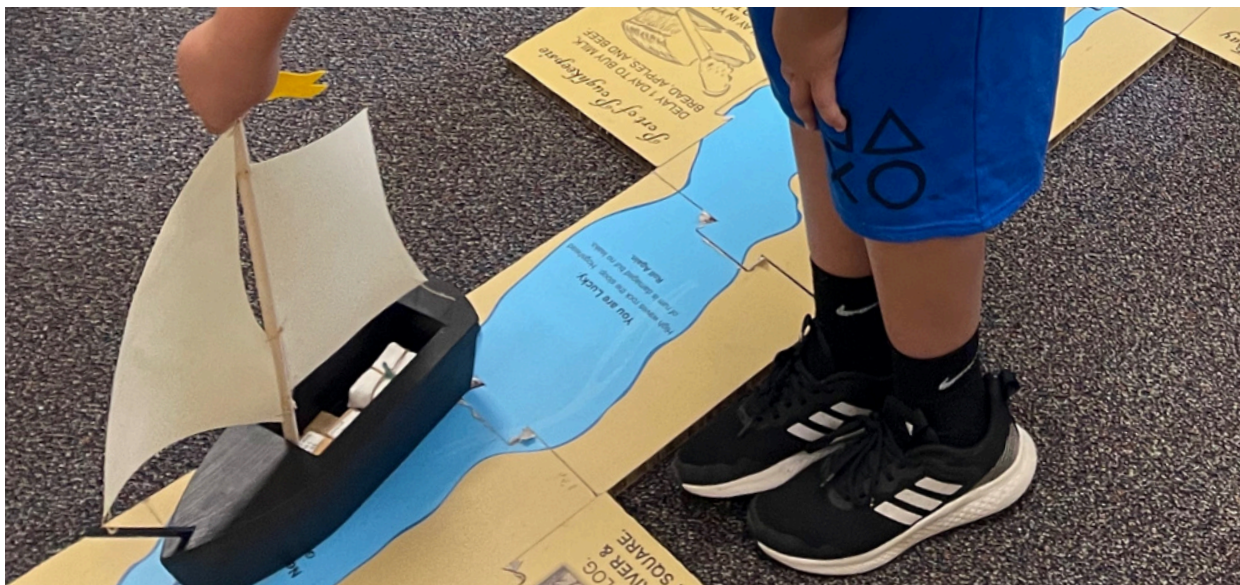
Educational Impact

This program leverages hands-on learning and primary source analysis to build historical empathy and critical thinking skills in young learners. Through examining the lives of real individuals and grappling with essential questions about society, students gain a nuanced understanding of Albany's history and the agency of people within it. The program's combination of interactive exploration, artifact-based investigation, and reflective discussion is designed to leave students with a lasting appreciation of history and its relevance to their own lives.

Hudson River Trading Game

Program Overview

The Hudson River Trading Game (HRTG) offers 4th- and 5th-grade students an immersive experience in 18th-century trade and travel, utilizing Historic Cherry Hill's 34-foot Hudson River game board. Through role-play, students explore the complex dynamics of historical Hudson River trade, its connection to global luxury markets, and the varied experiences of individuals in that era—including captains, sloophands, passengers, servants, and a skilled cooper enslaved by Philip Van Rensselaer.



A student moving his sloop across the Game Board

Inclusivity and Learning Design

Differentiated Instruction:

The HRTG is designed to cater to a range of learning styles and abilities. Classroom teachers assign roles to ensure equitable participation and success, making the program inclusive for students with intellectual disabilities and English Language Learners (ELLs).

Student-Directed Learning and Teamwork:

Learning is guided by students' decisions, encouraging teamwork, problem-solving, and active engagement through hands-on activities. This approach not only enhances understanding but also promotes collaboration and critical thinking.

Authenticity and Primary Sources

The HRTG program is grounded in historical accuracy, with student experiences and props based on primary source documents. Key resources include the business records of Philip Van Rensselaer, Cherry Hill's first-generation owner, and maritime records from Albany Sloop Captain Stewart Dean. This connection to real historical artifacts deepens students' immersion and understanding.

Curriculum Connections

Grade 4 Key Ideas Supported:

- Colonial & Revolutionary Period in NY (4.3)
- Slavery in NYS (4.5a)

Grade 5 Key Ideas Supported:

- Transatlantic trade of goods (5.3c)
- Role of sugar in the Americas (5.3d)
- Influence of physical environment on population and economic activity (5.4c)
- Struggle for equality, civil rights, or sovereignty (5.6c)
- Market economy (5.7a)
- Economic activities of the Western Hemisphere (5.7b)



Students in teams of two gather around the game board



Students observing instruction on how to play the game.



A child asks his mom if he can play at an outreach event

Standards Alignment

Common Core and NY State Learning Standards (Grades 4 & 5):

- Reading & Literacy in History/Social Studies: Craft & Structure: 4
- Speaking & Listening: Comprehension & Collaboration: 1.a-c, 2
- Social Studies Practices:
 - Gathering, Interpreting & Using Evidence: 2 & 6
 - Chronological Reasoning & Causation: 1, 5, 7
 - Comparison & Contextualization: 2, 4, 5
 - Geographic Reasoning: 1, 2, 3, 4
 - Economics & Economic Systems: 1
 - Civic Participation: 7

Pre-Vist Preparation

Materials Provided to Schools:

Teacher Handbook: Includes outreach policies and procedures for HRTG, an adult roles sheet, and a mandatory student roles sheet. Teachers use these materials to form cooperative student teams, ensuring structured participation.

Optional Student Handbook: Provides pre- and post-visit activities that deepen engagement and reinforce the educational impact.

These resources are provided via email to participating schools, allowing educators to prepare students and optimize learning outcomes for their visit.



Pre-Outreach Worksheets

Hudson River Trading Game

Pre-Game Packet

Worksheet 6a

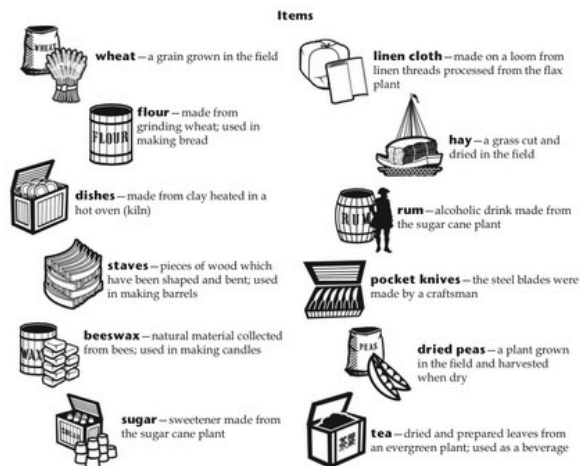
Philip Van Rensselaer's Cargo

What cargo did Hudson River merchants, like Philip Van Rensselaer, carry on their sloops in the 1700s? Philip mentioned his cargo in letters he wrote to his family and agents. Luckily, some of these documents survive today to give us this information.

There were 3 types of cargo on Philip's sloop:

- **raw/natural**—a material in its original or natural state. Wool from a sheep is an example of a raw material.
- **improved/processed**—a material which has been changed and improved from its original state. It is a middle step before the final product. Wool yarn is an example of a processed material.
- **final product**—a material that has reached its final form. A wool sock is an example of a final product.

Below are pictures of Philip's cargo. When you play the *Hudson River Trading Game*, small examples of most of these items will be on your sloop. On the next page, write the name of each item under the type of cargo it fits.



Historic Cherry Hill

6a

Hudson River Trading Game

Pre-Game Packet

Worksheet 6b

Philip Van Rensselaer's Cargo

Name _____

TYPE OF CARGO

Raw/Natural	Improved/Processed	Final Product

Historic Cherry Hill

6b

Hudson River Trading Game Pre-Game Packet

Student Handout p. 2b

Words in the Hudson River Trading Game

Directions: You will hear or read the vocabulary words listed below when you play the *Hudson River Trading Game*. You will also hear and see the vocabulary in LETTER TO STUDENTS on page 2a.

Vocabulary List

Agent - A person who is hired to buy and sell items for someone

Cargo - Items or goods which are carried in a sloop or ship

Credit - Letting someone buy something, trusting they will pay for it later

Delay - To slow down for a time

Down river - Toward the mouth or end of a river; **Up river** - Toward the source or beginning of a river

Market - A place where goods are bought and sold; large markets have many buildings and open spaces

Merchant - A business man who buys and sells goods for a profit; a trader

Passenger - Someone who rides in something, like a boat, car, train or bus

Profit - Making money from buying or selling

Sloop - Type of sailboat used on the Hudson River; it was powered by wind, was large and wide, and had a cabin for passengers and was used to carry cargo

Sloop captain - A person in charge of the sloop

Sloop hand - A person who worked on the sloop under the direction of the captain

Trade - Business of exchanging goods for other goods or for money

Historic Cherry Hill

2b

Hudson River Trading Game Pre-Game Packet

Student Handout p. 2c

MERCHANT Fill in the Blanks

Directions: Fill in the blanks with the correct word or term from the *Words in the Game* (p. 2b) vocabulary list

1. Philip Van Rensselaer was a _____ who traded on the Hudson River.
2. Many people from Albany were involved in the business of Hudson River _____, exchanging goods for other goods or for money at places along the river.
3. Philip owned a boat called a _____ which sailed on the Hudson River.
4. Robert Ray was the name of Philip's _____ who helped him buy and sell his goods in New York.
5. Philip tried to make as much money or _____ as he could from his business.
6. The sloop _____ had many responsibilities. He oversaw a crew of sloop _____ who worked on board and he took care of all the _____ who traveled on the sloop.
7. The _____ in New York City was the largest on the Hudson River. It was crowded with people, horses and carts of items to be bought or sold.
8. In the 1700s merchants most often did not pay money for items they bought but got them on _____.
9. When Philip's sloop traveled to New York City, it carried a _____. These goods came from Albany and other nearby places.
10. The sloop traveled _____ when it sailed towards New York City, located at the mouth of the Hudson River. After picking up goods in New York City, the sloop traveled _____ when it sailed towards Albany, located near the source or beginning of the river.
11. Sometimes Philip's sloop had _____ caused by bad weather, sickness or other problems.

Historic Cherry Hill

2c

Awards and Recognition

- Innovation Award: 2014, Museum Association of New York
- Conference Presentation: Selected for presentation at the Greater Hudson Heritage Network's 2019 annual conference

Teacher and Student Feedback

In a 2022 evaluation, a public school teacher described the HRTG as,

“hands-on and extremely informative...This is not your typical program where students sit and listen. [It] allows students to work together, problem-solve, and understand historical challenges.”

A student reflected,

“The game made me realize how hard it is sailing down and up the river and still making profits. It gave me a real feeling of what life was like back then—hard!”



Students in the classroom work together during an outreach program.



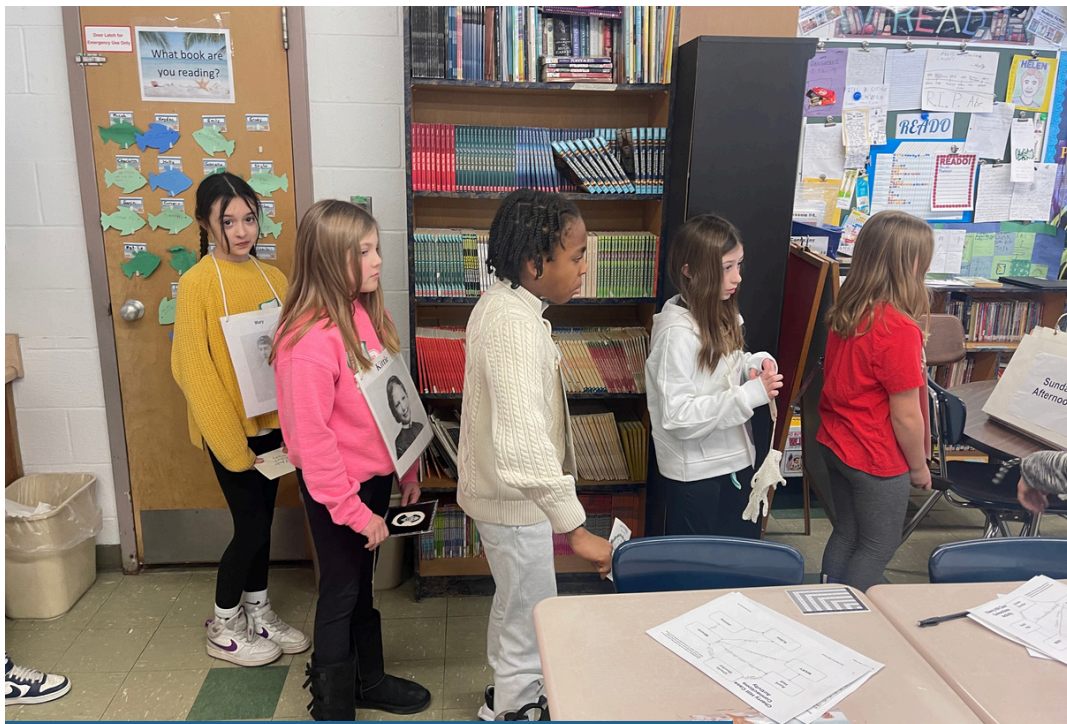
Students playing with ships and working together

The Cherry Hill Case

Program Overview

The Cherry Hill Case program offers a detective-themed, inquiry-based history experience for 4th and 5th graders. Through this engaging, collaborative program, students step into the role of historical detectives as they investigate the lives and relationships of six people who shared a home at Cherry Hill in the mid-1800s. Using primary sources such as documents, objects, and photographs, students examine the roles of individuals within the Cherry Hill household, exploring how 19th-century views on class, gender, and race influenced their daily lives.

The program unfolds in three stages: two preliminary activities led by the classroom teacher, an interactive outreach visit from a museum educator (either in-person or virtually), and a final document-based Reader's Theater. This structured approach enables students to build higher-level thinking skills as they analyze historical evidence, test hypotheses, and engage in collaborative storytelling.



Students line up to present what they learned

Program Structure and Activities

Pre-Outreach Activities:

The program begins with a package of evidence sent to the classroom, introducing students to the historical investigation process. Teachers divide students into groups, assigning each student a role tailored to their strengths and needs. These activities introduce primary sources, encouraging students to interpret artifacts, documents, and visual sources, laying the foundation for their inquiry.

ASSIGNMENTS	Step 3: ASSIGNMENTS						
Role Responsibilities: Evidence Technicians: Handle the evidence. Read the evidence clues to your group. (Everyone will have a picture or copy of the artifact and its clue in their packets.) Recorders: Write down the group's findings on the reports. Speakers: Share the group's findings with the class. Readers: Act in the Reader's Theater	<table border="0"> <tr> <td> 1 Minnie Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____ </td> <td> 4 Kittie Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____ </td> </tr> <tr> <td> 2 Uncle Doctor Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____ </td> <td> 5 Jimmy Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____ </td> </tr> <tr> <td> 3 Aunt Hat Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____ </td> <td> 6 Mary Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____ </td> </tr> </table>	1 Minnie Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	4 Kittie Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	2 Uncle Doctor Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	5 Jimmy Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	3 Aunt Hat Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	6 Mary Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____
1 Minnie Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	4 Kittie Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____						
2 Uncle Doctor Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	5 Jimmy Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____						
3 Aunt Hat Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____	6 Mary Evidence Technician: _____ Recorder: _____ Speaker: _____ Reader: _____						

These pre-program activities allow students to work together to study primary sources critically.

Museum Educator Visit:

A museum educator visits the classroom, bringing additional primary sources and leading the class in further examination of the people of Cherry Hill. Through small group and whole-class activities, students analyze the evidence, discuss their findings, and begin drawing conclusions about the lives and interactions of Cherry Hill's residents.

Reader's Theater and Conclusion:

The program concludes with a document-based Reader's Theater. This role-playing experience allows them to test their hypotheses and see how historical context shaped everyday life.



Readers theater at the end of the program.

Curriculum and Standards Alignment

This program supports elements of both 4th- and 5th-grade history key ideas and engages students in interpreting primary sources, connecting these to broader social themes:

- Grade 4 Key Idea 4.5a: Examines the lives of enslaved people in New York State.
- Grade 5 Key Ideas: Supports learning on equality, civil rights, and economic activities of the Western Hemisphere.

The program aligns with multiple New York State and Common Core Standards, including:

Grade 4 & 5 ELA Next Gen Standards:

- Reading Literary & Informational Texts: Key Ideas & Details (1-3), Craft & Structure (4-6), Integration of Knowledge & Ideas (7)
- Writing: Research to Build & Present Knowledge (6)
- Speaking & Listening Standards: Comprehension & Collaboration (1-3), Presentation of Knowledge & Ideas (4-6)
- Language: Knowledge of Language (3), Vocabulary Acquisition & Use (4a & b, 5, 6)

Grade 4 & 5 Social Studies Practices:

- A. Gathering, Interpreting & Using Evidence: Practices 1-6
- B. Chronological Reasoning & Causation: Practices 1-9
- C. Comparison & Contextualization: Practices 2, 5
- E. Economics & Economic Systems: Practice 2
- F. Civic Participation: Practices 7, 9

Educational Impact and Teacher Feedback

Teachers highly rate The Cherry Hill Case program for its inclusiveness, sensitivity, and curriculum alignment.

One teacher described an outreach as

“...Amazing! The students learned so much, the artifacts and pictures were great choices. [The students] liked making connections and also learning about new things...One student said it was their favorite memory of the year!”



Three students listening intently to educator giving instructions.

Greetings from Cherry Hill:

Stepping into Black American Life & Letters in Albany, 1850–1900

Program Overview

This interactive, immersive program invites students to explore 19th-century Black life in Albany, NY, through the stories of W. James Knapp and Clara Patterson, two Black Americans connected to Cherry Hill during the Victorian Era. Using letters and historical artifacts, students investigate how gender and historical context shaped these individuals' lives, bridging connections to broader themes in U.S. social history.

- Duration: 60-90 minutes
- Max Class Size: 30 students, divided into 2-3 groups (10 students per group)
- Grades 7th and 8th

Pre-Program Preparation

Orientation Slideshow & 3D Tour: An interactive [Google slideshow](#) introduces students to Cherry Hill, including a virtual tour and a video on letter writing in the 19th century.

Program Structure

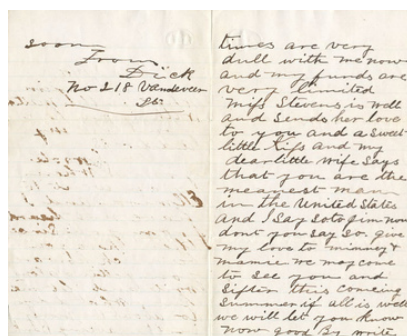
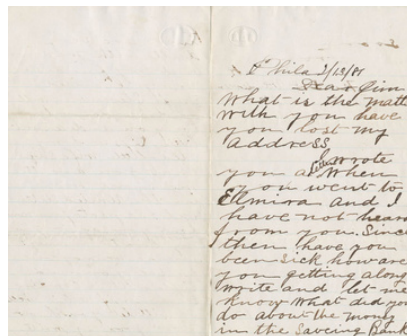
- **Introduction (10 min):** A museum teacher introduces students to the timeline and context of social reform, industrialization, and urbanization in Albany (1850-1900). Using visual aids like enlarged letters, images, and a timeline, students learn about communication and transportation advancements that impacted daily life.
- **Historical Letter Reading Workshop (20 min):** Students analyze letters and photographs, working in pairs or small groups to understand the experiences of James and Clara through primary sources. They use graphic organizers to discuss their findings.
- **Specialty House Tour (20 min):** A guided tour through Cherry Hill focuses on spaces significant to James and Clara, exploring how these individuals interacted with the house and broader society. Students examine artifacts and discuss social mobility, agency, and daily life.
- **Conclusion (10 min):** A whole-class discussion compares and contrasts the lives of Clara and James, encouraging students to reflect on gender roles, social reform, and the historical context. Essential questions focus on themes of gender, social choices, and historical versus contemporary life.

Key Themes

- **Major Themes:** Social reform, industrialization, urbanization, Black rights, early progressive reforms.
- **Sub-Themes:** Music, transportation, etiquette, communication, letter writing.



W. James Knapp
(1843-1885)



Letter from Richard H. Knapp to W. James Knapp, Feb 13, 1881

Essential Questions

- What was life like for two people of African descent in Albany from the 1850s to the 1890s?
- How did gender affect life experiences?
- How is life different today compared to the Victorian Era?
- What actions did James and Clara take to shape better lives for themselves?

Learning Goals

By participating in this program, students will gain insights into primary source analysis, historical empathy, and the social context of Black life in 19th-century Albany.

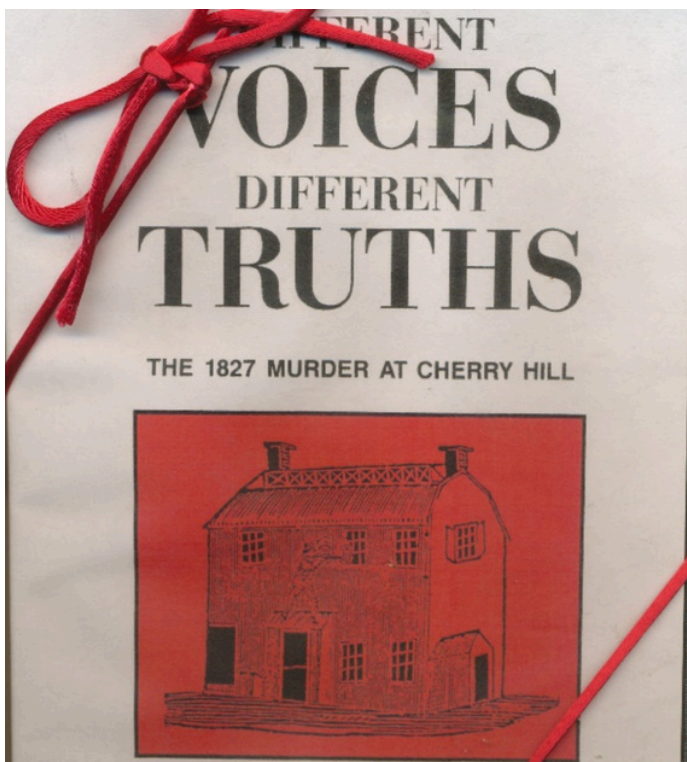
The program is designed to support Next Gen ELA/Social Studies Standards by encouraging critical thinking, comparison, and historical analysis.

Different Voices, Different Truths

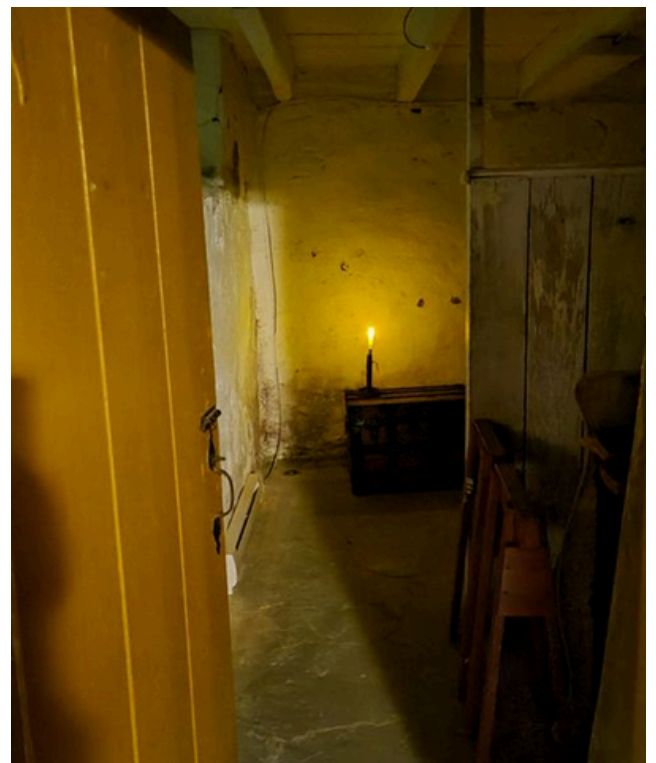
Program Overview

Students investigate a notorious 1827 crime in the house where it occurred. They examine the scene of the crime, re-enact the murder, and trace the killer's footsteps. A variety of learning activities helps students understand how the choices of the major people involved in the event were affected by the social and economic conditions of the period.

The program is designed to meet New York State Learning Standards in social studies and English Language Arts. It stresses critical thinking skills and involves students personally in the process of interpreting the past.



Document-based teaching unit
used to prepare for visit



A look into Dinah Jackson's space

Program Structure and Activities

Pre-Visit Preparation:

In the classroom students will be given a pre-visit slideshow to build contextual information for the event. Divided into four groups, they will investigate the historical characters: Jesse Strang, Elsie Whipple, John Whipple or Dinah Jackson. They will learn basic information about each, the sequence of events leading to the murder, and the outcome of the trials by reading all of Jesse Strang's Confession and by using materials in the teaching unit, Different Voices. If time permits, students will read and/or re-enact the trials and/or write an essay as part of the Post-Visit activities.

Museum Program Procedure:

After an introduction, students break into groups to investigate the scene and circumstances of the murder inside and outside the house. The class reassembles for an orientation to the Cherry Hill household in 1827. The students then divide into groups again and investigate the roles and responsibilities of the four historical characters in the historic spaces of the house. The visit concludes with a final activity exploring the choices made by each character.

1. In May 1827, the time of the murder at Cherry Hill, Dinah Jackson was (check correct answers):

_____ an enslaved person

_____ a servant

_____ about 25 years old

_____ about 50 years old

2. Dinah had many tasks or chores to perform in the Cherry Hill household but what was one of her major jobs? _____

3. Who tried to involve her in a plot to kill one of the household members? _____

1. What was Jesse Strang's role in the May 7, 1827 murder at Cherry Hill? _____

2. Why did he happen to come to Albany? _____

3. Jesse Strang worked at Cherry Hill for a little over 8 months. Look at the descriptions below and check all those which correctly apply to Jesse's work at Cherry Hill:

_____ butler

_____ served the wine

_____ responsible for making fires in the fireplaces

_____ farm hand

_____ good worker

_____ lazy worker

Two samples of Different Voices, Different Truths pre-program worksheets

Learning Objectives

- Describe the major facts about the 1827 murder at Cherry Hill and how four household members were involved in the event
- Identify some basic biographical information about each of the four people involved in the event
- Identify key historical documents (Jesse Strang's Confession; Elsie Whipple's statement to police) and evaluate their reliability
- Recognize different viewpoints concerning the guilt or innocence of Elsie Whipple and draw their own conclusions based on the evidence
- Compare and contrast the roles and responsibilities of the four people by using a variety of primary sources (documents, architecture and objects)
- Recognize how these people's life choices were affected by their social and economic positions.

Learning Standards

- Social Studies Standard 1.1, 1.2, 1.3, 1.4
- English Language Arts Standard 1.1, 1.2 and Standard 2.1, 2.2
- The Arts Standard 1 (Theater)

Skills

- Identify primary sources
- Recognize biases
- Listen to gain information
- Separate facts from opinions
- Ask and answer analytical questions
- Work cooperatively in groups
- Draw inferences from a variety of sources
- Recognize different viewpoints

Review: Types of Sources

What is a **Primary Source**? What is a **Secondary Source**?

Primary Sources are immediate, first-hand accounts of a topic or event, from people who experienced it or had a direct connection with it.

What are some examples of primary sources?

- » Newspaper reports, by reporters who witnessed an event or who quote people who did.
- » Speeches, diaries, letters and interviews - what the people involved said or wrote.
- » Photographs, video, or audio that capture an event.

Secondary Sources are one step removed from primary sources. They might quote or use primary sources.

What are some examples of primary sources?

- » Books about a topic.
- » Articles about a topic, especially by people not directly involved.
- » Movies or other types of media (though they often include photos or video portions that can be considered primary sources).

Measuring believability in a news source

Questions to ask:

- What is it about?
- When was it made?
- Who made it?
- Where was it made?
- Why was it made?
- **How "close" is the source to the event?**
- Is it a primary or secondary source?



Two post-visit activities for Different Voices, Different Truths

Social Studies Concepts

Change, Choice, Culture, Diversity, Empathy, Identify, Science and Technology, Civic Values

Curriculum Connections

Historic Events Viewed Through Eyes of Those Who Were There, Social Mobility, Immigration, Traditions and Practices Passed Down in Families, Basic Ideals of American Democracy

Educational Impact and Teacher Feedback

This program is highly rated by teachers who noted how engaged their students remained throughout the experience. Teachers also praise the effectiveness of pre-program lessons, noting in surveys that it connects well with curriculum and that it introduced the students to something new.

Teacher: *"This program complements the content students are learning in school, and helped students develop and strengthen curricula skills."*



Participants examine John Whipple's 'body.'



Where John Whipple fell.

For inquiries, contact us.

www.historiccherryhill.org
deborah@historiccherryhill.org
518-434-4791

