

## Sherman's Store – Williamsville, VT

**Grade Level:** Grade 3

**Topic:** Vermont History / Daily Life

**Resources Needed:** 5 images of Sherman's Store from the Porter Thayer Collection:

<http://cdi.uvm.edu/collections/item/bmlthayerT731>

<http://cdi.uvm.edu/collections/item/bmlthayerT762>

<http://cdi.uvm.edu/collections/item/bmlthayerT783>

<http://cdi.uvm.edu/collections/item/bmlthayerT833>

<http://cdi.uvm.edu/collections/item/bmlthayerT732>

### **Student Learning Objectives:**

- Students will demonstrate knowledge of rural Vermont life in the early 1900s
- Students will demonstrate knowledge of historical Vermont country stores
- Students will demonstrate the ability to work well together and share ideas

### **Assessment of Stated Objectives:**

- Students will brainstorm and write a rough draft of a 2-3 page skit which takes place at a historic Vermont country store, revealing knowledge of that place and time.
- Students will develop a creative plot idea that incorporates at least two characters.
- Students will work collaboratively and equitably in groups of four to produce a well-written script.

### **Standards:**

VT- Vermont Grade Level Expectations

**Subject:** History & Social Sciences

**Grade:** Grades 3 – 4

**Strand:** History

**GE Stem:** H&SS3-4:8 Students connect the past with the present by...

**Expectation:** Describing ways that life in the community and Vermont has both changed and stayed the same over time (e.g., general stores and shopping centers).

**Subject:** Literacy: Writing

**Grade:** Grade 3

**Standard/GE Stem:** Standard 1.9: Narratives Standard 5.11: Literary Elements and Devices

**Strand:** Expressive Writing: Narratives

**Expectation:** W3: 11 In written narratives, students organize and relate a story line plot/series of events by...

**Detail:** Creating a clear, understandable story line with a beginning, middle, and end

**Expectation:** W3: 12 Students demonstrate use of narrative strategies by...

**Detail:** Using details

**Detail:** Identifying characters

## **Procedures:**

Orientation: The Porter C. Thayer photographs (linked to above) are presented.

Class Discussion: To prep for this assignment, students will have gathered other sources related to the role of the country store in the Vermont community in the early 1900s. In notebooks, students will brainstorm information such as: sundry goods Sherman's might carry, the prices of these goods, who might frequent the store, how the goods arrive in town, etc. The teacher will lead a discussion of the role of the country store in early 1900's Vermont as a center for communication, mail, social gatherings, apothecary needs, home remedies, fishing/hunting supplies, horse rentals, etc.

## Teaching/Learning Process:

Students will be asked to work in groups of four to develop a creative script that involves characters who have an encounter at A.N. Sherman's country store in Williamsville in the early 1900s. They will use evidence that they've gathered from the photographs to make inferences about the store and daily life at that time.

The prelude to the plot is that someone from Williamsville is going into Sherman's for a specific purpose, and while there must converse with at least one other character (i.e. a neighbor, the store owner). The skit must be at least 2-3 pages long and reveal the students' knowledge of historic country stores and general knowledge of life during that time. Before they begin to write the script, the teacher will pass out a worksheet to each group that contains the following questions (below). This worksheet is meant to help students generate ideas for plot development. The teacher will go over the questions, posing ideas and modeling an encounter as an example:

*Worksheet Questions:*

- *Who are the characters? (two middle-aged women)*
- *Why are they at the general store? (i.e. one needs “medicine”; the other is shopping for groceries)*
- *What purchases are they making? How much do they pay? (mention of food items/sundry items)*
- *What do they need these things for? (i.e. herbs for a home remedy/ glass jars for canning)*
- *What will they talk about in this encounter? (their families, a quilt they are making, church services, what they are planning for supper, a letter they received from a relative)*
- *Is there a problem with one of the characters? (the woman’s child is sick)*
- *How will this skit end?*

Students will break up into groups to first answer the worksheet questions and then brainstorm ideas and write their rough drafts. One student will be responsible for writing down the conversation, but everyone is expected to contribute. The teacher will monitor progress and assist with ideas, moving from group to group.

In the following class these rough drafts will be revised and edited and a final copy will be completed. Later in the unit the skits will be presented to the class with group members functioning as actors, using props and simple costumes.

**Time allotment:** 2 class periods of 45 minutes per class

Lesson plan created by James Caswell 4/25/2013 as part of the University of Vermont Education Class: *EDEL 157 – Social Education and Social Studies*.