



Smithsonian  
*Center for Folklife and Cultural Heritage*

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**Smithsonian's Center for Folklife and Cultural Heritage's Timeline**

**Scavenger Hunt Activity for Students in Grades K-3 and 4-6**

**Celebrating the 150<sup>th</sup> anniversary of land-grant universities and the USDA in America.**

Lesson Plan Overview:

Land-grant universities were first established in 1862 when Abraham Lincoln signed into law the Morrill Act. The purpose of this legislation was to create public universities that focused on the importance of learning and research for the betterment of society. That same year, the U.S. Department of Agriculture (USDA) was formed to begin study of essential topics for agricultural research. In [2012 the Smithsonian Folklife Festival](#) celebrated the 150<sup>th</sup> anniversary of these important institutions through a program featuring over twenty-two of these universities.

Students will use the [timeline feature of the 2012 Smithsonian Folklife Festival Campus and Community's Web site](#) to discover research and comprehend the historic and cultural importance of land-grant universities and the USDA in a fun scavenger hunt format. By answering questions on a wide variety of topics that relate directly to the Social Studies National Standards, learners will demonstrate their understanding of historical events from the 1860s through the 2000s. Some of the many topics included are: food safety, 4-H programs, animal health, cleaner fuels for vehicles, all described in the context of historical events such as the Civil War, World War I, The Great Depression, The Vietnam War and the advent of the internet.

By exploring the events in the timeline and answering the attached questions, students will learn how these universities and the USDA have contributed to society, as well as how broad historical events have impacted these institutions and their communities. Students will examine the ways in which institutions address human needs, how they change over time, and they will discuss how institutions can be used to promote the common good. Teachers can encourage learners to see the connections between the culture and values of a community and the policies created for the society as a whole.

## LESSON OBJECTIVES:

Using the facts collected from researching with [the Smithsonian Institution's interactive timeline](#) students will answer questions based on the information found within each decade shown from the 1860s -2000s. These questions pertain to the creation and growth of land-grant universities and the United States Department of Agriculture.

Students will:

1. comprehend what land grant universities and the USDA are and why they are important for public policy.
2. gain insight into the historical and cultural impact of research done by land grant universities and the USDA.
3. understand the positive affects these institutions have on society as well as how society affects the USDA's and universities' research and policies.
4. study the past and see how historical events and developments have shaped land grant universities and the USDA in the modern world.
5. demonstrate the understanding of concepts through reading and answering questions based on the interactive timeline website.

## THE NATIONAL COUNCIL FOR SOCIAL STUDIES (NCSS) CURRICULUM STANDARDS FOR SOCIAL STUDIES USED IN THIS LESSON:

- **Standard #2: TIME, CONTINUITY AND CHANGE:**
  - Students will study the past and the legacy that land grant universities and the USDA have left behind as students gain an understanding of how important historical events and developments have shaped the modern world.
  - Students will comprehend how the students of land grant universities and the researchers of the USDA continually create new policies and practices which positively affect societies in the United States and world-wide.
  - Students will study and gain understanding of how important historical events and developments have shaped the USDA's and land grant universities' policies in the modern world.

- **Standard #5: INDIVIDUALS, GROUPS, AND INSTITUTIONS**
  - Institutions such as educational organizations exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.
  - Students will understand how a public institution's programs can positively affect and influence society through creation, learning and sharing their groundbreaking studies.
- **Standard #8: SCIENCE, TECHNOLOGY, AND SOCIETY**
  - Students will explore the relationship among science, technology and society as they understand the past and present advances in science and technology and their impact.

**Big Questions:**

**How can institutions such as land-grant universities and the United States Department of Agriculture help to create a society which benefits its citizens?**

**What is the relationship between historical events and the advancement of technology?**

**Why do public policies change over time?**

Time frame: This lesson can take up to an hour to complete or may be shortened by removing questions.

Procedure: Divide students into groups, or pairs, have them work individually or as a class with you guiding the lesson on one computer with projection ability. To answer the questions on the worksheet for the scavenger hunt provided in this lesson. Each group or student needs access to a computer with internet access and a copy of the questions. There are two levels of questions; one suitable for students in grades K-3 and another for grades 4-6.

Explain and read over the questions together before beginning the lesson if necessary.

Guide students to the proper web page:

[http://www.festival.si.edu/2012/campus\\_and\\_community/timeline.aspx](http://www.festival.si.edu/2012/campus_and_community/timeline.aspx) and allow them to read the paragraphs under each photo to discover and research the answers to the questions. Students can write their answers as a self-assessment tool and for you, the teacher.

Class discussion could take place with the open ended questions at the end of the worksheet or during the scavenger hunt.

Resources:

<http://www.socialstudies.org/standards/execsummary>

<http://www.socialstudies.org/standards/strands>

[http://www.ehow.com/about\\_5347625\\_ncss-curriculum-standards-social-studies.html](http://www.ehow.com/about_5347625_ncss-curriculum-standards-social-studies.html)

NCSS Curriculum Standards for Social Studies | eHow.com

[http://www.ehow.com/about\\_5347625\\_ncss-curriculum-standards-social-studies.html#ixzz22sjwsxGS](http://www.ehow.com/about_5347625_ncss-curriculum-standards-social-studies.html#ixzz22sjwsxGS)

<http://www.socialstudies.org/system/files/images/documents/7404217.pdf>



Smithsonian  
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Name \_\_\_\_\_

Scavenger Hunt Activity for grades K-3 from using  
the 2012 Smithsonian Folklife Festival's Campus and Community  
Interactive Timeline Website

Do you like **scavenger hunts**? This scavenger hunt is going to take you through time from the 1860s to today to discover answers to questions about some special places and events. [The Smithsonian Center for Folklife and Cultural Heritage Web site](#) for the *2012 Folklife Festival's Campus and Community program* has created an interactive **timeline** that you will use to answer a set of questions. A timeline is a way of displaying a list of events in **chronological order** (by year). Our timeline is divided into **decades** (each ten years) starting in the 1860s and ending in the 2000s. It has important events in order described under the year they happened.

As you travel through time and search for the answers to the scavenger hunt questions and give your opinions, you will learn more about **land-grant universities** and the **U.S. Department of Agriculture**. Did you know they help your life every day through their ground-breaking research to find cleaner burning fuels to save the planet, creating 4-H clubs for kids to learn about everything from robotics to farm animals, discovering new ways to grow foods that resist pests, creating safe drinking water for people all over the world and many other amazing things?!

Instructions: You can slide the bar across or click on each decade to see a different picture and read the information about a series of events. To read the photo **caption**, click on the little plus sign (+) in the bottom right corner. You can test drive the timeline by clicking on the *2012 Smithsonian Folklife Festival's* website:

[http://www.festival.si.edu/2012/campus\\_and\\_community/timeline.aspx](http://www.festival.si.edu/2012/campus_and_community/timeline.aspx). When you are familiar with how the timeline works, begin your scavenger hunt with the questions below. Write the answers in your own words and enjoy your travel through over 150 years of US History! *\*For a little hint to answer each question, look at the year at the beginning of each sentence or question, and find that year on the timeline.*

**2000s** The picture shows marching bands from the University of Tennessee and other colleges participating in a parade for which president? Would you like to be in a parade? What special things would you like to carry?

**1990s** What technological advance explodes in this decade? How does it affect you and your classmates?

**1980s** Why is the man holding a pig in the picture for the 1980s?

**1970s** University students often protest policies they think are wrong, or gather to show support of things they believed in. One such gathering was in April of 1970 and resulted in a special holiday about the environment that we still celebrate every year. What is it and why do you think it's important?

**1960s** In 1969 something special happened in outer space. What was it?

**1950s** Describe what you see in the 1950s photo. Before clicking on the small plus sign in the bottom left corner to read the caption, can you guess what it is?

**1940s** These young ladies are wearing goggles and face shields to protect them from the heat and sparks of a welding torch. At the time, this was considered work for men, not women, but since many men were off fighting in World War II, women took on such jobs as this. Describe what it might feel like to work with this machinery.

**1930s** In the 1930s photo why are the people spelling out a name with their bodies? Why is the person important? What sporting event do you think they are at? How can you tell?

**1920s** How many sheep are in the 1920s picture? Would you like to raise a sheep like these 4-H children did? There are also five boys and three girls in the picture. In August 1920 a law passed that affected women like those in the picture. What was it?

**1910s** The women in the photograph look like they are having fun! What do you think they are dressed for? Why was the activity in the picture important?

**1900s** Who is that in the 1900s picture? Where did he travel to and why is it important?

**1890s** What are the women in the 1890s photo doing? How can you tell? Do you want to learn how to do this too? Why or why not?

**1880s** What's special about a woman being pictured with men in the 1880s picture? How can you tell this picture is from over 100 years ago?

**1870s** The 1870s picture shows men doing what? What in the photos that help you to know this? What do you imagine they are thinking about?

**1860s** Did the men in the 1860s picture finish their university education? Why or why not? How would you feel if you were them?



*Additional open ended questions for discussion:*

- 1. You learned a lot about what land-grant universities teach. Would you like to go to a land grant university when you get older? Why or why not?**
- 2. What new advancements in technology such as cell phones, the internet, 3-D movies and biofuels will make our lives better? Why do you think so? What new inventions might the future bring?**
- 3. Some things I still wonder about the history of the USDA and land-grant universities are:**



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*Teacher's Answer Key for Grades K-3*

**\*Note: You may want to use the bold words as vocabulary for your students.**

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**2000s** The picture shows marching bands from the University of Tennessee and other colleges participating in a parade for which president? Would you like to be in a parade? What special things would you like to carry?

*Barack Obama. Student's answers will vary depending on their personal experiences but possible answers might be to carry a flag, banner for their school, club, place of worship, flowers or instrument or hold onto a big helium balloon. Garments might include uniforms or special outfits like gowns or suits or even an animal costume.*

**1990s** What technological advance explodes in this decade? How does it affect you and your classmates?

*The internet explodes during the 1990s. Students' answers will vary with their personal experiences. If students have used computers with internet before, they may recall a previous lesson or game they like and talk about it. Some other possible answers might be: to research information and to look up answers to questions, to learn about topics from other cultures, to play educational games to practice math, science, language arts, etc. skills, to talk to people all over the world through video chats, to watch video clips on any subject or concept.*

**1980s** Why is the man holding a pig in the picture for the 1980s?

*He's a scientist working on research about pigs. The men in the picture have figured out how to tell when a female pig (sow) is going to have a baby (piglet). Photo caption: "Agricultural research made innovative use of computers in the mid-1980s. Here, Tom Hartsock (holding the piglet) and Benny Erez rig computer equipment at the University of Maryland to inform them when a sow was near giving birth."*

**1970s** University students often protest policies they think are wrong, or gather to show support of things they believed in. One such gathering was in April of 1970 and resulted in a special holiday about the environment that we still celebrate every year. What is it and why do you think it's important?

*Earth Day begins in April of 1970. Students' answers will vary with their personal experiences. Some possible answers would be to save the animals from extinction, to help stop pollution, by educating people about the dangers of chemicals in products, to recycle, etc.*

**1960s** In 1969 something special happened in outer space. What was it?

*Neil Armstrong and Buzz Aldrin, both graduates of land-grant universities, become the first humans to walk on the surface of the moon during the Apollo 11 mission.*

**1950s** Describe what you see in the 1950s photo. Before clicking on the small plus sign in the bottom left corner to read the caption, can you guess what it is?

*Some answers might be: There is a man holding wires with a lot of machinery in the background. There are lots of dials and controls. It looks like he is working or fixing something. It is a computer that is much larger than the personal computers we have today. From the website: "In the 1950s, early computer technology began appearing at land-grant universities and could take up the better part of an entire room. Here, Harvey Christensen of the Mechanical Engineering Department works on the Oregon State College Electronic Analog Computer (OSCEAC) in 1957."*

**1940s** These young ladies are wearing goggles and face shields to protect them from the heat and sparks of a welding torch. At this time it was considered work for men, not women, but since many men were off fighting in World War II, women worked on jobs such as this. Describe what it might feel like to work with this machinery.

*Students' answers will vary according to personal experience. Photo caption: "With many young men in uniform, more women received technical training to help with the war effort, including these Engineering Cadettes at Iowa State University. To be eligible for the program, young women needed to be over eighteen, have reached their sophomore year, and have taken at least one mathematics course. They were paid ten dollars per week."*

**1930s** In the 1930s picture why are the people spelling out a person's name with their bodies? Why is the person important? What sporting event do you think they are at? How can you tell?

*To cheer up citizens and boost morale during the Great Depression when so many people were out of work. Marching bands like the one picture would perform during sporting events such as the football game shown. You can see the yard lines on the grass, the straight edge of the field and the stands with crowds in the background of the picture, which help us to know it's a football game.*

*Photo Caption: "Despite the hard times, or perhaps to provide relief from them, diversions such as band performances and sporting events continue at university campuses. In 1930, John Philip Sousa famed composer and Americas March King stands in front of the University of Illinois marching band, which spells his name."*

**1920s** How many sheep are in the picture of the 1920s? Would you like to raise a sheep like these 4-H children did? There are also five boys and three girls in the picture. In August 1920 a law passed that affected women like those in the picture. What was it?

*There are 8 sheep in the picture. Student's answers will vary on raising sheep. The law enacted was the 19<sup>th</sup> Amendment which gave women the right to vote. The girls in this picture would have been some of the first women to ever vote in elections such as voting for the President of the United States.*

**1910s** The women in the photograph look like they are having fun! What do you think they are dressed for? Why was the activity in the picture important?

*They are dressed for gardening and getting dirty. This picture is important because women were helping the war effort by growing food in "Victory Gardens". From the website: "Photo Caption: During World War I, many female university students from around the country joined the Farmerettes, working together in their campus victory gardens to produce food for the war effort. Here, the Fresno Farmerettes at the Fresno Normal School (now California State University, Fresno) take a break from their gardening to have some fun in October 1917."*

**1900s** Who is that in the 1900s picture? Where did he travel to and why is it important?

*The man in the photo is Professor Niels E. Hansen from the USDA (US Department of Agriculture). He helped bring special plants that could withstand the cold and adapt to drought conditions to Russia. **Photo caption:***

*"In the 1900s, the USDA continued its fledgling Plant Exploration Program. Professor Niels E. Hansen, shown in 1906 with an alfalfa sample, traveled widely within Russia including to Turkestan and Siberia resulting in the introduction to the United States of cold-hardy and drought-resistant fruits."*

**1890s** What are the women in the 1890s photo doing? How can you tell? Do you want to learn how to do this too? Why or why not?

*These women are learning to sew. We can tell because there are sewing machines and women holding cloth on their laps. Student's answers will vary for the opinion question.*

*From the website: Photo Caption: "Students at the Agricultural and Mechanical College in Greensboro, North Carolina (now North Carolina A&T State University), attend sewing class, ca. 1899. The college was established in 1891, just one year after the legislation adding Historically Black Colleges and Universities to the land-grant system."*

**1880s** What do you think is special about a woman being pictured with men in the 1880s picture? How can you tell this picture is from over 100 years ago?

*This is special because women were not always allowed to go to school like they can today. We can tell this picture is from 100 years ago because of the clothing styles and the photo is brown and white (sepia toned).*

**1870s** The 1870s picture shows men doing what? What in the photo helps you to know this? What do you imagine they are thinking about?

*The men are practicing firing cannons and standing at attention. Because of that, they must be soldiers in the armed forces. They are also wearing military uniforms and standing in rows. Students will give a variety of answers about what the men are thinking about.*

**1860s** Did the men in the 1860s picture finish their university education? Why or why not? How would you feel if you were them?

*No, they did not. They joined the army and fought in the Civil War. Students may say the men are worried about going to war or maybe they felt brave. A variety of answers will emerge from discussion. From the website: **Photo caption:** “Members of the first class of students graduate from Michigan Agricultural College (now Michigan State University). The seven students were scheduled to graduate in November, but were dismissed in September to join the Union Army. Two were killed during the Civil War.”*

*Additional open ended questions for discussion:*

- 1. You learned a lot about what land-grant universities teach. Would you like to go to a land grant university when you get older? Why or why not?**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 2. What new advancements in technology such as cell phones, the internet, 3-D movies and biofuels will make our lives better? Why do you think so? What new inventions might the future bring?**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 3. Some things I still wonder about the history of the USDA and land-grant universities are:**