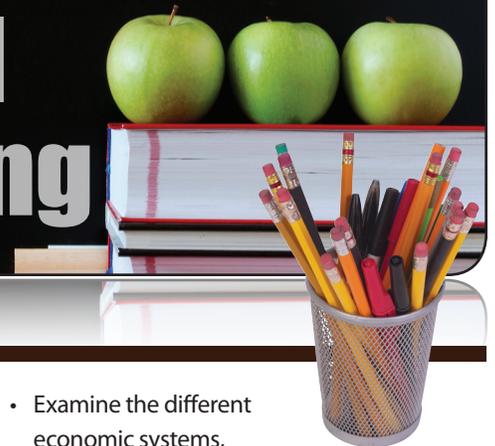




*"Experiencing History
While You Teach"*

Educational Programming



Our Mission

Founded in 1983, the Tobacco Farm Life Museum is a nonprofit educational organization whose mission is to "Preserve the History and Cultural Heritage of the Eastern North Carolina farm family and present this legacy to the Public."

The museum fulfills this mission through historical preservation, museum exhibits, educational outreach, and enrichment programs for all ages. Our educational tours are hands-on, interactive, and fun, with presentations designed for the developmental level of the child.

The purpose of this brochure is to highlight some of the ways that the museum's guided tours meet the North Carolina Standard Course of Study.

Competency Goals in this flyer are written as seen in the NC Standard Course of Study provided by the Department of Public Instruction Organization for North Carolina and the State Board of Education for 2009.

Tour Highlights include topics that the museum guides touch on during the tour provided, but are not all inclusive of the educational programming that the museum provides. If you have questions or would like to see if we can modify the program to fit your teaching needs please contact us.

Social Studies

COMPETENCY GOALS

"The focus for seventh grade is on the continued

development of knowledge and skills acquired in the fourth, fifth and sixth grade studies of North Carolina, the United States, and Europe and South America by considering, comparing, and connecting those studies to the study of Africa, Asia, and Australia." The museum will work to meet the following competency goals in order to understand the international agricultural trade between the United States and Africa, Asia and Australia and its effects/impact on the farming communities.

- Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.
- Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.
- Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze their effect on human activities.
- Identify the main commodities of trade over time in selected areas of Africa, Asia and Australia, and evaluate their significance for the economic, political and social development of cultures and regions.
- Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in Africa, Asia and Australia.
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- Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia and Australia and analyze their effectiveness in meeting basic needs.
- Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.
- Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.
- Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.
- Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.
- Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia and Australia and evaluate their influence on local, state, regional, national, and international communities.
- Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic.



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- Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of South America and Europe, and evaluate the effects on local, state, regional, and national economies and cultures.

TOUR HIGHLIGHTS

A seventh grade tour of the Tobacco Farm Life Museum would include information on early and current agricultural trade between Europe, South America, North America, Africa, Asia and Australia. It would include information on North America's culture, economy, and technological advances.

1. Discuss the colonist's early interactions with Indians and the religious/cultural significance of tobacco and other crops produced by the American Indians.
2. Discuss Spain and Portugal's early monopoly on the European tobacco trade.
3. Discuss Jon Rolfe's contribution to the success of Jamestown Virginia due to the export of tobacco.
4. Discuss initial arguments against tobacco from English populace and King James I of England (wrote "A Counterblaste to Tobacco" (1566-1625)
5. Discuss the development of plantation, trading ports, and farming communities.
6. Explain that tobacco is grown in almost every country and discuss why that is.
7. Discuss the differences and similarities found in tobacco farming communities around the world.
8. Discuss deforestation, industrialization due to changes in farming and the international agricultural market.
9. Discuss the modification in hand tools and techniques between cultures and differences found in the rate of change in technological equipment/practices.
10. Discuss the significance that erosion, earthquakes, fires, floods have on farming communities and how that affects national and international markets.
11. Identify countries that are reliant on farming, what crops are significant and how they impact the communities' culture and living arrangements.
12. Discuss different political and economic systems and how they affect the farming community. Discuss modification in American economic systems. Discuss changes in market techniques (such as the tobacco market) and how that affected North Carolina farmers.

13. Discuss similarities and differences in basic wants and needs.
14. Discuss cultural diversity and how the farming community developed a unique language, art, music, and belief system.

Math

COMPETENCY GOALS

- Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra.

TOUR HIGHLIGHTS

1. Guides will discuss the above seventh grade math concepts and their significance to farmers in order to plan, prepare, plant and crop their produce.

Language Arts

COMPETENCY GOALS

- The learner will make connections through the use of oral language, written language, and media and technology.

TOUR HIGHLIGHTS

1. Students will be exposed to new vocabulary during tours given by guides through reading exhibit text, graphs and charts and through different forms of media exhibits.
2. The learner will be able use the new information received from the tour to critically analyze history and use their verbal skills to express questions that they have to docents, teachers and other students.

Science

COMPETENCY GOALS

The learner will demonstrate an understanding of technological design.

- Explore evidence that "technology" has many definitions.
 - Artifact or hardware
 - Methodology or technique
 - System of production
 - Social-technical system
- Use information systems to:
 - Identify scientific needs, human needs, or problems that are subject to technological solution.
 - Locate resources to obtain and test ideas
- Evaluate technological designs for:
 - Application of scientific principles
 - Risks and benefits
 - Constraints of design
 - Consistent testing protocols

- Apply tenets of technological design to make informed consumer decisions about:
 - Products
 - Processes
 - Systems

TOUR HIGHLIGHTS

1. Discuss the many definition of technology and how they apply to changes in the farming community.
2. Discuss the technological changes and their positive and negative effects.
3. Identify artifacts/hardware and modifications to the items.
4. Discuss systems used on the farm to complete tasks and how they have developed.
5. Identify similar items in use today and how they are similar or different.

The Basic Tour

The basic Tobacco Farm Life museum tour includes an introductory video and admission to the museum and grounds, which includes a Traditional Pack House, 1920's farmhouse, a separate kitchen dwelling, a 100-year-old tobacco barn, a one-room schoolhouse, and a working blacksmith shop.

Each tour can be customized by adding any of the following hands on activities.

Butter Churning Candle Dipping
Heritage Games Blacksmithing Tour
Artifact Discovery

On-Farm Tours

The Tobacco Farm Life Museum also offers a variety of seasonal, off-site farm tours. Including but not limited to farms that grow Tobacco, Cotton and Sweet Potato. Adding this tour to your school's tour offers the students the opportunity to see the differences between traditional hand tools and farming techniques and modern technology and processing.

Please contact the museum for tour rates and details.

Group Reservations Required

To make your field trip the most enjoyable, we ask that you make advance reservations. Our staff can schedule your trip several months in advance; advance scheduling assures you priority attention.

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