Program: Work in the Garden

Overview: This program engages students in gardening practices of the 19th century and why it was important for children to learn gardening skills as future users of plants for culinary, cosmetic, medicinal and aesthetic purposes. Using the 19th century practice of providing small plots or work areas to children to hone these skills as its foundation, this program’s activities will explore the various elements of gardening, e.g. soil preparation, composting, planting, thinning, weeding, fertilizing, pest control, harvesting, that a child would learn in that period. The program also examines the significant changes in gardening practiced during the Victorian period because of technology. The program is composed of various modules that include a number of hands-on activities to engage children. Several garden spaces will be used in the activities, including the garden potting benches, planting gardens, the Goodwin hot-house.
Module: Garden Encounters

**Garden Encounters** will introduce children and their families to the various activities required to start and maintain a garden. These activities are timeless and include planning the garden, preparing the soil by digging in compost, planting, weeding, pest control, fertilizing during the growing season, and harvesting flowers, herbs, fruits, and vegetables. Children and families will learn about the tools and spaces that related to these activities, and will have the opportunity to practice doing some of the work of the garden.

**Quotation:**

>When I was a very little girl, my father gave me a little piece of ground, six feet by one, with what was called an alley board around it—In that I had several small roots of very inferior value, that now would not be thought scarcely worth cultivating—
>
> [Margaret Whyte Kelly, Sarah—Her Story: The Life Story of Sarah Parker Rice Goodwin (Portsmouth, NH: Backchannel Press, 2006), 142.]

>...I began a little garden when not more than five years old. From this, year after year, the larger one, which has given so much pleasure to so many people, has grown. The first small bed at the lighthouse island contained only Marigolds, pot Marigolds, fire-colored blossoms which were the joy of my heart and the delight of my eyes. This scrap of garden, literally not more than a yard square, with its barbaric splendors of color I worshipped like any Parsee. [Celia Thaxter, An Island Garden (Boston: Houghton, Mifflin, 1895), v-vi.]
Educational Materials:
- Handout or worksheet with title of module and period graphics, several quotes or images describing children’s participation in gardening in the 19th century.
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - Description of gardening tools and their use in a 19th century garden, ways to use discovery tools (rakes, spades, trowels) to prepare the garden soil
  - Description of 19th century composting practices, how decomposition works, the uses of compost
  - Identification guide and instructions directing children to use discovery tools (viewing lens, hand fork, etc.) to examine compost heaps and located creatures
  - Pictures of weeds and the purpose behind removing them, instructions on using discovery tools (weeding fork) to weed

<table>
<thead>
<tr>
<th>Module Activity</th>
<th>Description</th>
<th>Educational Concepts</th>
<th>Materials</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compost Crawl</td>
<td>Children will search and dig through the compost heap to find insects and other living things that are part of the decomposition process. Children will use viewing lens and garden forks to examine the compost heaps.</td>
<td>Decomposition, insect-plant relationships, observation skills, components of compost, organic gardening practices</td>
<td>Viewing lenses, garden forks, creature identification sheet</td>
<td>Compost heap</td>
</tr>
<tr>
<td>Preparing the Ground</td>
<td>Children will practice digging and raking with appropriate-sized tools in one of the planting gardens that represents a child’s first garden</td>
<td>Soil preparation for planting, the purpose and care of tools</td>
<td>Children’s gardening tools, including spades, garden rakes and hoes, dibbers, etc.</td>
<td>Garden plot</td>
</tr>
<tr>
<td>Weeds, Away!</td>
<td>Using an identification list of weed plants, children will use observation skills to locate weeds in the planting gardens and help remove them</td>
<td>Plant identification, observation, choosing tools, organic gardening principles</td>
<td>Weeding tools</td>
<td>Garden plot or perennial border</td>
</tr>
</tbody>
</table>
**Module: Garden Technology**

**Garden Technology** introduces children and their families to the technological and scientific advances during the 19th century that changed how Victorians gardened. These included: rubber hoses, invention of the lawnmower, glass manufacturing, cast-iron manufacturing, thermodynamics, etc. This program also explores Victorian use of greenhouses and cold frames, to extend the season and to cultivate tender plants.

**Quotation:**

**Educational Materials:**
- Handout or lesson worksheet with title of module and period graphic, quotation, several quotes or images describing the technology that changed 19th century gardening practices.
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - Interesting images of inventions and information about their effects on gardening in America
  - Information on uses of weather instruments, almanacs, and non-technical means to gauge the weather
  - Description of hothouse technology and what was grown inside hothouses in the 19th century

<table>
<thead>
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<th>Materials</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather Matters</td>
<td>Children read weather instruments and…to be developed</td>
<td>Using tools, observation</td>
<td>Thermometers, weather vanes, rain gauges, barometers</td>
<td>Children’s Garden, Goodwin Garden, Hot-house</td>
</tr>
<tr>
<td>Greenhouse Effects</td>
<td>Children compare conditions inside and outside the hot-house and cold-frame</td>
<td>Applications of technology, greenhouse effect, extending the growing season</td>
<td></td>
<td>Hot-house, cold frame</td>
</tr>
</tbody>
</table>
Program: Plants in the Garden

Overview: This program introduces children and families to the plants found in the gardens of Victorian families. Gardens provided families with materials for culinary, household, cosmetic and medicinal purposes. Seeds were selected and saved for future gardens. Plant material from the garden was also used decoratively in crafts and arrangements. Gardens were also designed for aesthetic reasons and many social events took place in pleasure floral gardens. This program’s activities will explore the various uses of plants and garden spaces. This program also presents the popular Victorian “language of flowers” that allowed messages to be discreetly communicated. The modules feature hands-on activities for children and their families that take place in special planting beds and at the potting benches.

Module: Tea Time

Tea Time explores the role of herbs in the Victorian household and discusses their culinary, household and medicinal uses. Children will find it interesting and pleasurable to explore the smells, shapes, textures, and colors of herbs. The planting garden for this module will feature herbs and scented plants (such as scented geranium) with familiar smells (mint, apple, lemon, chocolate, etc.) that children can rub and smell and identify. The edible plant bed will feature plants with flowers that can be used to flavor or decorate food.

Quotation:

Educational Materials:
- Primary exhibit panel with title of module and period graphic, quotation, several quotes or images describing the uses of plants and herbs for culinary, cosmetic, household, aesthetic, decorative and medicinal purposes
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - List of plants that were historically used to make teas and for what purpose
  - Description of herbs that have fragrances or other properties of interest to visitors
  - Instructions to children to touch the plants, bruise the leaves and identify the smells
  - Information about edible flowers

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</thead>
<tbody>
<tr>
<td>Scratch and Sniff</td>
<td>Children will smell the leaves of fragrant plants and see if they can guess what they smell like.</td>
<td>Sensory exploration of plants, plant characteristics</td>
<td>Herbal plantings with recognizable smells</td>
<td>Tea Bed</td>
</tr>
</tbody>
</table>
### Sensational Salad

Children compose a mental edible flower salad by locating flowers in the garden that match pictures on a picture of a salad featuring edible flowers.

<table>
<thead>
<tr>
<th>Educational Concepts</th>
<th>Materials</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant characteristics, comparisons, observation</td>
<td>Paper for secret message, pencils</td>
<td>Language of Flower bed</td>
</tr>
</tbody>
</table>

### Edible Plant Bed Module: The Language of Flowers

**The Language of Flowers** introduces to children and families the fascination with flowers in the Victorian period which spawned a number of fads associated with flowers, such as Victorian bedding-out patterns and the language of flowers that matched flowers with specific sentiments. This program also explores other uses of flowers, such as pressed flower creations and children’s floral crafts common to the Victorian period, and the introduction of formal floral arranging during the nineteenth century. Children and families will be able to design secret message “bouquets” to give to each other.

**Quotation:**

*My dear Sadie had the loveliest taste in arranging flowers and when she was with us I always brought the basket to her—The garden is more associated with her, than with either of my children*—[Margaret Whyte Kelly, *Sarah—Her Story: The Life Story of Sarah Parker Rice Goodwin* (Portsmouth, NH: Backchannel Press, 2006), 207.]

**Educational Materials:**

- Primary exhibit panel with title of module and period graphic, Sarah Goodwin quotation, several quotes or images describing the floral fads of the 19th century and other interesting uses of flowers.
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - Information about the language of flowers
  - List of flowers with their respective sentiments for children to use to design their posies
  - Instructions directing children to make a posy for someone who is with them using the language of flowers
  - Designs for Victorian flower beds
  - Information about floral crafts and instructions to make daisy garlands, hollyhock dolls, and seasonal holiday crafts

<table>
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</thead>
<tbody>
<tr>
<td>Secret Code Posy</td>
<td>Using a key, children will create a secret message to a special friend, then locate the flowers in the planting garden that would be found in their posy</td>
<td>Plant identification, observation skills, vocabulary</td>
<td>Paper for secret message, pencils</td>
<td>Language of Flower bed</td>
</tr>
<tr>
<td>Floral Fun</td>
<td>Children will learn how 19th century children made daisy garlands or chains and hollyhock dolls</td>
<td>Traditional plant crafts</td>
<td>Plant materials</td>
<td>Potting Benches</td>
</tr>
<tr>
<td>Fancy Beds</td>
<td>Children can design their own flower beds using bedding patterns from the Victorian period</td>
<td>Victorian garden design</td>
<td>Ribbon and carpet bedding designs, paper, colors</td>
<td>Potting Benches, child-only areas</td>
</tr>
</tbody>
</table>

**Module: Save a Seed, Sow a Seed**

*Save a Seed, Sow a Seed* introduces to children and families to the 19th century practice of saving seeds from open-pollinated plants, selecting for regional hardiness, aesthetics, and production, among other qualities. The plants grown in the children’s garden are heirloom plants largely available today due to the dedication of modern seed savers. This module will discuss seed formation, seed collection and saving. Hands-on activities will allow children to become familiar with a variety of seeds.

**Quotations:**

*Yes, the sowing of a seed seems a very simple matter, but I always feel as if it was a sacred thing among the mysteries of God. Standing by that space of blank and motionless ground, I think of all it holds for me of beauty and delight, and I am filled with joy at the thought that I may be the magician to whom power is given to summon so sweet a pageant from the silent and passive soil.*


*The spring after I went to housekeeping, as flower seeds & plants could not be bought here—with some timidity I went to these Ladies to beg a few—I shall never forget the solemnity of Miss Sally’s manner when she impressed on me the importance of watching for the ripening seed & of gathering it at the proper time—*[Margaret Whyte Kelly, *Sarah—Her Story: The Life Story of Sarah Parker Rice Goodwin* (Portsmouth, NH: Backchannel Press, 2006), 143.]

**Educational Materials:**

- Primary exhibit panel with title of module and period graphic, quotation, several quotes or images describing heirloom plants and the planting, collecting and saving of seeds
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - Description of 19th century planting and seed collection practices, how they compare to today’s practices
  - Information about seeds and their life cycle
  - Information about seed collecting and saving
  - Instructions directing children to use discovery tools (seed packet paper and paper cup maker) to create pot to plant seed in, how to plant seed, and how to make seed paper to carry seeds home to plant in paper pot
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Seed Samples</td>
<td>Children will examine and compare a variety of seeds</td>
<td>Plant identification, observation skills</td>
<td>Seeds</td>
<td>Potting Benches</td>
</tr>
<tr>
<td>Pots and Packets</td>
<td>Children will make a paper pot and seed packets to plants seeds at home</td>
<td>Seed planting needs, seed storage</td>
<td>Paper pot maker, newsprint, seeds, paper for seed packets</td>
<td>Potting Benches</td>
</tr>
</tbody>
</table>
Program: Creatures in the Garden

Overview: This program invites children and their families to search for wildlife in the garden. The plants, pond, and other structures in the children’s garden will demonstrate to visitors that urban garden areas can be designed to attract wildlife and that this can be replicated at home. This program’s activities will invite children and their families to use their powers of observation to locate and study the creatures living in the children’s garden. The Junior Master Gardener curriculum, Wildlife Gardener, has activities that may be adapted for this program.

Module: Wild Backyards

Wild Backyards explores the elements that make gardens attractive to wildlife. Sarah Goodwin enjoyed the many birds that inhabited her gardens and nested in her bushes and trees, but this was not universal. Birds and animals were often considered either a nuisance or an endless resource and eradicated almost to extinction. Families today can provide welcoming habitats for birds, insects, and animals in their backyards. This module will encourage visitors to bring home new ideas for attracting wildlife to their backyards.

Quotation:
My ideas in relation to the creation of animals & humans, not only restore the garden of Eden, but give endless scope for thought in many ways.—[Sarah Goodwin, Journal Notes]

The Cedar bird comes in winter to eat the berries on the Hawthorn [Sarah Goodwin, Sarah Goodwin Papers, MS-4, Box 9, Folder 11]

April, 1871 – Our sugar maple in full bloom the last week of April—cedar birds feed on thorn plums & pears [Margaret Whyte Kelly, Sarah—Her Story: The Life Story of Sarah Parker Rice Goodwin (Portsmouth, NH: Backchannel Press, 2006), 151.]

Educational Materials:
- Primary exhibit panel with title of module and period graphic, quotations, several images describing the elements of a welcoming habitat for birds, insects, and animals.
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - Description of 19th century ideas and practices respecting wildlife
  - Information about environmental needs of wildlife
  - Tips for attracting wildlife to one’s yard
  - Tips for watching nature in the backyard
<table>
<thead>
<tr>
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<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature Observers</td>
<td>Using field guides, viewing lenses and special observing techniques, children will learn how to better observe wildlife in the garden.</td>
<td>Using tools, plant and animal relationships, needs of living things, respectful interactions with nature</td>
<td>Field guides, viewing lenses or binoculars, wildlife checklist</td>
<td>Goodwin garden, Compost Heaps</td>
</tr>
</tbody>
</table>

**Module: Butterflies, Birds and Bees**

**Butterflies, Birds and Bees** discusses the special relationship between plants and wildlife through the examples of butterflies, birds and bees. Butterflies use specific plants during their life cycle, and birds are attracted to specific types of flowers for their nectar and seeds. For their part, plants have flowers with characteristics that attract specific pollinators.

**Quotation:**

*In my garden are the three trees most attractive to bees—the sugar maple, the linden & the golden willow—Yesterday the willow was full of bees enjoying the golden pollen & I don’t know how much besides* [Sarah Goodwin, Journal Notes]

**Educational Materials:**

- Primary exhibit panel with title of module and period graphic, quotation, several quotes or images describing the mutually beneficial relationship between butterflies, birds and bees and the plants they are attracted to
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - The role of insects and birds in pollinating flowers, and the ways flowers are adapted to attract specific pollinators
  - The role of plants in the life cycle of butterflies as hosts and nectar plants
  - List of plants that benefit New England butterflies

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</thead>
<tbody>
<tr>
<td>Kindly Pollinators</td>
<td>Children will observe how plants benefit from the visits of birds, bees and butterflies</td>
<td>Interdependence of plants and insects</td>
<td></td>
<td>Wildlife Bed</td>
</tr>
<tr>
<td>Metamorphosis Mission</td>
<td>Children will look for plants that are host and nectar plants for butterflies</td>
<td>Interdependence of plants and insects, needs of living things, plant an insect life cycles</td>
<td></td>
<td>Wildlife Bed, Goodwin Garden</td>
</tr>
</tbody>
</table>

**Module: Watery Wonders**

**Watery Wonders** looks at insects, plants and other creatures that live in wet habitats. (Children’s Garden Pond)
Quotation:
In the primeval days every spot of habitable earth had its stolid white fishes (more or less highly organized) serpents—crocodile & possibly insects were formed by fairy fingers—What a curious busy world it was & how active & earnest the workers—Perhaps they did not take of protoplasm but they had their material in superabundance while the great steaming earth was cooling, the sun added to the fervor of the mass—[Sarah Goodwin, Journal Notes]

Educational Materials:

- Primary exhibit panel with title of module and period graphic, quotation, several quotes or images describing what lives in watery environments (animals and plants).
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - To be developed based on activities (observation and identification)

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<tr>
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<th>Description</th>
<th>Educational Concepts</th>
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<th>Location</th>
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<tbody>
<tr>
<td>Pond</td>
<td></td>
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</tbody>
</table>
Program: Stories in the Garden

Overview: This program informs children and their families about the rise of publishing during the Victorian period and the development of children’s literature and stories in garden settings. Children’s literature was often designed to teach children important lessons in appropriate behavior and thought, but there was also literature that was entirely fanciful. Not all writing for children was published. Sarah Goodwin’s journal, *Pleasant Memories*, written for her grandchildren, documents her love of visiting beautiful gardens and the many joys of working in her own. Sarah Goodwin also kept day journals of her observations in the garden; these documents tell us much about the nature of Victorian gardens and gardeners. Through activities, children and families will explore writing and story-telling in the garden.

Module: Garden Journals

To be developed – activities centered around making journals and keeping daily observations of nature (see Junior Master Gardener curriculum “Literature in the Garden” for activity ideas)

Quotation:

Educational Materials:

Module information provided by a variety of means, such as labels, education kits, interpreter training, etc. – to be developed

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</tr>
</thead>
<tbody>
<tr>
<td>Day Journal</td>
<td>Children will draw a picture or write about what they have observed during their visit to the garden</td>
<td>Journals, the importance of record keeping to future generations</td>
<td></td>
<td>Children’s garden</td>
</tr>
</tbody>
</table>

Module: Literature in the Garden

To be developed – Involvement with Children’s Librarian; Junior Master Gardener curriculum

Quotation:

*I copy the notes of a few days' work in the garden in May, just to give an idea of their character and of the variety of occupation in this small space of ground.* [Celia Thaxter, An Island Garden (Boston: Houghton, Mifflin, 1895), 46.]

Educational Materials:

Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.

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</tr>
</thead>
<tbody>
<tr>
<td>Story Time</td>
<td>Reading children’s literature in the garden – to be developed</td>
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</tbody>
</table>
## Program: Education in the Garden

### Overview
This program informs visitors about the emphasis on teaching science and botany to children during the nineteenth century. Victorian American education consisted of teaching children the academic and moral lessons that would prepare them to function as independent adults. Educators thought botany helped children develop their powers of observation and appreciate the need for order. Learning about plants was useful in a nation that was still largely rural and agrarian. Educators also used garden and floral metaphors to teach children appropriate ways to behave. This program introduces the role of botanists in discovering and collecting North American plants during the nineteenth century. The program is composed of various modules that include a number of hands-on activities to engage children. Several garden spaces will be used in the activities, including the garden potting benches, planting gardens, the hot-house, and the greater Goodwin Garden campus.

### Module: Lessons in Botany

#### Quotation:
Now, he who has eyes, and does not use them in such a beautiful world as this, is very much to be pitied. But the study of botany will teach him to keep his eyes open.  
[“Lessons in Botany, Number II,” Every Youth’s Gazette, Vol. 1, 7 (May 1842)]

In that [garden] I had several small roots of very inferior value, that now would not be thought scarcely worth cultivating. Among them a bulb, now rarely seen, called a twelve o’clock. It was a little white flower resembling a chickory in shape, which opened at twelve o’clock noon and closed in an hour or two after.  
[Margaret Whyte Kelly, Sarah—Her Story: The Life Story of Sarah Parker Rice Goodwin (Portsmouth, NH: Backchannel Press, 2006), 142.]

#### Lessons in Botany
Lessons in Botany will introduce children and families to botany education methods in Victorian America. Families were encouraged to introduce botany to young children in the form of stories and simple lessons. Nineteenth-century botany lessons directed children to study the habits of flowers as an easy, visual lesson about complex concepts like heliotropism or inflorescence. Some flowers open and close at particular times of the day, or bloom for one day and fade. Other plants exhibit heliotropism in a dramatic way, such as sunflowers. Didactic children’s literature of the period frequently associated the physical “habits” of flowers with bad and good habits of humans to teach children appropriate behavior. This program’s activities will allow children to experience how 19th century children learned about plants.

#### Educational Materials:
- Primary exhibit panel with title of module and period graphic, several quotes or images describing how children studied botany in the 19th century.
- Module information provided by a variety of means, such as labels, education kits, interpreter training, etc.:
  - Habits of plants in response to the sun
  - Examples of 19th century children’s literature comparing flowers to humans
  - Instructions for playing an adaptation of The Butterfly and the Flowers game
<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Flower Clockwork</td>
<td>Children observe how different flowers behave in response to the position of the sun</td>
<td>Needs of plants</td>
<td></td>
<td>Children’s Garden, Goodwin Garden</td>
</tr>
<tr>
<td>Butterfly Game</td>
<td>Children can try an adaptation of a 19th century game (The Butterfly and the Flowers) that teaches virtues and vices using flowers and insects</td>
<td>Victorian values</td>
<td></td>
<td>Children’s Garden, Goodwin Garden</td>
</tr>
</tbody>
</table>

**Module: Brave Botanists**

**Brave Botanists** will introduce children and families to the work of nineteenth century botanists and plant collectors and how they contributed to Victorian gardening (and botanical science) by obtaining exotic and unusual plants that were cultivated for use in floral bedding, home interiors, arboretum, and hot-houses. Botanists established American apple orchards that afforded numerous varieties to Victorians. At the same time, most nineteenth century American gardeners continued to plant the “old-fashioned” plants brought by colonists from Europe. Many are still garden favorites while some plants became invasive pests. Plant collectors documented their finds by pressing plants and putting them in herbaria or plant “scrapbooks” for later study, and the development of Wardian cases permitted the overseas transportation of live plants. This program’s activities will allow children to imagine themselves as brave 19th century botanists.

**Quotation:**

Let the practical Botanist who wishes like myself to be a pioneer of science, and to increase the knowledge of plants, be fully prepared to meet dangers of all sorts in the wild groves and mountains of America…You meet rough or muddy roads to vex you, and blind paths to perplex you, rocks, mountains, and steep ascents. You may often lose your way, and must always have a compass with you as I had. You may be lamed in climbing rocks for plants or break you limbs by a fall. You must cross and wade through brooks, creeks, rivers and swamps. In deep fords or in swift streams you may lose your footing and be drowned. You may be overtaken by a storm, the trees fall around you, the thunder roars and strikes before you. The winds may annoy you, the fire of heaven or of men sets fire the grass or forest, and you may be surrounded by it, unless you fly for your life…Such are some of the dangers and troubles of a botanical excursion in the mountains and forests of North America. The sedentary botanists or those who travel in carriages or by steamboats, know little of them; those who merely herborize near a city or town, do not appreciate the courage of those who brave such dangers to reap the botanical wealth of the land, nor sufficiently value the collections thus made...

Educational Materials:
- Primary exhibit panel with title of module and period graphic, Botany quotation, several quotes or images describing the emphasis on educating 19th century children in botany (see appendix for panel mock up)
- Brochure or other educational that provides the following information:
  - Information on floramania and the availability of exotic annuals to Victorian Americans
  - Description of herbaria, well-detailed sample herbarium page and instructions for making a herbarium at home
  - Use of Wardian cases and instructions on making a terrarium at home
  - List of plants brought by Europeans that we grow today, which ones are now considered weeds
  - Instructions on how to grow a pineapple at home
  - Victorian plant collector treasure hunt in the Goodwin Garden campus

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<thead>
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</thead>
<tbody>
<tr>
<td>The Plant Explorer</td>
<td>Using a treasure hunt list, children will locate plants in the Goodwin Garden that match descriptions and origins of plants listed in the form of riddles.</td>
<td>Plant identification, observation skills, geography</td>
<td>Treasure Hunt forms, pencils</td>
<td>Children’s Garden, Hot-house, Goodwin Garden</td>
</tr>
<tr>
<td>Exotic Plants</td>
<td>Children will get instructions on how to grow a pineapple at home</td>
<td>Plant reproduction, roots</td>
<td></td>
<td>Hot-house</td>
</tr>
<tr>
<td>Lion in the Grass</td>
<td>Children will discover what plants were introduced to America and the effect of non-native plants on the environment</td>
<td>Cultural uses of plants, native and non-native plants, change over time</td>
<td></td>
<td>Children’s Garden</td>
</tr>
</tbody>
</table>