

Post-Visit Lesson #2: Reflecting on *Going Places*

Objectives

- Students will analyze and reflect on the exhibit *Going Places*.
- Students will compare and contrast horse-drawn transportation to transportation today.
- Students will become nineteenth century carriage consumers as they create a list of required features and research the perfect carriage purchase for their needs.

Materials

- Pencils or pens
- Writing paper
- Butcher paper
- Crayons, markers, and colored pencils
- Drawing paper

Student Instruction

1. Before you go to the museum, ask students to select two different horse-drawn vehicles from the exhibit and note their similarities and differences on a piece of paper. They should identify at least five things that are different and five that are alike between the vehicles.
2. Upon your return from visiting the exhibit *Going Places*, discuss with students the following questions:
 - What do you think the exhibit was about?
 - What did you learn from the exhibit that you didn't know before you went?
 - Which was your favorite section of the exhibit? Why?
 - What didn't you like about the exhibit? Why?
 - What did you think about the way the museum chose to set up the exhibit? Was it logical? Was anything distracting? What had the museum done to enhance your appreciation of the exhibit?
 - Did you find any recurrent themes in the exhibit?
 - What were the needs and goals of transportation in the 1800s?
 - What types of horse-drawn vehicles can you remember from the exhibit?
 - How could people who didn't own their own horse and carriage get around? How do they get around today?
 - What kinds of delivery vehicles did you see in the exhibit? What are some modern day examples of delivery vehicles?
 - What kinds of service vehicles did you see in the exhibit? What are some modern day examples of service vehicles?
 - How did the wealthy use carriages to show off? Do the wealthy show off through cars today? Give examples.
 - What kinds of leisure activities involved horse-drawn vehicles? Are vehicles still part of leisure activities today? Give examples.
 - Why is it important and/or interesting to have an exhibit about horse-drawn vehicles?
 - What kinds of comparisons and contrasts seem most significant to you about transportation in the 1800s and transportation today?

Student Activities/Products

1. Ask students to share their lists of similarities and differences between horse-drawn vehicles they saw in the exhibit with a small group (4–5) and then to create a group listing of all the comparisons on butcher paper.
2. Ask students to be carriage consumers of the past. Ask them to make a list of needs as they consider what they would require in a horse-drawn vehicle, such as seating, number of horses needed to pull the vehicle, upholstery and detailing, etc. Then have them research what kind of vehicle would best suit their needs and pocketbook. Many examples of carriages and carriage features can be viewed at www.colonialcarriage.com. Alternatively, your local museum hosting *Going Places* has several vintage carriage catalogs available they may be willing to loan you for this assignment.
3. Still posing as nineteenth-century consumers, students will write a letter to a distant relative explaining the features of their new carriage and discussing how the carriage will benefit them.
4. Ask students to draw a picture of their carriage to send along with the letter.

Extensions

1. Send the students' letters to the museum hosting *Going Places*.
2. Ask students to write a poem based on one of the photographs or objects they examined at the exhibit *Going Places*.
3. Have students write a letter to the museum about their visit.
4. Ask students to consider how they would purchase a vehicle today. Do they have the same types of choices for vehicle details? Have students do the same activity but focus it on the 21st-century purchase of a car.