



## ACTIVITY 2

### ACTIVITY OVERVIEW

#### Picture Predictions

#### Objects of an Historic Waterman at Home and Work

#### Activity Description

Students will examine photographs of objects from the home and workplace of an historic waterman and make predictions about the function and importance of each object.

#### Materials

- Examples of “outdated” technology (e.g. VCR, floppy disk, record album, typewriter, etc.)
- Object Pages
- Picture Prediction Chart

#### Teacher Background

Teachers have the choice of two sets of artifact pictures to use in conjunction with the “Picture Prediction” activity: 1) Photographs of objects in Captain Avery’s home, and 2) Photographs of tools and equipment used by 19th century watermen.

Artifacts give us valuable insights into the past. They help us understand what was important to people long ago. For more information on the artifacts used in the “Picture Prediction” activity, see the “Teacher Key” on page 47–48 and 52–53.

If you would like to borrow a trunk with hands-on artifacts, contact Shady Side Elementary School (410-867-1981) or the Maryland Historical Society (410-685-3750 or [www.mdhs.org](http://www.mdhs.org)).



## PICTURE PREDICTIONS – TEACHER INSTRUCTIONS

# Objects of an Historic Waterman at Home and Work

Students may have already explored the story of 19th century waterman Captain Salem Avery. Explain to the students that when they visit an historical museum (like the Pickering Creek Audubon Center or the Captain Salem Avery House), they will see many things that are familiar to them and many things that are not. Follow the procedure below to prepare them for their visit.

1. Explain to students that they will be doing a “Picture Prediction” activity to compare and contrast things that were important to people in the past (Captain Avery’s day) to things that are important to us today.
2. Ask students how technology has changed. Elicit responses and list them on the board.
3. If you are able to, bring in items they are familiar with but that are “outdated.” For example: an old phone, VCR, camera, floppy computer disk, record album, cassette tape, typewriter, etc.
4. Have the students explain how those objects are the same as the ones today but also how they are different. Have them answer the questions: How have the items changed? Why have they changed?
5. Have students brainstorm items that they know have changed since Colonial times, or in the last 100–150 years.
6. Hand out the activity: “Picture Prediction.” Have students work in groups to make predictions about the objects used by an historic waterman at home and at work. If they are going on the field trip to a waterman’s museum, explain that they may see the objects during their visit.
7. Have students share their responses, explaining how and why they came up with their predictions.

Name \_\_\_\_\_ Date \_\_\_\_\_

STUDENT WORKSHEET

# Picture Prediction Chart

Objects of an Historic Waterman  at Home  at Work

**Directions:** Complete this worksheet using four pictures of objects used by an historic waterman. Were the objects used at work or at home? — Put a check mark next to the right answer. With a partner or a small group examine the object pictures. Use two or three words to complete each cell. Discuss your answers with the entire class.

	Picture # ____	Picture # ____	Picture # ____	Picture # ____
Use descriptive words to tell about the artifact, including its shape, texture, and size.				
What is it made of?				
How do you think it was used? Could it have been used for several purposes? If so, what?				
Who might have used this item?				
Would this item be used only once and thrown away? Why or why not? How do you know?				
Do we use a similar object today? If so, how is it alike or different?				
Do you think modern day watermen use objects like this one?				
Picture Prediction: Name this artifact!				