



Explore. Uncover. Discover.

Charlotte Hawkins Brown Museum

at Historic Palmer Memorial Institute

P O Drawer B, Sedalia, NC 27342 ~ 336.449.4846

chb@ncdcr.gov ~ www.nchistoricsites.org/chb

[Facebook.com/charlottehawkinsbrownmuseum](https://www.facebook.com/charlottehawkinsbrownmuseum)

Educational Offerings for the 2014-2015 School Year

Explore the lives of Dr. Charlotte Hawkins Brown and the students at the Alice Freeman Palmer Memorial Institute.

Uncover the past through tours, activities, first-hand accounts and primary source documents.

Discover connections between the students at Palmer, your students today, and your curriculum.



About the Charlotte Hawkins Brown Museum

At the Charlotte Hawkins Brown Museum, visitors can explore a unique environment where many African American boys and girls lived and learned during the greater part of the 20th Century. Tours of Dr. Brown's residence and wayside exhibits highlight the history of the site, and museum exhibits tell the story of this remarkable woman and North Carolina's African American educational heritage. A typical visit lasts 60 to 90 minutes and includes an orientation video (14 minutes), exhibits, a guided tour of Dr. Brown's residence, and a tour of the campus. Groups may add any of the programs featured in this teacher packet at no cost.

Thinking of a field trip or educational program? Call today!





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Dear Educators:

Guilford County is home to a breadth of American history. Perhaps one of the greatest assets to Guilford County's historical and cultural resources is the Charlotte Hawkins Brown Museum in Sedalia. The Museum commemorates the work of Dr. Brown and exposes today's students to student life in the 1900s.

The Charlotte Hawkins Brown Museum serves as a valuable teaching tool. The Museum provides students an opportunity to learn about North Carolina's history with an emphasis on the education of African Americans. Students also explore the benefits and challenges associated with education during times of segregation. Most importantly, the Museum depicts the evolution of the school Dr. Brown founded, Palmer Memorial Institute, from an agriculturally-based education to one of academic rigor.

Students who come to the Museum may take a walking tour of the school's campus, visit Dr. Brown's home and view artifacts related to Palmer Memorial Institute. Classes can also participate in a variety of educational activities. Throughout the year, there are also special events.

The staff at the Charlotte Hawkins Brown Museum looks forward to meeting you and your students in the near future. If you have any questions, please do not hesitate to call.

Sincerely,

Frachele Scott

Site Manager

Charlotte Hawkins Brown Museum

NC State Historic Sites



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Planning a Field Trip

- ◆ Call or email us during regular business hours (9:00 am—5:00 pm Tuesday—Saturday).
- ◆ Let us know:
 - ⇒ The date and time you would like to visit
 - ⇒ The time allotted for your visit
 - ⇒ Group size
 - ⇒ Number of teachers and chaperones
 - ⇒ Special needs
 - ⇒ Specific topics you would like to have addressed
- ◆ A confirmation will be emailed to the contact teacher or group leader.
- ◆ We try to avoid canceling/rescheduling field trips due to weather, but in the event of severe inclement weather, site closures will be posted. We will make every effort to contact scheduled groups in the event of a site closure. Please note that while a portion of the tour and presentation is inside, most of the site tour involves walking outside. Please make sure group members are dressed accordingly.



Facilities

- ◆ Visitor Center: smaller groups will be oriented in the Visitor Center. Parking for buses is available in the main parking lot; staff will be available to assist you.
- ◆ Kimball Hall: larger groups will be oriented in Kimball Hall, Palmer's former dining hall. Bus parking is available in the lot adjacent to Kimball Hall; staff will be available to assist you.
- ◆ Lunch Facilities: please let us know whether you plan to eat lunch at the museum—a variety of options are available. The site does NOT have vending machines.

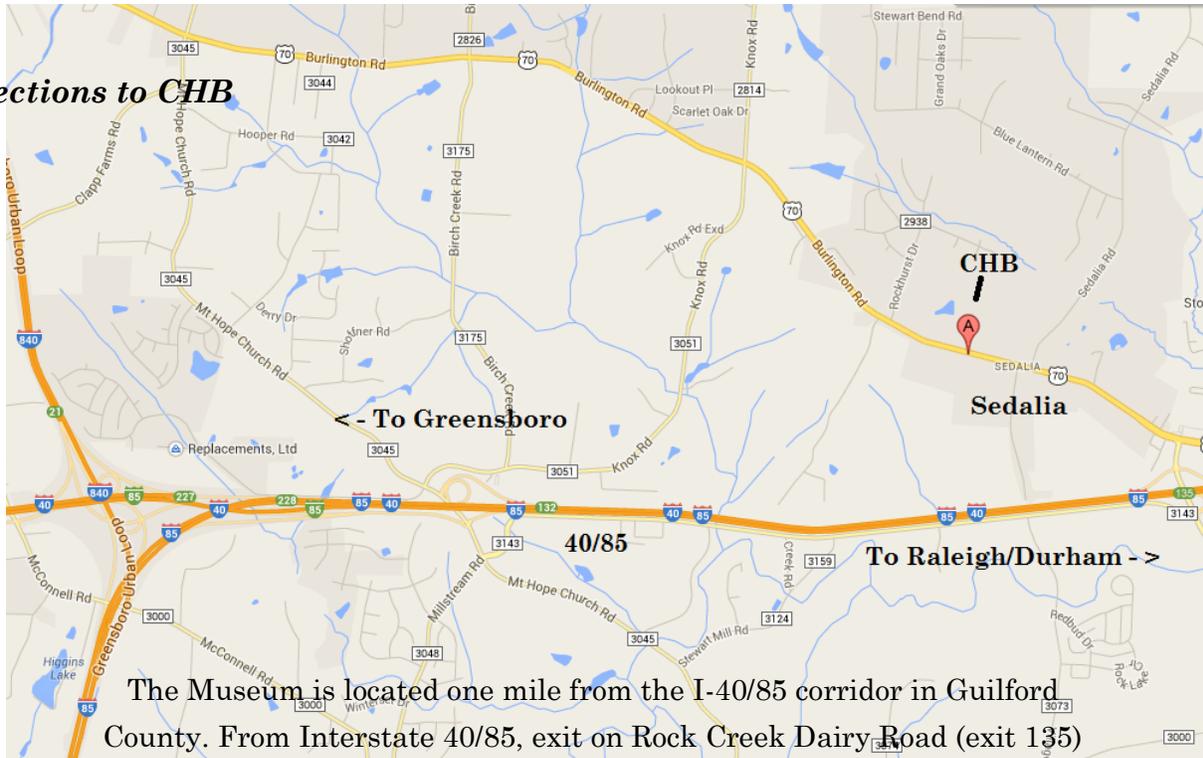
Field Trip Manners at CHB

Because of the age of our buildings and the artifacts inside them, we ask that visitors observe the following rules during their visit. Please be sure to review this information with your group before your scheduled tour and activity. Thank you for your cooperation, and we look forward to your site visit.

- ◆ The items in Dr. Brown's home are old and in some cases, very fragile. Please do not sit, touch or lean on any furniture or any other part of the structures. CHB staff will advise you of places you are allowed to sit while in Dr. Brown's home.
- ◆ No historic artifacts may be touched or handled during the tour. Specific group activities may involve the handling of prop artifacts, and the group will be advised accordingly.
- ◆ Please do not run or roughhouse in the museum or in any other buildings.
- ◆ There is no food, drink, or gum allowed in Canary Cottage. If you are having your lunch on site, CHB Staff will advise you of places where food and drink are allowed.



Directions to CHB



The Museum is located one mile from the I-40/85 corridor in Guilford County. From Interstate 40/85, exit on Rock Creek Dairy Road (exit 135)

between Burlington and Greensboro. Follow the directional signs north on Rock Creek Dairy Road to U.S. 70. Turn left on U.S. 70 and travel approximately one mile. The site is on the left.
 GPS —6136 Burlington Road, Gibsonville, 27249.



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Educational activities and resources are available for field trips and off-site presentations from the Charlotte Hawkins Brown Museum. Our staff can offer your group the following activities in conjunction with a site tour OR we can offer modified versions in a classroom setting for off-site presentations. Additional Teacher Materials, including primary source documents and research bibliographies, are available upon request.



Comparing Student Life: Then and Now

- ◆ *Recommended for:* Grades 3—8 (Ages 9-14); American History I & II
- ◆ *Clarifying Objectives:* Social Studies—3.H.2.1; 8.H.1.3, 8.H.1.4; AH1.H.1.2; USH2.H.1.2
- ◆ *Main/Key Objective:* Students use photographs from the museum’s collection to learn about students who attended Palmer Memorial Institute and consider how the lives of those students differ from the lives of students today.
- ◆ *Modifications:* For older students, an emphasis can be made on how historians use photographs as primary source documents.
- ◆ *Lesson and activity description:* This inquiry based PowerPoint activity enables students to see clothing styles from the past, including those related to sports, music, and dance. Students compare and contrast fashions from the past to those they are familiar with in a modern setting. The presentation uses photographs donated by Gladys Brown Henderson, a 1935 graduate of the Palmer Memorial Institute.



Music at Palmer: Then and Now

- ◆ *Recommended for:* K—2nd Grade Social Studies and Music, (Ages 5-9)
- ◆ *Clarifying Objectives:* Social Studies—K.H.1.1, 1.C.1.1, 2.H.1.2, 2.H.1.3; Music—K.MR.1.3, K.ML.1.4, 1.MR.1.3, 2.MR.1.3
- ◆ *Main/Key Objectives:* Students will analyze photographs and music to understand the role that music played at Palmer Memorial Institute and will describe music in terms of melody, rhythm, dynamic, tempo, and instrumentation.
- ◆ *Modifications:* Can be modified to meet objectives related to mathematics and language arts. A pre-visit writing activity and post-visit math activity are available for grades K-2
- ◆ *Lesson and Activity Description:* A slideshow featuring photographs of musical groups at Palmer will be used to guide a discussion on music and its role at the school. Afterwards, students will work as a group to analyze an excerpt from Handel’s “Messiah,” a piece frequently performed by Palmer students, and will participate in rhythm and singing activities.

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Etiquette Displays and Mini Etiquette Activities

- ◆ *Recommended for:* PreK—Adult (All Ages)
- ◆ *Clarifying Objectives:* Social Studies—K.H.1.1, K.C&G.1.2, K.C.1.2; 1.C&G.1.1; 2.C.1.3; 3.H.1.2; 8.H.3.3; USH2.H.4.3
- ◆ *Main/Key Objective:* Students use Dr. Brown’s writings and teachings (including her book, *The Correct Thing To Do, To Say, To Wear*) to discuss her emphasis on etiquette and the social graces, how this emphasis influenced the students at Palmer Memorial Institute, and to what degree we still use the social graces today.
- ◆ *Modifications:* Younger children focus on etiquette-related activities and discuss good manners. Older children may discuss etiquette in the context of career preparation or the role of etiquette as a racial uplift strategy in the early 20th century.
- ◆ *Lesson and activity description:* We offer an examination of Dr. Brown as a person, her role at Palmer Memorial Institute, and how Dr. Brown’s belief system was instilled in the students at Palmer. We relate these teachings to a discussion on etiquette in a modern setting. Etiquette activities include place settings, etiquette games, and polite discussion.

20th Century Games



- ◆ *Recommended for:* PreK—1st Grade Social Studies (Ages 4-5)
- ◆ *Clarifying Objectives:* K.H.1.1, K.C&G.1.1, K.C&G.1.2; 1.C&G.1.1
- ◆ *Main/Key Objective:* Students explore the history of Palmer and its students through activities enjoyed by children in the mid-20th century.
- ◆ *Modifications:* Activities are easily adapted for older students and students with disabilities.
- ◆ *Lesson and activity description:* Students learn about daily life at Palmer Memorial Institute and compare their school experiences with those of Palmer students. Students are then introduced to period appropriate games, including: Monopoly, Sorry!, Candy Land, yo-yos, spinning tops, and hula-hooping.

20th Century Dance

- ◆ *Recommended for:* PreK—12th Grade (Ages 4-18)
- ◆ *Clarifying Objectives:* Can be aligned to social studies, dance, music, and healthful living curricula.
- ◆ *Main/Key Objective:* Students learn about the history of Palmer Memorial Institute and its students through mid-20th century dance.
- ◆ *Modifications:* Can be modified to accommodate all grade and ability levels.
- ◆ *Lesson and activity description:* Students discuss life at Palmer and learn the steps to several period appropriate dances, including the Charleston and the Lindy Hop.





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Music at PMI: The Sedalia Singers

- ◆ *Recommended for:* 3rd—5th Grade Social Studies and Music (Ages 9-11)
- ◆ *Clarifying Objectives:* Social Studies—3.C.1.2, 4.C.1.2, 5.C.1.4, 3.H.1.2, 4.H.1.3, 5.C&G.2.4; Music—3.C.R.1.1, 4.CR.1.1, 5.CR.1.1
- ◆ *Main/Key Objectives:* Students will understand that the Sedalia Singers represented the local community and performed music reflecting African American culture. Students will understand Dr. Brown’s significant impact on the local community, the state, and the nation.
- ◆ *Modifications:* Older students can discuss a variety of topics related to the Sedalia Singers, including race relations and fundraising. Please contact the museum to discuss age-appropriate options.
- ◆ *Lesson and Activity Description:* Students will use photographs, documents, and music to learn about the financial and cultural importance of the Sedalia Singers to Palmer and will explore the elements of African American sacred music (i.e. folk spirituals, arranged spirituals, and jubilee quartets).



Campus Scavenger Hunt

- ◆ *Recommended for:* ages 10—14
- ◆ *Main/Key Objective:* Allows students to learn and review key facts about the site.
- ◆ *Activity Description:* Connect to Palmer’s campus at your own pace with this scavenger hunt of the site. A great way to reinforce information learned during your visit!





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Limited Time Only!

Created Equal Lesson Plan:

“Teaching *The Abolitionists*: Focus on Angelina Grimke and Frederick Douglass”

Offered during the week of November 11th-15th, 2014



- ◆ *Recommended for:* 8th Grade Social Studies, American History II
- ◆ *Clarifying Objectives:* 8H1.2-5, 8H2.1, 3, 8H3.3, 8G1, 8C&G1.4, 8C&G2.1-2, 8C1.3; USH2.H.1.2.4
- ◆ *Main/Key Objective:* Students will identify the key tenants of the abolition movement through the examination of two individual stories.
- ◆ *Modifications:* Can be adjusted for grade level. More emphasis can be placed on the role of women in the abolitionist movement.
- ◆ *Lesson and Activity Description:* Using excerpts from the documentary *The Abolitionists* and a map activity showing the movements of Douglass and Grimke, students will talk about the development and work of abolitionists. Students will consider the way this type of political engagement varied in the northern and southern United States.

**This program is funded by a grant from Created Equal: America’s Civil Rights Struggle, an initiative of the National Endowment for the Humanities.*



THE GILDER LEHRMAN
INSTITUTE OF AMERICAN HISTORY

Seasonal Programs

Elf on the Shelf (Offered December 2nd-20th, 2014)

- ◆ *Recommended for:* Grades K-2 (Ages 5-8)
- ◆ *Clarifying Objectives:* Social Studies—K.C&G.1.2; 1.C&G.1.1, 1.C.1.1; aligns to Common Core English Language Arts standards related to “Reading: Literature” and “Speaking and Listening;” fine motor skills; character education.
- ◆ *Lesson and Activity Description:* Read the book, watch the movie, and make your own elf to take home. Afterwards, students will search for the elf in Canary Cottage and compare the home’s holiday decorations to what they see today.



How the Grinch Stole Christmas (Offered December 2nd-20th, 2014)

- ◆ *Recommended for:* Grades K-5 (Ages 5-11)
- ◆ *Clarifying Objectives:* Social Studies—2.E.1.5; 3.C&G.2.1; aligns to Common Core English Language Arts standards related to “Reading: Literature” and “Speaking and Listening;” fine motor skills; character education.
- ◆ *Lesson and Activity Description:* Read the book, watch the movie, make your own Grinchy ornament, and discover how students at Palmer gave back to their school and community during the holiday season each year.



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Decking the Halls at PMI: Holidays Then and Now

(Offered December 2nd-20th, 2014)

- ◆ *Recommended for:* K-2 Social Studies (Ages 5-8)
- ◆ *Clarifying Objectives:* KH.1.1; 1.H.1.2; 2.H.1.3
- ◆ *Main/Key Objective:* Students use photographs, advertisements, and other visual evidence to learn what Christmas celebrations were like at Palmer Memorial Institute in the 1940s and compare historical and modern holiday traditions.
- ◆ *Modifications:* Can be modified to meet objectives related to economics and technology.
- ◆ *Lesson and Activity Description:* Students learn about toys, decorations, and customs related to the celebration of Christmas at Palmer Memorial Institute in the 1940s and discuss how the celebration of Christmas has changed over time. Students will be encouraged to compare their family's traditions (whether religious or secular) to traditions at Palmer.



Decking the Halls at PMI: Advertising Christmas

(Offered December 2nd-20th, 2014)

- ◆ *Recommended for:* 8th Grade Social Studies, American History II
- ◆ *Clarifying Objectives:* 8.H.1.3; USH2.H.1.2.4
- ◆ *Main/Key Objective:* Students analyze primary sources (advertisements, photographs, and documents) to explore Christmas traditions in the 1940s.
- ◆ *Modifications:* Can be modified to meet objectives related to economics and technology.
- ◆ *Description:* Students will analyze documents related to Christmas celebrations at Palmer (including event programs, photographs, and letters) and Christmas-themed magazine advertisements from the 1940s. Students will consider how Christmas was marketed and will discuss how marketing and commercialism impact holiday celebrations today and in the past.

