

Farm, Museum, and Canal Boat Tour, Piqua Historical Area

Description and Curriculum Resources

Guided Tour: Farm, Museum, and Canal Boat Tour

Availability: September, October, April, May
Tuesday, Thursday, Friday
10:00 a.m. – 1:30 p.m.

Time Allowance: 3 hours and 30 minutes for tour

Cost: \$3.00 admission fee

Grades: 3rd, 4th, and 7th, adaptable to all
Maximum 125 students

Tour Description:

Students will learn about family life in early Ohio, area historic Woodland Indian cultures, the impact of the canal era, and the role of John Johnston as a settler and Indian agent.

School groups of *less than 60* are kept together and begin their visit at the Johnston farmhouse. There the groups rotate through three areas; the Drawing Room, Winter Kitchen, and Spring House. Next the groups proceed to the site museum. There the group is usually divided into two and tours of the Woodland Indian and Canal Era exhibits are conducted. At the end of each tour the groups then trade to visit the area of the museum they have not seen. At this time the groups usually eat lunch on the museum patio overlooking the canal. This is also often the time that students will visit the Museum Shop for any purchases they may wish to make. After lunch the visit concludes with all students riding the *General Harrison*.

Groups of *60 or more* are usually split into two smaller groups and each will tour the farmhouse and museum at the same time, trade areas, eat lunch, and conclude with a ride on the *General Harrison* before departing for their school.

Every effort is made to allow all students ride the *General Harrison* together. If this is not possible due to group size, then both a morning and afternoon ride will be built into the schedule.

Pre-Visit Instructions

There is a walk between the museum and Johnston home as well as down to the canal boat. As students will be outdoors during parts of their experience, we suggest they dress appropriately for the weather and terrain.

Social Studies Academic Content Standards Addressed:

History (Chronology)

3rd. Define and measure time by years, decades and centuries.

3rd. Place local historical events in sequential order on a time line.

4th. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.

7th. Group events by broadly defined historical eras and enter onto multiple-tier time lines.

History (Growth)

3rd. Describe changes in the community over time including changes in: businesses; architecture; physical features; **employment**; education; **transportation**; **technology**; religion; recreation.

4th. Explain how **canals** and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.

History (Settlement)

4th. Describe the earliest settlements in Ohio including those of prehistoric peoples.

4th. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.

People in Societies (Cultures)

4th. Describe the cultural practices and products of various groups who have settled in Ohio over time: Paleoindians, Archaic Indians, Woodland Indians (Adena and Hopewell), and Late Prehistoric Indians (Fort Ancient); **historic Indians of Ohio** (Ottawa, Wyandot, Mingo, Miami, Shawnee and **Delaware**); European immigrants; Amish and Appalachian populations; African-Americans; recent immigrants from Africa, Asia and Latin America.

People in Societies (Interaction)

4th. Describe the impact of the expansion of European settlements on American Indians in Ohio.

People in Societies (Diffusion)

7th. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.

Geography (Movement)

3rd. Identify systems of **transportation** used to move people and products and systems of communication used to move ideas from place to place.

Social Studies Skills and Methods (Thinking and Organizing)

7th. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Piqua Farm Glossary:

barn. A farm building for storing equipment, hay, and grain, and for sheltering livestock.

barnyard. The yard around the barn for keeping livestock, etc.

bee hive. A hive or house in which bees swarm and store honey.

butchering. The process of killing and cutting up meat for consumption and other uses.

crib. A building or box of timbers used for storing grain, salt, etc.

crops. Agricultural plants such as corn, wheat, and flax.

farm. A piece of land used to raise crops and animals.

field. Land with few trees used to grow crops or raise livestock.

garden. A piece of ground used for growing vegetables, herbs, flowers, etc.

grove. A group of trees standing together.
harvest. Reaping or gathering of grain and other food crops.
herbs. Plants whose leaves and stems are used for medicine, seasoning, food, or perfume.
livestock. Farm animals such as cows, horses, pigs, sheep.
market. The opportunity to buy and sell goods.
orchard. A piece of ground on which fruit trees are grown.
plow. A heavy bladed farm implement for cutting the soil and turning it over in preparation for planting.
poultry. Fowl such as chickens, geese, ducks, turkeys, etc.
sap. Liquid that circulates through a plant, when it travels downward it carries sugar, gum, resins, etc.
scythe. A long slightly curved blade on a long handle for cutting grassy plants.
smokehouse. A building or place in which meat or fish is treated with smoke to prevent spoilage.
spring house. A building through which spring water flows that is used to keep things cool.
vineyard. A place planted with grapevines.

Piqua Canal Glossary:

berm, berm bank. The bank of the canal channel opposite the towpath.
boatman. The person who owned or worked on canal boats.
bow. The forward portion of a canal boat.
bowsman. The crew member on a canal boat whose duty is to ease the tow line to keep the boat from crashing.
branch canal. A short channel that extended between the main canal and a town or industry that the main canals did not pass.
cabin. The enclosed space on a canal boat.
canal boat. A steerable craft, towed by animals.
captain. The boss of the canal boat.
crew. The people regularly employed on a canal boat.
deck. The flooring or walking area of a canal boat.
driver. The person who would drive the animals along the towpath.
freighter. A canal boat used exclusively to carry freight.
hold. The cargo area on a canal freighter.
hull. The lower body of a canal boat.
lock. A stone, concrete, or wooden chamber, closed at each end by gates, in which the water level could be changed.
mule. The offspring of a horse and a donkey, often considered an ideal animal for pulling canal boats.
passenger packet. A canal boat that carried passengers.
pike poles. Six- to eight-foot-long wooden poles tipped with iron points. These were used by the boat crew to move the boat within the channel.
pilot. The guide of a canal boat through a tricky stretch of canal.
right-of-way. The right of a captain to pass or get ahead of other boats.
steerman. A crewmember of a canal boat who manned the tiller to steer the craft.
stern. The rear portion of a canal boat.

team. The set of animals used to tow canal boats.

toll. The amount of money charged for passage of cargo along the canal.

tollhouse. The place where boatmen paid their tolls.

toll keeper. The person who accepted tolls for the state at the tollhouse.

towline. A hard, braided, hemp line, $\frac{3}{4}$ " in diameter, between 150 to 200 feet long, by which the animals pulled canal boats.

towpath. The path parallel to the canal along which the drivers and animals trod, pulling the canal boat with a towline.

Pre/Post Visit Classroom Activities:

The Piqua Historical Area staff has developed a teacher's guide to assist educators with pre- and post-visit information and activities. The Guide includes pre-tour materials to prepare the group for the tour day activities, an overview of what to expect during the visit, and post-tour exercises to review material presented during the visit. This can be found at <http://www.ohiohistoryteachers.org/03/01/nw04tb.pdf>

Piqua Historical Area is operated by the Ohio Historical Society, a nonprofit organization that serves as the state's partner in preserving and interpreting Ohio's history, archaeology, and natural history.