

Pope's Tavern Museum Resource Packet
Pope's Tavern Museum
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Welcome to Pope's Tavern Museum!

Our team is happy to share our historical site with you! Our museum is a preserved building which has served as a private home, a hospital, and now a community museum!

Information:

Pope's Tavern was built in 1835 as a boarding house with a detached residence. Like many large houses, it was used as a hospital during the Civil War, a place where both United States and Confederate troops could recover with the aid of townspeople. The house served as a private home after the war and was turned into a museum in 1968. The museum focuses on early 1800's Florence and Lauderdale County history including themes of settlement, transportation, geography, slavery, and the Civil War. The museum features six interpretive spaces, each exploring a different theme,

Mission Statement:

The mission of Pope's Tavern is to interpret the early history of the city of Florence and Lauderdale County through educational programming, public discourse, and community engagement.

Key question suggestions for your class to ponder before visiting Pope's Tavern.

Older students

- Why and how do we study time and place?
- How do you engage with historic and cultural sites in your community?
- How can historic and cultural sites be included in teaching and learning?
- To what extent do we need historical/cultural sites and museums to commemorate events and people?
- What role should governments and citizens have in historic preservation?
- How is history present in the built environment of your community?

Younger Students

- Who are the people in your community you would like to remember?
- How can we remember those people in a museum?
- What things can you see in your community that represent the past?
- Why is it important to study places of the past?
- How does how we live today connect to how people lived long ago?
- Should our government leaders and community play a part in preserving things from the past?

Pope's Tavern
Scavenger Hunt

Kitchen

Dining Room

Parlor

Civil War Room

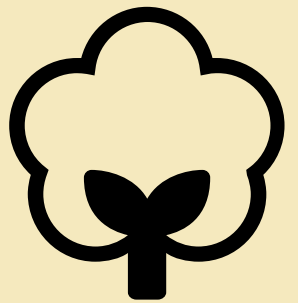
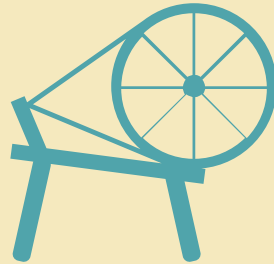
Hospital Room

Slavery and Cotton Exhibit

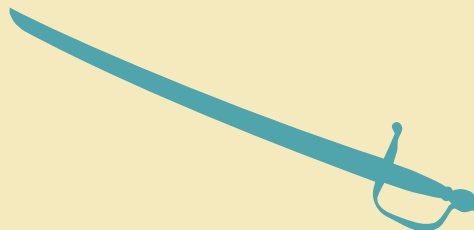
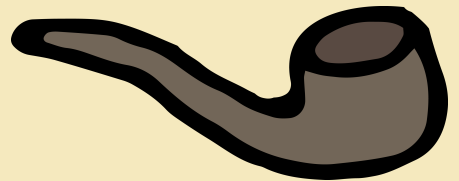
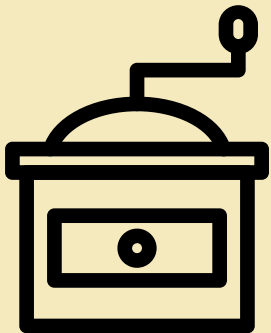
1. A lamp that holds a candle
2. A portrait of a man who was enslaved
3. A saw used during the Civil War
4. A picture of Congressman James T. Rapier
5. A clock on a mantle
6. A mold for making candles
7. A hearing aid made out of metal
8. An old bible that is opened
9. A portrait of a man who fought for the United States Army
10. A long rifle that was used for hunting
11. A sewing machine
12. An ad for a "Runaway Slave"
13. Two coffee grinders
14. Two brass bed warmers
15. A grandfather clock from the 1700's

16. A powder measure
17. A toy cradle with a doll inside
18. A wedge-shaped brick from the Forks of Cypress
19. Scissors that were used to cut fabric
20. A stopwatch that was used to time horses
21. A red hat that was used in the Civil War
22. A very old shoe made of leather and wood
23. A wooden trunk with a rounded top (sea chest)
24. A large wooden bowl for making dough
25. A rack used for drying herbs and plants
26. Something used to sort mail and letters
27. A silver trophy
28. A pill roller that was used for making pills
29. A large, gray pipe
30. A fireplace shovel

**Directions: Explore outside and inside of the museum
. SPY what you can find on the museum site. Circle
the things you see!**



I spy



Artifact/Object sketching

Objects tell Stories

Each Class begins with a story about an object. Objects from the Museum collection can be preselected by staff and facilitator or chosen by the class. After the story and discussion, the facilitator demonstrates how to recreate/create/sketch/draw the object. Students can leave their creations at the Museum to help visitors interpret the objects.

Intro: 10-15 minutes; (Museum Staff or Facilitator)

How to read an artifact

What do you see?

What is it made of?

What is the shape? Size? Material?

How was it made?

What does it make you think about? What does it remind you of? What is this object for?

How to relate an artifact

Is it like anything I have?

How would I use it?

What people used this object?

Activity: 45 minutes (Facilitator)

How to draw, sketch, or create a version of the object

Cooking in the 19th Century

Lesson Plan for Pope's Tavern

4th grade Field Trip

Prepared by Ms. Ana

OVERVIEW & PURPOSE

To create an interactive learning experience about food served in the 19th century.

Identify who ate, what they ate, how the food was prepared, and where was it eaten?

Identify the ways in which the food contributed to the lifestyle of the people.

EDUCATION STANDARDS

1. TBA

Apply *Bloom's Taxonomy" to the lesson

2. Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

OBJECTIVES

To learn what it was like to prepare food in the early 19th century.

MATERIALS NEEDED

Character names- for jobs

Cook

Home Resident

Food Supplier(Outdoor workers or slaves)

Steps to check for student understanding

1. How would you check for understanding?
2. How would you be sure that the students could compare and contrast the way cooking and growing food from the past to the current times?
3. What interactive experiences would help students understand the objective of the lesson?

ACTIVITY

Describe activity that will reinforce the lesson

A-Day in the life of people in the 19th century, focusing on how food is made.

Fixing a meal

- The teachers or museum staff will show the artifacts. The churn will be featured to begin the lesson, observations will be made by the students. The facilitator will ask the students what they observe about the artifact.
- Next, the teacher will ask the students how butter is made today?
- Then the teacher will ask if anyone knows how butter was made in the 19th century.
- The teacher will explain how the churn would have worked and how long it would have took people to make the butter and other processes that may have been used to make the butter and the other food items in the meal.

Extension options:

Where does the food come from?

What is included in the meal?

Youth Learners Series

Lesson Plan for the month of June

Archaeology

Summary

1. Subject(s): Archaeology
2. Topic or Unit of Study:
3. Grade/Level: Elementary Ages (K-6)
4. Objective: To learn the importance of Archaeology to Indigenous Communities and how it relates to our local community.
5. Time Allotment: 45-60 minutes

Implementation

Learning Context

Procedure

a. Anticipatory Set

Key Question: What is Archaeology? *Key Word-Decolonization- The teacher will lead a short explanation of respectfully honoring the people, the land, and the culture.

Answer: the scientific study of material remains (such as tools, pottery, jewelry, stone walls, and monuments) of past human life and activities

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Answer: remains of the culture of a people : ANTIQUITIES

Source: <https://www.merriam-webster.com/dictionary/archaeology>

- b. Direct Instruction: Google Slides/Power Point Presentation-The teacher will present information about Archaeology and the importance of the land and artifacts to the people. We will then practice being archaeologists ourselves.
- c. Guided Practice: Cookie Excavation/Categorization
- d. Check for Understanding: Have children do the same thing with real artifacts, organizing and recording information.
- e. Independent Practice: The children will be guided to do the activity to be archaeologists and sort out the chocolate chips.
- f. Kinetic Sand with artifacts will be presented, the students will sort the found artifacts, they will be guided to sort them into the correct places.
- g. Closing-The kids will eat their cookies and take home their findings charts.

Differentiated Instruction

- a. Visual Learners: Presentation, Visual-Aids,
- b. Auditory Learners; Presentation and discussion
- c. Kinesthetic Learners: Archaeology Activity-movement as needed
- d. ESL Students-Accommodations will be made as needed
- e. At-risk Students-Accommodations will be made as needed
- f. Advanced Learners-Accommodations will be made as needed

Materials & Resources

- a. Instructional Materials: Slide Presentation, Cookie Experiment. Kinetic Sand Archaeology Experiment
- b. Resources: chickasawtv.net video, merriam-webster.com, Encyclopedia of Alabama