



## 2019-2020 SCHOOL YEAR

3300 Harvey Road, Huntington, WV 25704

[lauraperry@heritagefarmmuseum.com](mailto:lauraperry@heritagefarmmuseum.com)

304-522-1244

**Kindergarten Days** – Oct. 23 & 24, 2019 April 22 & 29, 2020 May 6, 13 & 20, 2020

**1<sup>st</sup> & 2<sup>nd</sup> Grade Days** - Oct, 1, 2, 17 & 18, 2019 April 21, 28; May 5, 14, 2020

**3<sup>rd</sup> Grade Days** – Nov. 1 & 6, 2019 April 17 & May 1, 2020

**4<sup>th</sup> Grade Days** - April 24 & May 7, 2020

**Revolutionary War** (designed for 4<sup>th</sup> grade) - Nov. 4 & 5, 2019 Mar. 31, April 1 & 2, 2020

**Civil War** (designed for 5<sup>th</sup> grade) – October 28 & 29, 2019

**Homeschool Days** – September 11, 2019 April 30, 2020

Call to inquire about **8th Grade WV History, Natural Science Exploration**, or any other custom tours

- Heritage Farm Museum & Village (HFMV) is West Virginia's only Smithsonian Affiliate Institution.
- More than 6300 school children visited us this past school year for a day of fun and learning.
- We accommodate multiple schools each day but your students remain with you and are separate from other schools.
- Each visit provides experiences that are aligned with the WV College Career and Readiness Standards.
- History, math and natural science are all part of HFMV.
- Staff and facilitators are knowledgeable and have experience with students.
- Museums, wagon rides, petting zoo & artisans may all be part of your day.
- Hands on activities are provided for all grade levels.
- The day is structured and well planned to maximize your time.
- Teachers and bus drivers are FREE.



# Nature Exploration Days!

**Cost: \$10/student . Teachers and Bus Drivers are Free. No siblings or parents.**

**Nature Days can be organized for one class of up to 30 students. By special request, up to three classes of no more than 30 students each can be accommodated. Activities will take place indoors (in our new Nature Center!) AND outdoors. Participants are asked to dress appropriately for the outdoors.**

**\*\*Specific activities are subject to weather and available personnel\*\***

**Activities will be designed to meet one or more of the following objectives for each grade level!**

## Kindergarten:

**S.K.GS.3** Students will use observations to describe patterns of what plants and animals (including humans) need to survive.

**S.K.GS.4** Students will construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**S.K.GS.5** Students will use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**S.K.GS.6** Students will communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.\*

## First Grade:

**S.1.GS.5** use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**S.1.GS.6** read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

**S.1.GS.7** make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## Second Grade:

**S.2.GS.5** plan and conduct an investigation to determine if plants need sunlight and water to grow.

**S.2.GS.6** develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

**S.2.GS.7** make observations of plants and animals to compare the diversity of life in different habitats.

**S.2.GS.10** develop a model to represent the shapes and kinds of land and bodies of water in an area.

## Third Grade:

**S.3.GS.5** construct an argument that some animals form groups that help members survive.

**S.3.GS.7** construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**S.3.GS.8** make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

**S.3.GS.9** develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

## Fourth Grade:

**S.4.GS.9** construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

**S.4.GS.10** use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

## Fifth Grade:

**S.5.GS.5** use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

**S.5.GS.6** support an argument that plants get the materials they need for growth chiefly from air and water.

**S.5.GS.7** develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

**S.5.GS.10** obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

## Sixth Grade:

**S.6.LS.1** construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**S.6.LS.3** construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

**S.6.LS.5** analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

**S.6.LS.6** develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

## Seventh-Twelfth Grades:

**Custom Upper-Level Science Days Available by request.**

**Some possible upper-level topics could include, but are not limited to:**

- Water Quality Chemistry and Biology- Aquatic Invertebrates Creek Study
- How to conduct a biodiversity survey/ native species identification
- Animal Behavior— Observation , Analysis, and Application
- Insect Intensive Day- Anatomy, Behavior, Natural History, Observation, and Conservation
- Avian Intensive Day— Anatomy, Behavior, Natural History, Observation, and Conservation
- Reptile/Amphibian Intensive Day- Anatomy, Behavior, Natural History, Observation, and Conservation
- Mammal Intensive Day- Anatomy, Behavior, Natural History, Observation, and Conservation
- Conservation Biology— why care about our environment and what can we do to help?

**Please email our Wildlife Education Director with any questions you may have:**

**[rebekahperry@heritagefarmmuseum.com](mailto:rebekahperry@heritagefarmmuseum.com)**



October 23 & 24, 2019; April 22 & 29, 2020; May 6, 13, & 20, 2020

**Kindergarten Grade Days**

**Time:** 9:30 am - 1:00 pm

**Cost:** \$8 /student

Your students may

- Take a wagon ride
- Visit the petting zoo
- Create in the MakerSpace
- Play in the Discovery Zone
- Do chores in Hands On Museum
- Explore in the Nature Center

\*slight variations in activities may occur, depending on personnel

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**Kindergarten Days** at Heritage Farm Museum & Village has been planned to align with the curriculum standards.

M.K. 17 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.

M.K.18 Correctly name shapes regardless of their orientations or overall size.

M.K.21 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

S.K.GS.3 use observations to describe patterns of what plants and animals (including humans) need to survive.

S.K.GS.4 Students will construct an argument supported by evidence for how plants and animals (including humans) and the places they live

S.K.GS.5 use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

SS.K.6 discover the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each

SS.K.16 investigate the past and explore the differences in other people, time and cultures

SS.K.22 Compare and contrast past and present lifestyles of West Virginians.

Cost: \$8/student      No siblings please.      Children & teachers should bring a sack lunch.

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October 1, 2, 17 & 18, 2019; April 21 & 28, 2020; May 5 & 14, 2020

**1<sup>st</sup> and 2<sup>nd</sup> Grade Day**

**Time:** 9:30 am - 1:00 pm

**Cost:** \$8 /student

Your students may

- Ride the wagon
- Pet the animals
- Learn about the food chain or animal habitats
- Do farm chores in Children's Activity Museum
- Visit one room schoolhouse
- Visit the Country Store or the peddler

\*slight variations in activities may occur, depending on personnel

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**1<sup>st</sup> & 2<sup>nd</sup> Grade Day** has been planned to align with WV curriculum standards.

### **First Grade**

**SS.1.11** Describe how climate and location affect the way people live, work and play.

**SS.1.25** Describe the cultural life of West Virginia as reflected in games, toys and various art forms.

**SS.1.6** Compare and contrast occupations within the community.

**SS.1.7** Distinguish between personal needs and wants and the consequences of personal choices

**SS.1.8** Demonstrate the exchange of goods and services.

**S.1.GS.5** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs

### **Second Grade**

**SS.2.21** Compare and contrast past and present lifestyles of West Virginians.

**SS.2.7** Design a system that reflects the understanding of the exchange of goods and services

**SS.2.16** explore the impact historical figures have had upon our society.

**SS.2.17** Identify state symbols, celebrations, holidays, famous West Virginians and the governor of West Virginia.

**S.2.GS.7** Make observations of plants and animals to compare the diversity of life in different habitats.

**S.2.GS.10** Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Teachers and students should bring lunches. No siblings please. Parents fee - \$10.

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## 3<sup>rd</sup> Grade Days

November 1 & 6, 2019 &

April 17 & May 1, 2020

9:30 a.m. – 1:30 p.m.

Cost - \$10/student

Your students may

- Ride the wagon
- Pet the animals
- Visit a coal mine & learn of other WV industries
- Measure and weigh items necessary for survival
- Learn of Native Americans
- Discover in nature
- Tour one of our museums

\*slight variations in activities may occur, depending on personnel

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Third Grade Days has been planned to align with the following WV Career and College Readiness Standards.

**E.SS.3.9** Sequence the path of a product from the raw material to the final product.

**WVH.SS.3.24** Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.

**H.S.3.21.c** explain how Native American groups adapted to geographic factors of a given region.

**H.SS.3.21.f** analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).

**S.3.GS.8** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

**S.3.GS.9** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**S.3-5.ETS.2** generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**M.3.19** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves or quarters.

Multiple schools will be participating on Third Grade Days. Please plan to arrive by 9:15 so we can start at 9:30 a.m. Teachers and students should bring lunches.

Additional adults - \$10. No siblings please.

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## 4<sup>th</sup> GRADE DAYS

**April 24, 2019 & May 7, 2020**

**9:30 a.m. – 1:30 p.m.**

**Cost: \$10/students**

\*Your students may

- Visit Industry Museum
- Visit Transportation Museum
- Create in our MakerSpace using symmetry
- Learn of animal adaptation
- Visit the petting zoo
- Take a wagon ride

\*There may be a slight variation in the activities on each of the days, depending on personnel.

4<sup>th</sup> GRADE DAYS has been planned to align with the West Virginia College and Career Readiness Standards for fourth grade.

SS.4.17 Analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.

SS.4.18 Compare and contrast West Virginia's population, products, resources and transportation from the 18<sup>th</sup> century through modern day.

S.4.GS.9 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.

S.4.GS.10 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

M.4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts, identify line-symmetric figures and draw lines of symmetry

Children & teachers should bring a sack lunch. No siblings please. Parents - \$10

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## REVOLUTIONARY WAR designed for 4<sup>th</sup> grade students

**November 4 & 5, 2019; March 31, April 1 & 2, 2020**    **9:30 a.m. – 1:30 p.m.**

**Cost: \$10/students**

\*Your students may

- visit with Virginia militia
- visit with Cornstalk and learn of the involvement of Native Americans
- engage in a discussion of Taxation without Representation
- meet Ben Franklin and learn about the writing of the Declaration of Independence
- learn of the role of women during Colonial times
- be introduced to other historical figures

\*There may be a slight variation in the activities on each of the days, depending on personnel.

**REVOLUTIONARY WAR event** has been planned to align with the West Virginia College and Career Readiness Standards for fourth grade social studies. Older students are welcome to participate.

SS.4.14 Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.

- Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.).
- Explain the major ideas reflected in the *Declaration of Independence*.
- Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.).
- Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.

SS.4.15 Trace the beginnings of America as a nation and the establishment of the new government.

- Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.).

Children & teachers should bring a sack lunch. No siblings please. Parents - \$10

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## CIVIL WAR DAYS

Designed for 5<sup>th</sup> grade students

October 28 & 29, 2019

9:30 a.m. – 1:30 p.m.

\*Your students will

- meet a sergeant in the Union Army
- march with a Confederate soldier
- participate in the trial of John Brown
- reenact the Battle of Antietam
- hear stories of the Underground Railroad
- learn of life of the Civil War era
- be introduced to other historical figures

CIVIL WAR DAYS at Heritage Farm Museum & Village has been planned to align with the West Virginia College and Career Readiness Standards for fifth grade social studies. Older students are welcome to participate.

**SS.5.C.1** illustrate the rights, responsibilities, duties, and privileges of a patriotic citizen within authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.

**SS.5.C.2** assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire the understanding of the trial by jury process and justify its effectiveness in solving conflicts in society both past and present.

**SS.5.C.4** compare the functions of each level of the government (local, state, and national) and apply that knowledge to a function set aside for citizens of the United States (e.g., Town Hall Meeting, Project Citizen, debate, etc.).

**SS.5.H.CL1.1** research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).

**SS.5.H.CL1.2** explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).

**SS.5.H.CL1.4** compare the roles and accomplishments of historic figures of the Civil War. (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).

**SS.5.H.CL1.3** summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).

**SS.5.E.6** compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.

Cost: \$10/student      No siblings please.      Children & teachers should bring a sack lunch.

\*There may be a slight variation in the activities on each of the days, depending on personnel.

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## WV History

Designed for 8th grade students

The focus for 8<sup>th</sup> grade students is on WV history. Each student may

1. participate in the 1<sup>st</sup> Wheeling Convention and identify tensions that lead to creation of the new state *SS.8.22 – Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved.*
2. converse with an early Native American  
*SS.8.20 – Differentiate between the cultures and daily life of the Native Americans. Explain the role of western Virginia in the French and Indian War.*
3. learn of the major industries in WV  
*SS.8.23 – Summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry.*
4. tour Heritage or Progress museum  
*SS.8.23 – Identify the types of transportation that facilitated the growth of West Virginia. Summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry.*
5. Learn the process of building/woodworking in early Appalachia  
*SS.8.20 - Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.*

Cost: \$10/student

Students & teachers should bring a sack lunch.

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Call to schedule your class

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## Home School Day

Wednesday, Sept. 11, 2019

Thursday, April 20, 2020

10 a.m. – 3 p.m.

Cost - \$8/person

Home School Day offers you and your children the opportunity to visit West Virginia's first Smithsonian affiliated museum and experience its hands-on, educational activities. We recommend that you allow a minimum of three hours to tour the museums, visit with the artisans, do chores in the Children's Activity Museum, explore the petting zoo, ride the wagon, create in the MakerSpace and have fun in the Discovery Zone play area.

Cost for the day is \$8 for children and adults. We require that a parent/adult accompany the children at all times during the visit.

Food will be available for purchase in our café or you are welcome to bring a picnic lunch. Space is limited. Register your homeschool group by calling 304-522-1244.

**FEATURES FOR 9/11:** Because of the significance of September 11 in American history, this fall you will also have opportunity to:

- Hear from a first responder at the World Trade Center
- View artifacts from the collapse of the Towers
- View documentaries from the Smithsonian
  1. *9/11: The Day that Changed the World*
  2. *9/11: Stories in Fragments*

**FEATURES FOR APRIL:** Please check with us in January.

