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## Hunting for Everyday History: A Field Guide for Teachers

Marjorie L. McLellan

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BRING HISTORY TO LIFE IN YOUR CLASSROOM



# HUNTING FOR EVERYDAY HISTORY

A FIELD GUIDE FOR TEACHERS



ACTIVITY-DRIVEN, OHIO HISTORY CURRICULUM  
WITH MULTIMEDIA RESOURCES GRADES 3-5



BRING HISTORY TO LIFE IN YOUR CLASSROOM

# HUNTING FOR EVERYDAY HISTORY

A FIELD GUIDE FOR TEACHERS

- Theme 1: Toys and Games
- Theme 2: History at Home
- Theme 3: Neighborhood History
- Theme 4: Souvenirs
- Theme 5: Traditional and Ethnic Arts (online)

Introduction

Theme 1: Toys and Games

Theme 2: History at Home





# HUNTING FOR EVERYDAY HISTORY

## A Field Guide for Teachers

Take history out of the textbook and into your hands

Hands-on Ohio history lessons and activities for students  
in third, fourth, and fifth grade

*Hunting for Everyday History* is a project of WGTE, Public Broadcasting  
in partnership with Think<sup>TV</sup>/Greater Dayton Public Television

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# WELCOME TO THE HUNT FOR EVERYDAY HISTORY!

This manual is one component of a multimedia curriculum for third, fourth, and fifth grade students, designed by your peers with the help of some of Ohio's leading history experts. As you and your students begin your hunt for the artifacts of everyday life that shaped your community, you will encounter the other components of the curriculum including a Web site that helps you research the evidence you discover in your hunts and allows you to share it with other classrooms in Ohio. This program also features a television broadcast in 2003 that will share the project's most interesting discoveries with a state-wide audience.

## *The Goal*

The goal of the teachers and other professionals who designed this curriculum is simple. We want to help you take history out of the textbook and put it into the hands of your students, where it becomes a living treasure. As you look through the following pages, you will find a wealth of exciting, inquiry-based activities designed to help you do that. You may use them all, in sequence, as the year progresses, or you may pick and choose the ones that work best for you. The "hunts" in each thematic unit give students a chance to think and act like historians and curators—preparing them to mine the attics, barns, and memories of your community for treasures of the past.

At the beginning of each hunt, you'll find a correlation chart showing you which proficiency outcomes the hunt reinforces. Our designers are mindful of the fact that this curriculum is most useful to you when it aligns itself closely with your overall goals. When Ohio releases its new social studies standards, you'll find that the curriculum supports those standards as well.

Before you introduce *Hunting for Everyday History* to your students, please go to <http://www.historyhunt.org> and take some time to explore the project's Web site. The site contains additional hunts that can be found only online, as well as a new theme on traditional arts. You will find tools on the site to help students research the evidence that they discover as well as a point-and-click template to help students make their own Web pages. The Web site also offers you professional support. You will find background information and related Web sites for the curriculum units, a discussion group that puts you in touch with your peers across the state, and a unique service called *Classroom Argus*. It will provide easy access to suggestions, strategies, and sources for additional historical information.

Thank you for being a part of *Hunting for Everyday History*. We look forward to working with you, and we welcome your comments as you explore the curriculum with your students. Good luck, and enjoy the hunt!

—From the creators of *Hunting for Everyday History*

Contact: [michelle\\_leow@wgte.pbs.org](mailto:michelle_leow@wgte.pbs.org)

# Hunting for Everyday History: The Resources

## A Field Guide for Teachers

The material for the *Hunting for Everyday History* Field Guide is divided into four themes, or units: *Toys and Games*, *History at Home*, *Neighborhood History*, and *Souvenirs*. A fifth theme, *Traditional and Ethnic Arts*, is on the *Hunting for Everyday History* Web site. Each of these themes contains complete lesson plans in the form of hunts for students in grades three to five.

Hunts are engaging lessons designed around exploring history in your own backyard—at school, at home, and in your community. Each hunt is a standards-based learning experience that involves exploring history sites, documents, and artifacts, asking questions, making historical discoveries, and evaluating those discoveries to deepen students' understanding and appreciation of the past. The hunts help students develop skills in observing, reasoning, critical thinking, and evaluating historical evidence.

### Using the Guide

Although each hunt is a complete lesson plan in itself, you may want to adapt it to fit into your curriculum. Here is a suggested process for planning your standards-based history lesson:

1. Look at the Curriculum Connections, Learning Outcomes and Proficiency Correlation you wish to use, and identify your learning goals for the lesson.
2. Look over the Assessment section of the lesson plan. This section will help you determine whether students have mastered what has been taught.
3. Read the Essay for Teachers and look at the Discussion Starter, Make It Happen, and Apply and Reflect sections. These sections help you teach so that the lesson prepares the students for success on the Assessment.
4. Look at the Apply and Reflect and Extensions sections to plan extension and reteaching activities as needed. Using these sections helps you identify students who are having trouble with lesson concepts. These sections also provide material that you can use with students who have already mastered the concepts.
5. Teach the lesson, and conduct the assessment.

### How to Use Artifacts and Other Valuable Family Materials in the Classroom

The Hunt for Everyday History will generate a great deal of interest among your students and families in collecting and displaying objects, photographs, and other personal possessions. But it is often not practical or wise to let students bring the materials to school, especially if they are very valuable or easily broken.

For this reason, we urge you to think of alternative ways to display these materials in the classroom. With help from parents, students can photograph objects

at home and bring the photos to school for display. If students must bring artifacts to school, you can help them photograph the objects, family snapshots, or letters so they can be returned home quickly.

Another strategy is for teachers to hold an **everyday history open house** during the project, at which time they urge parents to bring items to school to share with students.

## Web Site for Students and Teachers

Students and teachers can explore a treasure trove of online resources by visiting the *Hunting for Everyday History* Web site at <http://www.historyhunt.org>. Students will be able to view the hunts of other classrooms around Ohio, publish their own student-generated materials and photos to the Web site for others to see, and see additional hunts for all the other themes in the guide. An entire additional unit—Theme 5: Traditional Arts—is online. The online hunts include special scavenger hunts and interactive virtual tours of historic houses. You and your students also can register to appear in the statewide *Hunting for Everyday History* broadcasts on public television!

The Web site features a dynamic “treasure map” that will be updated as students locate artifacts in their communities. Students document their own discoveries on Web pages on the site. They will use special software to create Web pages simply by pointing and clicking and filling in templates. Teachers will learn to help their students use this tool during a professional development workshop. The Web site also links to other sites, including online encyclopedias, museums, historical societies, and antique galleries. These online resources will help students identify the artifacts they find, trace their ownership history, and even determine their present value.

To access the Web site, you’ll need a Windows or Macintosh computer capable of running either Netscape Navigator or Internet Explorer (version 4.0 or later) and an Internet connection. To log on to the Web site, connect to the Internet and start your browser. Point your browser to [www.historyhunt.org](http://www.historyhunt.org).

## Television Broadcast

In Spring 2003 the Ohio public television stations will produce a special “Ohio History Roadshow” program designed to highlight student work and bring this project to a statewide audience. Students will be invited to bring their most intriguing discoveries to their local public stations. At each station, historians and other experts will discuss the discoveries with the students. The experts will help students analyze the artifacts and place them in a meaningful historical context. Student Web pages will be featured throughout the broadcast, and the audience will be invited to visit the project Web site. Visitors will be able to leave their own comments and recollections about the artifacts students have found.

## Workshops for Teachers

*Hunting for Everyday History* offers professional development to teachers in their regions. These workshops are coordinated by your local public television station or educational technology agency. Call them to find out when the next workshop is scheduled. Their telephone numbers appear below:

### **THINK<sup>TV</sup> NETWORK**

Dayton, Oxford  
Education Services  
Tel: 937-220-1707

### **WBGU-TV**

Bowling Green  
Television Learning Services  
Tel: 419-372-7020

### **WCET48**

Cincinnati  
Education and Technology  
Tel: 513-381-4033

### **WGTE Public Broadcasting**

Toledo, Educational Services  
Tel: 419-380-4632

### **WNEO/WEAO-TV**

Alliance, Akron  
Educational Services  
Tel: 330-677-4549

### **WOSU/WPBO-TV**

Columbus, Portsmouth  
ITSCO  
Tel: 800-454-5501

### **WOUB/WOUS-TV**

Athens, Cambridge  
WOUB Kids  
Tel: 740-593-0359

### **Educational Technology Services of Ohio (ETSEO)**

Athens  
Tel: 740-593-6572

### **WVIZ-TV**

Cleveland Educational Services  
Tel: 216-739-3864

## Classroom Argus

*Classroom Argus* offers teachers a unique and personalized service. On-demand curriculum assistance is available with just a few strokes on the keyboard. The *Hunting for Everyday History* Web site hosts the *Classroom Argus* service. The service suggests videos, software, Web sites, and other materials, along with strategies for integrating them into your lesson plans. A special feature of *Classroom Argus* is the "My Assistant" button, which allows a *Classroom Argus* agent to communicate directly with the teacher. This feature enables teachers to locate expert historical help for identifying objects and photographs brought to class from the various hunts.

## Finding Local History Experts

To learn about local history experts in your region, contact the Ohio Historical Society's Local History office.

### **OHS Local History Office**

J.D. Britton, Manager  
1982 Velma Avenue  
Columbus, OH 43211-2497  
Tel: 614-297-2340  
E-mail: [jdbrampton@ohiohistory.org](mailto:jdbrampton@ohiohistory.org)  
<http://www.ohiohistory.org/resource/oahsm/>

## HOW TO

# HUNT FOR EVERYDAY HISTORY!

Marjorie L. McLellan  
Wright State University

### *Finding the Evidence*

Where can you find evidence of everyday history? You may find pieces of the past under the bed, in a shoebox, or at the back of a closet. You may find pieces of the past in your backyard, schoolyard, and community. Pictures of the past may be found in books or on the Internet. Your public library holds even more clues to the past.

What are these pieces of the past? Toys, games, buildings, songs, furniture, postcards, letters, books, maps, stories, and even food may tell you about history. In an old house, we can sometimes peel back layers of wallpaper and paint to find the first wall covering. Each layer is a piece of the past that tells us about what that home looked like and about the people who lived there.

Are there little lambs or teddy bears on the old wallpaper of some room? Perhaps it was a child's bedroom sometime in the past.

History is all around you. It is a part of your everyday environment. You might see a fading advertisement painted on the bricks of an old building. The advertisement will tell you about a business from the past. The advertisement also tells you about the products that people used, as well as the advertising strategies of the past. The telephone poles and fences, the mailboxes and street signs, were not always there. By investigating and researching information about when the building was constructed, you are hunting for everyday history.



Every object has a story to tell. What kinds of questions might you want to ask about a Planet of the Apes lunchbox?  
(Clark County Historical Society)

## Teacher Tip

A digital camera has been provided to you to use in some of the *Hunting for Everyday History* activities. You may want to get in the habit of carrying the camera with you. As you go to work, look for details that suggest events from the past, such as architectural decorations, gravestones, building and street names, and fading signs, which could be photographed. You could make a "mystery photograph" area on a classroom bulletin board and feature different images each day or week. Reward students who successfully identify the images.

## Asking Questions

Before you can teach students how to hunt for everyday history, you may need to learn some new skills. Historical research is like detective work. When you discover an interesting artifact in your everyday environment, you are at the trailhead of your hunt. Questions will carry you further along the trail to discovery.

You can practice with everyday objects that might be found in your school. For example, look at a school desk and a soft drink can. First, "read" the objects, to gather information about their visual characteristics. Describe the school desk or the soft drink can. It is important to describe all the characteristics that you can about the object. Ask questions in order to collect facts. *Of what material is this object made? What color is it?* The facts are clues for you to use in understanding and explaining the object. Next, research the story behind the artifact. Discover what the object tells you about our history. *Is the object well designed? How does it feel to use this object? What does this object suggest about the people who use it?* Hunting for history is about asking these sorts of questions.

## Learning about History

Historians, like detectives, look for clues and then they follow leads. Look at the photo of the old school desk. Think of the desk as a clue. To begin analyzing the image, ask the same sorts of questions you asked when you examined a desk in your classroom. Next, think about the differences and similarities between the two desks. Make lists or a Venn diagram. The desks tell us something about schools and learning in the past. *How has the design of school desks changed over time? What does the desk's design tell us about how the classroom and learning have changed? What has stayed the same?* As you begin to piece together more and more details about the desk—where it was made, when it was made, what materials

This desk was made by the A. H. Andrews Company and patented June 5, 1886. It was used in the Mechanicsburg School in Champaign County. (Clark County Historical Society)



were used in the manufacturing process, who worked on it, and so on—you begin to learn about the historical context of that object. Objects reflect the times in which they were made. When you are able to discover the story of the two desks, you have also discovered a small bit of history.

As you direct your students in the hunt for everyday history, you will find that the objects and artifacts that are found in these hunts often raise more questions than they answer.

You may not be able to answer every question. Your detective work may lead you to books, the library, the Internet, and experts who study the history of objects, including historians, archaeologists, archivists, collectors, and curators.

## Resources in Your Community

If you teach social studies or language arts, there are projects here for you. Many of these projects will benefit from partnerships within your school. Talk with your school media specialist, art teacher, and math teacher about *Hunting for Everyday History*. Many people in your community are interested in the *Hunting for Everyday History* program. They may be genealogists, antique collectors, alumni of your school, or newcomers to your school community.

Talk with your local education reporter about this program. Send out press releases. Look for opportunities to share student work in newspaper articles, public programs, and on the Internet. Don't be afraid to think big about finding and researching history in your community. Local foundations as well as the Ohio Humanities Council and the Ohio Arts Council support exciting projects that share your research with the public and bring humanities scholars into your school and community.

I hope that this teacher's guide will be a seed that takes root in your classroom and your community. Pick the activities that work best for your students and setting. Add more activities next year. The activities are like a net, drawing local resources for everyday history into your classroom. As you and your students hunt for everyday history, you will replace some of our photographs and documents with local materials. Hunting for everyday history will show students the connections between life in their community and American history.

# SAMPLE LETTER TO PARENTS OR CARE GIVERS

Dear \_\_\_\_\_,

I would like to take this opportunity to describe an exciting history project that your student is beginning. The project is called *Hunting for Everyday History*. We will involve parents, caregivers, and other community members in this project in several ways over the next several weeks, most notably as the subjects of a student-produced interview.

The purpose of the *Hunting for Everyday History* project is to take history out of the textbook and put it into students' hands. The project teaches students how to think like historians. Students will be looking at history in their own community in five broad themes: *Toys and Games*, *History at Home*, *Neighborhood History*, *Souvenirs*, and *Traditional and Ethnic Arts*. During the course of this project, students will

- use primary sources or evidence about the past.
- analyze visual clues in photographs and images from the past.
- hunt for the history of popular amusements like movies and baseball.
- simulate an election campaign with banners and slogans.
- research the history of their school.
- assemble a scrapbook of information for future historians.

You can help us get started on these activities by sharing some of your family stories, old photographs, and souvenirs with our students when the time comes. We want to show our students that history is everywhere around us, even in our own homes.

More information will be coming to you regarding specific homework assignments as your student begins to work through this program.

Thank you in advance for your help with the *Hunting for Everyday History* class project!

Sincerely,



# THE PEOPLES OF OHIO: AN ESSAY FOR TEACHERS

Phillip R. Shriver


Why study history? Why should we be concerned about the past when it is the present and future that command our immediate attention? The answer to these questions is quite simple. Among all the species of life on the planet earth, only the human is born into a state of history. All the rest are born into a state of nature. The human infant born today is born into the complex, high-tech information age. He or she does not have to rediscover fire or reinvent the wheel. On the other hand, the animals of the forest—the birds in the sky, the fish in the sea—are all living life today much as they did thousands of years ago and much as they will be doing thousands of years from now.

Our human history is very complex, particularly when considered from national or world perspectives. But when experienced on the local or everyday level, history is something everyone can relate to. You can touch it. Feel it. Stand on it. Become part of it. Everyday history is history in its “least common denominator,” history that has special significance as it reflects and makes more understandable the national and world events and trends that we hear about or see in the news.

As Ohio marks its 200th anniversary of statehood, the study of our state and local history becomes all the more meaningful.

What does the word *Ohio* mean? To the Iroquois Indians, it meant “great.” Applied to the Ohio River and its tributary, the Allegheny, the principal waterway of their country, the Iroquois word *O-he-yo* referred to the river which they thought to be one and the same with the Mississippi, running from western New York all the way to the Gulf of Mexico. When the French explorer LaSalle heard the word *O-he-yo*, he thought it meant “beautiful.” *La belle riviere*, or “the beautiful river,” was what he and his countrymen would call the Ohio. It was not long before the name of the river was applied to the land through which it passed.

Most of Ohio’s rivers bear Indian names. The names Maumee, Cuyahoga, Ashtabula, Mahoning, Walhonding, Kokosing, Muskingum, Tuscarawas, Huron, Scioto, Olentangy, Little Miami, Great Miami, and Sandusky all give witness to the legacy of the Native Americans in our state. So, too, do the names of many of our cities: Coshocton, Chillicothe, Wapakoneta, Piqua, and Mingo Junction are some examples. Think also of our Ohio county names, many of which reflect the Indian tribes who lived here at the time of the coming of the first Europeans: Ottawa, Seneca, Wyandot, Delaware, Miami, and Huron come to mind. Even Erie, the name of the Great Lake that forms part of our boundary with Canada, is an Indian tribal name.



In our hunt for everyday history, we should not overlook the story of the first Ohioans, descendants of migrants from Asia who crossed the Bering Sea into North America. Thousands of years ago, during a time of great glaciers, these people spread out across North, Central, and South America. The myriad stone tools, weapons, and implements they left behind, along with a host of mounds and other earthworks, remind us that we are newcomers here.

Recorded history began here in Ohio in the 1600s with the arrival of the first Europeans. First came the French, then the British, as well as others from the British Isles—the Scots, the Irish, and the Welsh. Most of the early Europeans in Ohio were drawn from northern and western Europe and soon included such other groups as the Dutch and the Germans. When we think of the German presence, we are reminded of the work of the Moravian missionaries among the Delaware Indians at places called Schoenbrunn (or “Beautiful Spring”) and Gnadenhutten (or “Tents of Grace”). The very first school in Ohio was at Schoenbrunn in the 1770s.

Ohio became a state in 1803, the first state to be carved from the Northwest Territory. The Northwest Ordinance of 1787 was the third great charter of freedom, the other two being the Declaration of Independence and the United States Constitution. This ordinance established the plan by which the nation could grow, allowing new states to be admitted to the union as equals to the states already there. It was also the charter that forbade slavery, making the area north and west of the Ohio River the first land made free by act of Congress. This would have profound significance in the years to follow. Many African-Americans settled in Ohio as free men and women and many others passed through Ohio as they escaped from slave states south of the Ohio River.

After the Civil War, Ohio and much of the rest of the North was caught up in the Industrial Revolution. Such cities as Cleveland, Columbus, Cincinnati, Akron, Toledo, Dayton, and Youngstown emerged as important centers for the production of steel, rubber, glass, oil, soap, and other products. This, in turn, attracted a new wave of immigrants to the newly-industrialized urban centers. By the beginning of the 1900s, significant numbers of immigrants were from southern and eastern Europe, from countries such as Italy, Greece, Russia, and Poland. By the end of the 1900s, after two world wars and a technological revolution, the population of Ohio and other American states was becoming even more diverse, thanks to the influx of large numbers of Hispanic and Asian immigrants from such countries as Mexico, Korea, India, and Japan.

At the beginning of the twenty-first century, Ohio reflects a diversity of peoples beyond anything known in earlier times. We all have much to learn from one another and contribute to the common good. Though the people of Ohio come from a number of different backgrounds, we all share values rooted in our fundamental belief in freedom and democracy.

## THE PEOPLES OF OHIO:

# AN ESSAY FOR STUDENTS

Phillip R. Shriver

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed the essay, turn the page over and answer the questions in the space provided.

Ohio has been home to many different peoples over the past twelve thousand years or so. Those people who lived here in prehistoric times such as the Adena, Hopewell, and Fort Ancient are called Paleo-Indians. **Native American** tribes such as the Miami, Shawnee, Delaware, Ottawa, and Wyandot, who lived in Ohio in the 1700s and 1800s, are called historic Indians. Some of the Native Americans are still among us. The names they gave the rivers, streams, and lakes are still with us.


The French were the first **Europeans** to reach the Ohio country. The British were not far behind. By the 1740s, British traders from Pennsylvania and Virginia were trading with the Ohio tribes. This gave rise to a struggle for control of the Ohio Valley between French and English. Though the English won the struggle, French names such as Detroit and Versailles are still upon the land.

British control proved short-lived. In 1783 a new nation, the United States of America, won freedom and independence from Great Britain. By that time, many people from other lands were already living in the Ohio territory. One of the most important early Ohio traders was George Croghan, an Irishman. The first governor of the Northwest Territory, of which the Ohio country was a part, was Scottish-born Arthur St. Clair. David Zeisberger and John Heckewelder, both Germans, established the first Moravian mission settlement in Ohio.

In 1787 the new American government passed the Northwest Ordinance, which banned slavery north of the Ohio River. As a result, the number of **African-Americans** living in Ohio began to increase. While many African-Americans settled in Ohio as free men and women, others crossed Ohio to Canada, escaping from slavery in the South.

Before the Civil War, Ohio's economy and the economies of many other northern states were based on **agriculture**. After the Civil War, the economies of these states became more **urban** and **industrial**. By the late 1800s and into the early 1900s, many of the **immigrants** coming to Cleveland, Cincinnati, Columbus, Toledo, Akron, Dayton, and Youngstown came from Italy, Greece, Russia, and Poland. In contrast, earlier generations had come from countries in northern and western Europe.

Though immigrants still come to Ohio from all parts of Europe, more are now **Hispanic** and **Asian**. More than any other country in the world, the United States has been and is a country of diverse peoples. Each one of us here in Ohio, students and teachers alike, reflects that diversity.



## Glossary

**Native Americans**—those people who lived in North America before the arrival of European settlers

**European**—people who were born in or live in Europe

**African-Americans**—people who were born in North America and can trace their heritage to Africa

**Agriculture**—the practice of farming, usually to make money

**Urban**—having to do with a city

**Industrial**—related to the growth of mechanical equipment, usually in factories

**Immigrant**—a person who moves from one country to another

**Hispanic**—a person who can trace his or her heritage to South or Central America

**Asian**—a person who can trace his or her heritage to Asia

## Questions to Consider:

Identify two groups of people who came to live in Ohio before 1900.

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Identify two groups of people who came to live in Ohio during the 1900s.

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Why have different groups of people come to live in Ohio?

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# THE GROWTH OF OHIO'S ECONOMY: AN ESSAY FOR TEACHERS

George Knepper


Ohio's economic history can be organized around developments in agriculture, manufacturing, and service industries. Agriculture dominated economic activity in the state's earliest years. After the Civil War, manufacturing rose dramatically, but agriculture remained very important. Toward the end of the twentieth century, service industries such as insurance companies, banks, retail stores, and high-tech industries such as computers and telecommunications have played dominant roles in Ohio's economic growth.

When settlers migrated to Ohio in the 1800s, they found everything they needed to be productive—good soil, adequate supplies of timber and water, and a mild climate for growing crops and raising livestock. As roads, canals, steamboats, and railroads developed, farmers gained access to faraway markets. By the mid-nineteenth century, Ohio had become one of the nation's leading agricultural states, specializing in grains, dairy products, and livestock. Today, Ohio still ranks in the top states in agricultural products. The main exports are soybeans and corn.

Over the years Ohio has been and still is a leading manufacturing state and has a number of large and medium-sized industrial cities. With the onset of globalization, the importance of manufacturing in Ohio's economy has declined since the 1970s. But more than twenty percent of Ohioans today still work in manufacturing jobs.



A late nineteenth century Ohio farm  
(Glenn Harper, Ohio Historical Society)



The story of Ohio's success as a leading manufacturer can be best understood by examining the principal elements needed: natural resources, transportation, and financial and human capital.

Ohio is rich in natural resources. Abundant supplies of timber, iron ore, clay, oil, natural gas, limestone, sand, and gravel were available to early manufacturers. Ohio's first factories relied on available waterpower. By the mid 1850s, factories began to convert to steam power. Over the years, Ohio, like many other states, depleted its sources of coal, oil, and natural gas, which fueled the state's industries. Today, Ohio, must import most of its energy.

Ohio developed a network of canals and roads linking all regions of the state. This transportation revolution meant that newly-formed mills and factories could get access to the raw materials they needed. The canals and roads also gave manufacturers access to markets outside of the state. Ohio's economy today still benefits from a well-developed system of transportation that includes railroads, highways, barges on the Ohio River, and ships on Lake Erie.

In the first half of the twentieth century, Ohio had trouble attracting the necessary capital to finance large-scale manufacturing. In the last forty years or so, however, the banking industry has become more decentralized. Many Ohio-based banks now provide the financial resources needed for economic development.

On the other hand, Ohio has always attracted large numbers of workers for its expanding factories. After the Civil War, large numbers of immigrants came from eastern and southern Europe as well as from the Far East. Between 1915 and 1945, large numbers of African-Americans and white Appalachians migrated from rural southern states to find work in factories in Youngtown, Cleveland, Toledo, Dayton, Columbus, and Cincinnati. During the national emergency of World War II, women worked in war plants to help win the war. In the years following that war, the presence of women in the work force has grown steadily.

In the 1970s, manufacturing in Ohio contracted. Many factories closed, leaving workers without jobs. Ohio, like many other states, had to diversify its economy. By developing new ventures in service industries, such as banking, insurance, telecommunications, and high-tech industries, Ohio has positioned itself for a new phase of economic vitality as it begins a new century.

# THE GROWTH OF OHIO'S ECONOMY: AN ESSAY FOR STUDENTS

George Knepper

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed the essay, turn the page over and answer the questions in the space provided.

The first people who came to Ohio found a great forest covering the land. Most of these people were farmers, so they chopped down trees to clear land for their cabins and farm fields. They planted corn, wheat, and other crops on the cleared ground. To get more food, they hunted, fished, and gathered wild berries and fruits. They produced just enough to feed their families. This kind of farming is called subsistence farming.

Money was scarce on the frontier, so farmers traded, or bartered, for things they needed but could not produce themselves. A farmer might give the local storekeeper corn or wheat in exchange for salt, tea, or gunpowder. Pioneer farmers soon realized that if they raised more food than their family needed, they could sell the extra crops to the newcomers for money. The farmers now had a **market**, or a place to buy and sell their crops.

In the early 1800s, Ohio settlers built mills containing machinery to **manufacture** lumber, flour, cloth, iron products, glass, gunpowder, and the like. Mills were located on rivers and streams whose water was used to turn a waterwheel. The waterwheel turned machinery inside the mill. Water provided the **energy** to make the machinery work. About 150 years ago, steam power started to replace waterpower as a source of energy. Steam is made by boiling water in a boiler. The heat to make the water boil came from burning wood or coal, so they are the true sources of the energy. Coal is still a very important energy source, but oil, natural gas, and nuclear power are now used as energy sources in Ohio.

In the past, Ohio has manufactured all kinds of goods, from big, complicated items such as cars, trucks, and locomotives to smaller, simpler products such as tools, toys, and furniture. Ohio is still an important manufacturing state, and it makes some unusual things like Chinese foods, all-day suckers, peanut butter, and U. S. flags. Over the years, many of the people who have made these and



Springfield's W. F. Robertson Steel & Iron Company, founded in 1918, manufactured these steel paperweights as a form of advertising.  
(Clark County Historical Society)

# Proficiency Correlation

## Fourth-Grade Mathematics

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Sort or identify objects according to multiple attributes (e.g., size, shape, and shading).	✓		✓	✓	✓
2. Use patterns to make generalizations and predictions by: a. determining a rule and identifying missing numbers in a sequence; b. determining a rule and identifying missing numbers in a table of number pair; c. identifying missing elements in pattern and justifying their inclusion; d. determining a rule and identifying numbers in a sequence of numbers or a table of number pairs related by a combination of additional subtraction, multiplication, or division.	✓				
3. Select appropriate notation and methods for symbolizing a problem situation, translate real-life models, conventional symbols, and words.		✓	✓	✓	
4. Identify information needed to solve a problem.		✓	✓	✓	✓
5. Explain or illustrate whether a solution is correct.		✓	✓	✓	✓
6. Decompose, combine, order, and compare numbers.					
7. Illustrate or identify fractional parts of whole objects or sets of objects and like fractions greater than one, and add and subtract like fractions with illustrations and symbols.					
8. Add, subtract, multiply, and divide whole numbers and explain, illustrate, or select thinking strategies for making computations.		✓			
9. Order fractions using symbols as well as the term "at least" and "at most."					
10. Represent whole number value.		✓			
11. Add and subtract decimals.		✓			
12. Apply congruence, symmetry, paths, simple closed curves, and the ideas of interior and exterior.					
13. Recognize parallel, intersecting, and perpendicular lines and right angles in geometric figures.					✓
14. Determine properties of two-dimensional figures and compare shapes according to their characterizing properties, identify two-dimensional shapes on a picture of three-dimensional objects, describing similarities and differences using appropriate standard or nonstandard language.					
15. Symbolize a keying sequence on a calculator and predict the display.					
16. Model a problem situation using a number phrase/sentence and/or letters, understand the use of letters and symbols in statements such as $4b = 12$ or $3c = 15$ and find the value for a letter or symbol if the value for the other letter or symbol is given, and recognize the use of variables to generalize arithmetic statements, applying the concept of odd and even numbers.					
17. Apply the use of tools to measure lengths, using centimeters and inches, including recognizing the positions of whole numbers and fractions on a number line.					✓
18. Apply the counting of collections of coins and bills (which could include one, five, and ten dollar bills) in a buying situation.					
19. Illustrate the approximate size of units of length, capacity, and weight; choose an appropriate unit to measure lengths, capacities, and weights in U.S. standard and metric units; relate the number of units that measure an object to the size of the unit as well as to the size of the object.					✓
20. Determine perimeters and areas of simple straight-line figures and regions without using formulas.					✓
21. Use mental, paper-and-pencil, and physical strategies to determine time elapsed.					
22. Apply concept of place value in making estimates in addition and subtraction using front-end digits.					
23. Round numbers and use multiples of ten to estimate sums, differences, and products and discuss whether estimates are greater than or less than an exact sum or difference.					
24. Make or use a table to record and sort information (in a problem-solving setting using simple and complex patterns in nature, art, or poetry) and make identifications, comparisons, and predictions from tables, picture graphs, bar graphs, and labeled picture maps.	✓	✓			✓
25. Find simple experimental probabilities and identify events that are sure to happen, events sure not to happen, and those about which we cannot be sure.					



# Proficiency Correlation

## Fourth-Grade Reading

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
<b>Strand I — Constructing Meaning with Fiction Selections</b>					
1. Summarize the text.					✓
2. Use graphic aids (for example, a table or graph) or illustrations to locate or interpret information.					✓
3. Demonstrate an understanding of text by retelling the story or poem, in writing, in their own words.					✓
4. Identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.					✓
<b>Strand II — Examining/Extending Meaning with Fiction Selections</b>					
5. Analyze the text, examining, for example, actions of characters, problem/solution, plot, or point of view.					✓
6. Infer from the text.					✓
7. Compare and/or contrast elements such as characters, setting, or events.					✓
8. Respond to the text.					✓
9. Choose materials related to purposes, as evidenced in part by the capacity to <ul style="list-style-type: none"> <li>• choose or identify reference resources to locate specific information;</li> <li>• select fiction and nonfiction materials in response to a topic or theme;</li> <li>• choose appropriate resources and materials to solve problems and make decisions.</li> </ul>					✓
10. Demonstrate an understanding of text by predicting outcomes and actions.					✓
<b>Strand III — Constructing Meaning with Nonfiction Selections</b>					
11. Summarize the text.	✓	✓	✓	✓	✓
12. Use graphic aids (for example, a table or graph) or illustrations to locate or interpret information.	✓	✓	✓	✓	✓
13. Demonstrate an understanding of text by retelling the information, in writing, in the writer's own words.	✓	✓	✓	✓	✓
14. Identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.	✓	✓	✓	✓	✓
<b>Strand IV — Examining/Extending Meaning with Nonfiction Selections</b>					
15. Discern major ideas and supporting ideas.		✓	✓	✓	✓
16. Analyze the text, examining, for example, comparison and contrast, cause and effect, or fact and opinion.		✓	✓	✓	✓
17. Infer from the text.		✓	✓	✓	✓
18. Respond to the text.		✓	✓	✓	✓
19. Choose materials related to purposes, as evidenced in part by the capacity to: <ul style="list-style-type: none"> <li>• choose or identify reference sources to locate specific information;</li> <li>• select fiction and nonfiction material in response to a topic or theme;</li> <li>• choose appropriate resources and materials to solve problems and make decisions.</li> </ul>		✓	✓	✓	✓
20. Demonstrate an understanding of text by predicting outcomes and actions.					

# Proficiency Correlation

## Fourth-Grade Science

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Create and use categories to organize a set of objects, or organisms or phenomena.	✓	✓	✓	✓	✓
2. Select instruments to make observations and/or organize observations of an event, object, or organism.				✓	✓
3. Identify and/or compare the mass, dimensions, and/or volume of familiar objects in standard and/or nonstandard units.		✓			✓
4. Use a simple key to distinguish between objects.		✓		✓	
5. Analyze a series of events and/or simple daily or seasonal cycles and predict the next likely occurrence in the sequence.		✓			✓
6. Evaluate a simple procedure to carry out an explanation.		✓	✓	✓	
7. Identify and/or discuss the selector or resources and tools used for exploring scientific phenomena.			✓	✓	
8. Evaluate observations and measurements made by other persons.					
9. Demonstrate an understanding of safe use of materials and/or devices in science activity.					✓
10. Explain the operation of a simple mechanical device.				✓	
11. Identify characteristics of a simple physical change.					
12. Explain and/or predict the motion of objects and/or describe the effects of some objects on other objects.					
13. Make predictions about weather from observed conditions and weather maps.					
14. Identify and/or describe the relationship between human activity and the environment.	✓	✓			
15. Identify evidence and show examples of changes in the earth's surface.					✓
16. Demonstrate an understanding of the basic needs of living things.		✓			✓
17. Identify ways in which organisms react to changing environments.					
18. Distinguish between living and nonliving things and provide justification for these distinctions.					
19. Analyze and/or evaluate various nutritional plans for humans.					✓

# Proficiency Correlation

## Fourth-Grade Writing

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
<b>Strand I — Content</b>					
1. A response that stays on topic.	✓	✓	✓	✓	✓
2. The use of details to support the topic.	✓	✓	✓	✓	✓
<b>Strand II — Organization</b>					
3. An organized and logical response that flows naturally and has a beginning, a middle, and an end.	✓	✓	✓	✓	✓
<b>Strand III — Language</b>					
4. The use of a variety of words.	✓	✓	✓	✓	✓
5. The use of variety of sentence patterns.	✓	✓	✓	✓	✓
6. A response that shows an awareness of spelling patterns for commonly used words.	✓	✓	✓	✓	✓
<b>Strand IV — Writing Conventions</b>					
7. A response that shows an awareness of spelling patterns for commonly used words.	✓	✓	✓	✓	✓
8. Legible writing in print or cursive.	✓	✓	✓	✓	✓
9. The correct use of capital letters (beginning of sentences and for proper nouns) and end punctuation.	✓	✓	✓	✓	✓

## Proficiency Correlation

### Sixth-Grade Citizenship

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Demonstrate knowledge of and ability to think about the relationship among events: <ul style="list-style-type: none"> <li>• Group significant individuals by broadly defined historical eras.</li> <li>• Utilize multiple-tier time lines.</li> </ul>	✓	✓	✓	✓	✓
2. Utilize a variety of resources to consider information from different perspectives about North America: <ul style="list-style-type: none"> <li>• Identify the central idea that a historical narrative attempts to address.</li> <li>• Inquire into the relative credibility of sources.</li> </ul>	✓	✓	✓	✓	✓
3. Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.	✓	✓	✓	✓	✓
4. Identify a significant individual from a region of the world other than North America and discuss cause-and-effect relationships surrounding a major event in the individual's life.				✓	✓
5. Compare the gender roles, religious ideas, or class structures in two societies.	✓	✓	✓	✓	✓
6. Draw inferences about the experiences, problems, and opportunities that cultural groups encountered in the past.	✓	✓	✓	✓	✓
7. Describe how the customs and traditions of immigrant and other groups have shaped American life.	✓	✓			✓
8. Utilize map skills: <ul style="list-style-type: none"> <li>• Apply latitude and longitude to locate points on maps and globes.</li> <li>• Distinguish between relevant and irrelevant information on a map for a specific task.</li> </ul>	✓	✓	✓		
9. Interpret and analyze maps, charts, or graphs to formulate geographic ideas: <ul style="list-style-type: none"> <li>• Utilize time zones to compute differences in time and to describe their impact on human activities.</li> <li>• Determine and explain relationships among resources, economic activities, and population distribution.</li> </ul>	✓		✓		✓
10. Use maps of North America or the world to identify physical and cultural regions and to show relationships among regions.					
11. Examine instances of contact between people of different regions of the world and determine the reasons for these contacts.					✓
12. Describe the role of each factor of production in producing a specific good or service and suggest alternative uses for the resources involved.		✓			
13. Identify the factors that influence: <ol style="list-style-type: none"> <li>Consumer decisions to demand goods or services</li> <li>Producer decisions to supply goods or services.</li> </ol>		✓	✓	✓	✓
14. Identify the factors that determine the degree of competition in a market and describe the impact of competition on a market: <ul style="list-style-type: none"> <li>• Identify advantages and disadvantages of competition in the marketplace.</li> <li>• Explain the general relationship between supply, demand, and price in a competitive market.</li> </ul>		✓			
15. Use information about global resource distribution to make generalizations about why nations engage in international trade.					
16. Identify the main functions of the executive, legislative, and judicial branches of the United States national government and cite activities related to these functions.					
17. Interpret how examples of political activity illustrate characteristics of American democracy.			✓		
18. Classify characteristics of government that are typical of a monarchical, democratic, or dictatorial type of government.			✓		
19. Analyze information on civic issues by organizing key ideas with their supporting facts.			✓		
20. Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.					
21. Identify ways to resolve private and public conflicts based on principles of fairness and justice.			✓		
22. Identify examples of citizen participation in political systems around the world.			✓		

# Proficiency Correlation

## Sixth-Grade Mathematics

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Apply the relation between doubling the side of a regular figure and the corresponding increase in area.					
2. Determine the rule, identify missing numbers, and/or find the nth term in a sequence of numbers or a table of numbers involving one operation or power.					
3. Apply appropriate notations and methods for symbolizing the problem statement and solution process.		✓	✓		
4. Identify needed and given information in a problem situation as well as irrelevant information.		✓		✓	✓
5. Validate and/or generalize solutions and problem-solving strategies.		✓		✓	
6. Compute with whole numbers, fractions, and decimals.		✓			
7. Find equivalent fractions.					
8. Change freely between fractions and decimals.					
9. Order combinations of whole numbers, fractions, and decimals by using the symbols less than ( $<$ ), less than and equal to ( $\leq$ ), greater than ( $>$ ), greater than and equal to ( $\geq$ ), and equal to ( $=$ ) and/or by placing them on a number line.					
10. Use ratios and proportions in a wide variety of applications.					
11. Visualize and show the results of rotation, translation, reflection, or stretching of geometric figures.					
12. Recognize, classify, and/or use characteristics of lines and simple two-dimensional figures including circles; and apply models and properties to characterize and/or contrast different classes of figures including three-dimensional figures.				✓	
13. Use the distributive property in arithmetic computations.					
14. Explain and reflect differences between calculators with arithmetic logic and calculators with algebraic logic when symbolizing a keying sequence and in the display as each key is pressed.					
15. Use variables to describe arithmetic processes, to generalize arithmetic statements, and to generalize a problem situation.					
16. Determine perimeters, areas, and volumes of common polygons, circles, and solids using counting techniques or formulas.					
17. Convert, compare, and compute with common units of measure within the same measurement system.					
18. Measure angles with a protractor.					
19. Apply appropriate strategies to find estimates of sums, differences, products, and quotients of whole numbers and determine whether the estimate is greater than or less than the exact result.					
20. Estimate the sum, difference, product, or quotient of decimal numbers by rounding, and the sum, difference, or product of fractions and/or mixed numbers by rounding the fractions to 0, $\frac{1}{2}$ , or 1.					
21. Collect data, create a table, picture graph, bar graph, circle graph, or line graph and use them to solve application problems.	✓		✓	✓	
22. Read, interpret, and use tables, charts, maps, and graphs to identify patterns, note trends, and draw conclusions.	✓	✓	✓	✓	
23. Apply the concept of average and calculate the arithmetic mean and mode of a given set of numbers.					
24. Make predictions of outcomes of experiments based upon theoretical probabilities and explain actual outcomes.					✓

# Proficiency Correlation

## Sixth-Grade Reading

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
<b>Strand I — Constructing/Examining Meaning with Fiction Selections</b>					
Given a fiction or poetry text to read silently, learners will demonstrate an understanding of text and elements of fiction or poetry by responding to items in which they:					
1. Analyze aspects of the text, examining, for example, characters, plot, problem/solution, point of view, or theme.					✓
2. Summarize the text.					
3. Infer from the text.					✓
4. Respond to the text.					✓
<b>Strand II — Extending Meaning with Fiction Selections</b>					
Given a fiction or poetry text to read silently, learners will demonstrate an understanding of text and elements of fiction or poetry by responding to items in which they:					
5. Compare and contrast aspects of the text, for example, characters or settings.					✓
6. Critique and evaluate the text.					✓
7. Select information for a variety of purposes, including enjoyment.					✓
8. Express reasons for recommending or not recommending the text for a particular audience or purpose; and/or a variety of purposes, including enjoyment.					
9. Explain how an author uses a table of contents for a text to support his/her purpose for writing.					✓
<b>Strand III — Constructing/Examining Meaning with Nonfiction Selections</b>					
Given a nonfiction text to read silently, learners will demonstrate an understanding of text and elements of non-fiction by responding to items in which they:					
10. Analyze the text, examining, for example, author's use of comparison and contrast, cause and effect, or fact and opinion.	✓	✓	✓	✓	✓
11. Summarize the text.	✓	✓	✓	✓	✓
12. Infer from the text.	✓	✓	✓	✓	✓
13. Respond to the text.	✓	✓	✓	✓	✓
<b>Strand IV — Extending Meaning with Nonfiction Selections</b>					
14. Compare and/or contrast aspects of the text.					
15. Critique and evaluate the text for such elements as organizational structure and logical reasoning.					
16. Select information for a variety of purposes to support ideas, concepts, and interpretations.					
17. Express reasons for recommending or not recommending the text for a particular audience or purpose.					
18. Explain how an author uses a table of contents for a text to support his/her purpose for writing.					

## Proficiency Correlation

Sixth-Grade Science	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Use a simple key to classify objects, organisms, and/or phenomena.	✓			✓	
2. Identify the potential hazards and/or precautions involved in scientific investigations.	✓				✓
3. Make inferences from observations of phenomena and/or events.	✓	✓		✓	
4. Identify the positive and/or negative impact of technology on human activity.	✓	✓			
5. Evaluate conclusions based on scientific data.	✓	✓		✓	
6. Recognize the advantages and/or disadvantages to the user in operation of simple technological devices.	✓	✓			
7. Predict the influences of motion of some objects on other objects.					
8. Propose and/or evaluate an investigation of simple physical and/or chemical changes.					
9. Provide examples of transformation and/or conservation of matter and energy in simple physical systems.					
10. Identify simple patterns in physical phenomena.					
11. Describe simple cycles of the earth and moon.					
12. Identify the characteristics and/or patterns in rocks and soil.					
13. Demonstrate an understanding of the cycling resources on earth, such as carbon, nitrogen, and/or water.					
14. Trace the transmission of energy in a small, simple ecosystem and/or identify the roles of organisms in the energy movement in an ecosystem.					
15. Compare and/or contrast the diversity of ways in which living things meet their needs.					✓
16. Analyze behaviors and/or activities that positively or negatively influence human health.		✓			✓
17. Analyze the impacts of human activity on ecosystems of the earth.					

## Proficiency Correlation

Sixth-Grade Writing	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
The student will use the writing process to make the writing activities clear for the intended audience, as evidenced by the capacity to:					
1. Focus on the topic with adequate supporting ideas or examples.	✓	✓	✓	✓	✓
2. Exhibit a logical organizational pattern that demonstrates a sense of flow and conveys a sense of completeness and wholeness.	✓	✓	✓	✓	✓
3. Exhibit word choice appropriate to the subject, the purpose, and the intended audience.	✓	✓	✓	✓	✓
4. Communicate clarity of thought.	✓	✓	✓	✓	✓
5. Use complete sentences, except where purposeful phrases or clauses are desirable.	✓	✓	✓	✓	✓
6. Write legibly using cursive or manuscript.		✓	✓	✓	✓
7. Demonstrate correct usage, correct spelling of frequently used words, and correct punctuation and capitalization.		✓	✓	✓	✓
8. Include sentences of varied length and structure.		✓	✓	✓	✓





## Theme 1: Toys and Games

- Hunt 1: Taking Flight
- Hunt 2: Toy Manufacturing
- Hunt 3: Board Games
- Hunt 4: Collections  
(online at <http://www.historyhunt.org>)





# THEME 1: TOYS AND GAMES

## Overview

### Toys as Historical Artifacts

Toys may be the ultimate time machines in the hunt for everyday history. Toys remind us of our childhood. The favorite toys of our past—the Slinky, the Barbie doll, the Etch-A-Sketch, Hot Wheels, and the Frisbee—evoke strong memories and emotions. The toys that you or your parents and your grandparents played with represent tangible links to the experiences of children in the past.

### Timeless Qualities of Toys and Play

Some toys have a universal, or timeless, appeal. Children today might assume that yo-yos are a relatively recent invention. Two Cincinnatians, James L. Haven and Charles Hittrick, were the first to patent the yo-yo in 1866, and Pedro Flores, an immigrant from the Philippines, was the first to build a yo-yo factory and to market this toy in the United States. (In a dialect in the Philippines, yo-yo means “to come back.”) But the history of the yo-yo predates these achievements. Yo-yos have existed for thousands of years. They were popular among many early peoples, including the Ancient Greeks and Egyptians. During the early nineteenth century, yo-yos became the favorite toys of famous European conquerors, such as Great Britain’s Duke of Wellington and the French Emperor Napoleon Bonaparte.

### Toys and Cultural Contexts

Toys and games, like other historical artifacts, offer specific clues about the times—the cultural context—in which they were made or manufactured. For example, the handcrafted dried apple dolls that were popular among pioneer girls in the nineteenth century gradually gave way to mass-produced plastic dolls in the 1950s. The way toys were marketed to consumers offers another important cultural context. In the 1920s, for example, many children regularly listened to serialized radio shows such as Tom Mix and sent in cereal box tops to receive their very own Tom Mix pocketknives. A generation later, in the 1950s, millions of young children wore Mickey Mouse ears as they sang along with the cast of the Mickey Mouse Club in the early days of television. Reading the past through these artifacts is an exciting and engaging activity.

## What Students Will Do

This first theme will guide students to test out concepts and strategies for historical inquiry using fun and familiar objects. In this portion of *Hunting for Everyday History*, you and your students will investigate the following questions:

- How are toys designed and manufactured?
- How do inventors come up with ideas for new toys?
- How has the process of play contributed to invention?
- How can we learn about history from toys and games?
- If we were to build a collection for a history museum of the future, what should we collect?
- What do toys tell us about childrens' lives in earlier times?

## Read More About It

**American Children's Folklore.** Simon Bronner. August House, 1998.

**Kids' Stuff: Toys and the Changing World of American Childhood.**

Gary Cross. Harvard University Press, 1997.

**How Ohio Helped Invent the World: From the Airplane to the Yo-Yo.**

Curt Dalton. C. Dalton, 2001.

## Concepts

**Design**—to create something by following a plan

**Invention**—the act of inventing; use of imagination to create a product

**Investigation**—the act of observing by using close and systematic inquiry

**Manufacturing**—to make goods from raw materials using tools or machinery

**Marketing**—the promotion, sale, and distribution of goods

**Mass Production**—the manufacture of standardized goods using machines

**Observation**—recognizing or noting a fact or occurrence

**Time Line**—a graph that includes important dates and events

## Getting Started: A Letter Home

**Direction:** Students write letters home asking their parents or caregivers for help with assignments in this theme. The following are questions that might be included in the letter:

- Do you remember a favorite toy from your childhood? Do you still have it?
- Is there a toy in your home that is older than your son or daughter?
- Do you have a photograph of yourself, as a child, playing with toys and games?

Teachers may include details for bringing objects to class or taking photos of them.

### Antiques Road Show History Game

See <http://www.pbs.org/wgbh/pages/roadshow/series/jrroadshow/history/index.html>

# LESSON PLAN

## Hunt I: Taking Flight

### Description

Students will map out a time line of bicycle history using a Web search. Students will learn about connections between play and invention as they study both the history of the bicycle and the story of the Wright brothers.

### Learning Outcomes

At the end of this lesson, students will be able to

- recognize the role of invention and design in the production of toys and other goods.
- understand change over time by constructing a time line.
- perform research using the Internet.

### Technology

- Overhead projector
- Computer with Internet connection and printer
- Digital camera (optional)

### Materials

- Photocopies of *Taking Flight: Toys and Invention* handout
- Paper, pencils or pens, and permanent markers
- Envelopes and postage
- Bicycling magazine or catalog

### Season

Any time of year

### Time Needed

Four to five class periods

### Curriculum Connections

- Citizenship: Sociology, Ohio history, Economics
- Science and Technology
- Mathematics
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3, 11, 12,
- 4th grade Mathematics: 1, 3, 4, 5
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 1, 6, 7, 10
- 6th grade Citizenship: 1, 2, 5, 6, 13
- 6th grade Mathematics: 4, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8
- 6th grade Science: 1, 3

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# HUNT 1: TAKING FLIGHT

## *Taking Flight: Toys, Imagination, and Invention*

Developments in science and technology have often found speedy expression in the manufacture of toys. Automobiles, airplanes, helicopters, and cameras have become commonplace toys for children today. Many nineteenth century toys conveyed scientific concepts. Optical toys such as spinning disks or the Zoetrope (the forerunner of animations), which produced a series of alternating images that spun around the inside of a drum on an axis, used state-of-the-art technologies of their time to create moving pictures. In the early 1900s, children enjoyed constructing imaginative buildings and bridges with interlocking Tinker Toys and notched Lincoln Logs. The Danish Legos (from the Danish word leg, which means "to play") began as painted wooden blocks in the 1930s. After World War II, new technologies allowed for the mass production of interlocking plastic pieces: today's Legos.

## *The History of the Bicycle*

The bicycle was developed in the early nineteenth century. Rather than one inventor developing the bicycle, a number of inventors made improvements on early vehicles, which were called velocipedes. According to researchers at Johns Hopkins University, bicycles are one of the most efficient vehicles. The rider supplies energy by pushing on the pedals. In one test, less than three percent of the energy required to power the bicycle was lost as energy was transferred from the pedal to the rear wheel of the bicycle.



A bicycle made by the Murray Manufacturing Co. in the 1950s  
(Ohio Historical Society)

### **Eureka!**

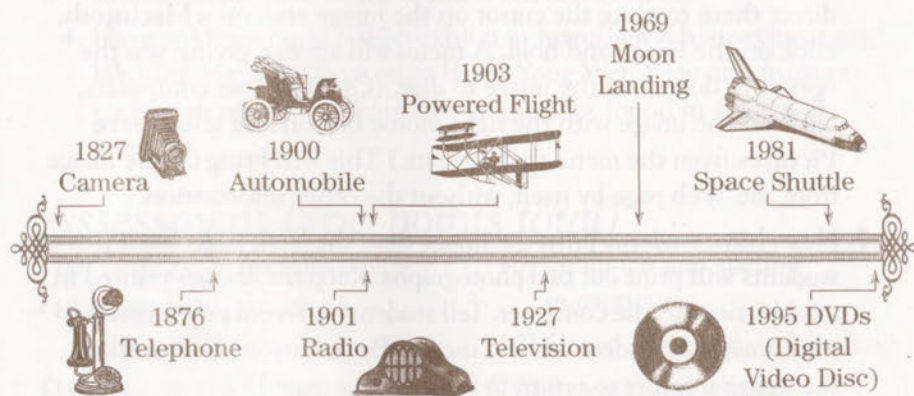
#### **Toy Discoveries**

In 1943, during World War II, Naval engineer Richard James was working with torsion springs. He was trying to come up with a solution for supporting delicate navigational instruments aboard ships at sea. He accidentally dropped a spring and observed how it "walked" end over end. Two years later, the first Slinky was manufactured near Philadelphia, Pennsylvania.

Over the years, a variety of designs have boosted the efficiency of the bicycle. A German invention called the Running Machine, which had no pedals, was displayed in Paris in 1818. The “high” or “ordinary” bicycle, characterized by a tall front wheel and a much smaller rear wheel, was popularized in the 1870s. However, there were many different versions of the bicycle leading up to this. The name bicycle dates from 1869. The “safety,” which was the basic style of bicycles for decades and the type that was ridden, repaired, and manufactured by the Wright brothers, emerged around 1880.

## Discussion Starter: Thinking about Time and Inventions

**Directions:** Create a time line on a chalkboard or on an overhead transparency in your classroom. Insert the following dates and events on the time line. Use the time line to generate a class discussion about how inventions change over time.



**Math Connections:** Ask for a volunteer to write on the time line the years in which students in the class were born. Have each student calculate the year in which he or she first rode a bicycle. (For example, if a student first rode a bicycle when he or she was five years old, and the student was born in 1995, a simple addition problem,  $1995 + 5 = \underline{\quad}$ , provides the answer (2000). Once students have performed their calculations, have volunteers add the relevant years to the time line.

## Make It Happen

**Directions:** Students will construct an illustrated time line using information and pictures they find in an Internet Web search. They should research and print text and photos for this assignment.

1. Instruct students to look at bicycles at home or at school and write down the names of the manufacturers and the models.

### TimeLiner

There are a number of time line-building software programs for teachers, such as TimeLiner, by Tom Snyder Productions. If you use the TimeLiner software, follow the instructions to build a time line using images from the World Wide Web.

## Scientific American Frontiers

Search the PBS Web site for the *Scientific American Frontiers* series to find out about experimental vehicles that use bicycle technology for flight and for underwater vehicles. See <http://www.pbs.org/saf/1208/features/inventors.htm>

2. Assign students to work in pairs. One student will conduct the Web search and print photos; the other student will record information from the Web sites.
3. Have each team pick a name for itself, such as “the Wrights,” “the Velocipedes,” or “the Cyclists.”
4. Instruct students to open a Web browser and go to the *Hunting for Everyday History* Web site. Clicking on the globe at the back of the student “laboratory” will take students to a “Quick Web Search” page. Clicking on **Tools for Exploring** on any hunt page will lead to Web sites related to that hunt.
5. Encourage students to use the names of manufacturers and models to hunt for contemporary images. Remind students to navigate around the Web sites of bicycle manufacturers to see whether they contain links to additional information about the history of specific companies or the history of bicycles.
6. Once students find photographs online that they want to save, direct them to place the cursor on the image and, on a Macintosh, click on the image and hold. A menu will appear, giving you the option to download the image to disk. (On Windows computers, click on the image with the right mouse button and select **Save Pictures** from the menu that appears.) This will bring up the image from the Web page by itself, without the other information.
7. Next, have students print the image from the Web page. Each pair of students will print out two photographs. Keep the images printed in a folder next to the computer. Tell students to avoid printing the same images. (Students should use the **Back** button after printing the image in order to return to the previous page.)
8. Have students write on the back of the printed image the information provided by Web sites, such as bicycle model names, manufacturers, dates and places of manufacture, and other historical details.
9. Instruct students to write a caption or label for each image using the information they have collected from their Web search. Tell students to write neatly. Direct student pairs to put their group’s name on the caption and on the printed image.
10. Have students organize the images by date. They should identify the earliest date and begin the time line with the image that has that date. Students can attach images and captions to a bulletin board or tape the images and captions to the classroom wall to form a time line.

## Apply and Reflect

1. Ask students to read the *Taking Flight: Toys and Invention* handout, and to write down answers to the questions.



2. Display Transparency 1 of the bicycle. Explain that this bicycle was manufactured by the Murray Manufacturing Company in the 1950s. Use the image to generate a class discussion. Ask students to compare and contrast the bicycle in the transparency with ones they have seen in their neighborhood. Encourage them to think about the look or the designs, as well as the shapes, sizes, colors, and materials used to manufacture bicycles.
3. Assign students to work in pairs. Remind them how the Wright brothers experimented with motion, using toys, kites, and bicycles to understand the properties of flight. They made observations about their experiences. Have students take turns imagining they are riding a bike. Ask one student to act out the motions involved in riding a bike while the other student observes the motions. Ask students to include the following motions in this exercise: how to start moving on a bike; how to stop; how to make turns. Make sure that each student has a chance to act out the motions and that each student writes down a list of his or her observations.
4. Have students build a Web exhibit at <http://www.historyhunt.org/lab.htm>. Have students go to **Build Your Web Page** and instruct each student to contribute two images they found in their Web searches.

### Transparency 1



## Assessment (100 points total)

- |   |                                       |
|---|---------------------------------------|
| (10) Participation in discussion  | (10) Grammar and spelling in captions |
| (15) Cooperative work on Web search   | (10) Group reflection on bicycling    |
| (10) Two or more images printed as a result of Web search or found in print sources | (20) Reading and writing assignment   |
| (10) Information in captions  | (15) Group work on Web exhibit        |

## Extensions

1. Students will write letters to Huffy and other bicycle manufacturers to learn more about how bicycle designs have been developed and about the history of the bicycle. Request brochures, images, information, and posters to add to the time line. See [http://www.historyhunt.org/teacher\\_toys.htm](http://www.historyhunt.org/teacher_toys.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 2: Toy Manufacturing

### Description

This is a classroom investigation. Like historians, students will explore the past by studying everyday artifacts and by asking questions. Students will describe an artifact in detail and then analyze how the artifact was made.

### Learning Outcomes

At the end of this lesson, students will be able to

- recognize that objects have been manufactured from a variety of materials.
- recognize that manufacturing processes have changed over time.
- analyze an artifact.
- make connections between historical time periods and the manufacture and design of toys and other goods.

### Technology

- Overhead projector
- Computer with Internet connection
- Digital camera (optional)

### Materials

- Illustrations of toys from magazines, catalogs, or the World Wide Web
- Index cards for each artifact
- Paper and pencil
- Colored pencils, crayons, or markers
- Toys or other artifacts made from a variety of materials (plastic, steel, aluminum, glass, cardboard, paper, wood, etc.)
- *Reading Artifacts* handouts

### Season

Any time of year

### Time Needed

Three class periods and homework

### Curriculum Connections

- Citizenship: Sociology, Ohio history, Economics
- Mathematics: Computing, Interpreting Data
- Science: Gathering, Interpreting, and Analyzing Data
- Mathematics
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3, 18
- 4th grade Mathematics: 1, 3, 4, 5, 24
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 1, 2, 4, 6, 7
- 6th grade Citizenship: 1, 2, 5, 6, 13
- 6th grade Mathematics: 4, 5, 12, 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8
- 6th grade Science: 1

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# HUNT 2: TOY MANUFACTURING

## *More Than Its Parts: Toy Manufacturing*

American colonial children played with homemade toys or toys brought from Europe. Some of these toys were fragile, such as dolls made with porcelain heads, hands, and feet sewn onto cloth bodies. Woodcarvers displayed their creativity and ingenuity by creating elaborate handcrafted replicas of houses, towns, trains, and farm animals.

During the early stages of the Industrial Revolution in the United States, in the 1830s and 1840s, an infant toy industry began to develop. Tinsmiths, blacksmiths, and cabinetmakers turned their skills to toy manufacturing. After the Civil War, mass production expanded dramatically, turning out toys cheaply for American markets. Cast iron horses, fire engines, wagons, and trains made with reusable molds were produced widely in the 1870s. Following the completion of the transcontinental railroads—a miracle of industrial and technological



A late nineteenth century children's tea set (Clark County Historical Society)

## **Building Blocks: Wood versus Plastic**

Legos began as painted wooden blocks in the 1930s. The company founder, Ole Kirk Christiansen, was born in 1891. In 1916 he bought a carpentry shop. During the Great Depression, he traded his toys with farmers to get food for his family. After World War II, plastic came into wider use as a result of military research and manufacturing. Christiansen's wooden blocks were transformed into the colorful, interlocking, plastic pieces that are familiar to children today.

## Transparency 2



## Transparency 3



## Transparency 4



progress that linked the east and the west coast—toy makers reflected the public's excitement by mass-producing toy mechanical trains. Later, the development of electricity led to electric toy trains. As trains and steamships connected East and West, Asia and the United States, more and more of the toys that American children played with were produced in China and Japan.

## The Future of Toys

Toy manufacturers continue to search for ways to incorporate new technologies into their products. Computer technology was first introduced in the 1950s to help large corporations and the defense industry manage and process large amounts of information. In the early 1970s, Nolan Bushnell of Atari pioneered the first commercially successful computer game called "Pong." Today, a new generation of sophisticated, interactive toys use such technologies as robotics and virtual reality.

## Discussion Starter

**Directions:** Show students Transparency 2 of the ABC Fan. Review with them the terms *manufacture* and *mass production*.

**Social Studies Connections:** Inform students that the fan was mass-produced. The pictures and words were printed on the paper, which was then cut into strips and assembled to create a fan. Point out that most of the toys that children play with today have been mass-produced.

## Make It Happen

**Directions:** Encourage students to think about how about how materials that are used to make toys have changed over time. Use Transparencies 3 and 4 of the action figure and bisque doll to launch a class discussion.

1. Ask students to compare the types of materials used to make a 1930s vintage bisque doll and those used to make an action figure from the 1980s. Remind them that plastic did not become a commonly used material for toys until after World War II.
2. Ask students to read George W. Knepper's essay, *The Growth of Ohio's Economy*, in the introductory section of your binder. Make copies of the review questions on this essay for students. After they have read the essay, have students answer the questions.
3. Ask students to brainstorm possible materials that have been or could be used to make toys. Accept all reasonable responses, and encourage students to exercise their creativity as they think about possible suggestions.

4. Look at the artifacts with your class, and list the ways in which toys are manufactured. Processes might include casting as well as shaping or carving an artifact (chair legs are shaped on a turning lathe, for example); cutting or punching out shapes from flat pieces of wood, paper, metal, or plastic; pressing or molding materials into shapes such as paper maché; painting, printing, or firing the color or images; bolting, gluing, or wiring pieces together.
5. Make copies of the *Reading Artifacts* handout. Organize your class into small groups. Give each group two copies of the handout. Show the transparency of the doll. Ask each group to discuss the characteristics of the doll as they answer questions in Part I. Then ask each group to analyze the artifact, answering the questions in Part II. Repeat the process, this time using the transparency of the action figure. Once student groups have completed their handouts, ask them to make Venn diagrams comparing and contrasting the features of the doll and the action figure.
6. Show Transparency 5 of the scooter. Explain to students that the American National Company of Toledo, Ohio, produced tricycles, coaster wagons, sleds, pedal cars, and scooters incorporating popular designs that were perceived as very modern and streamlined, reflecting the shapes of automobiles and airplanes. Ask students to think about the features that make a toy attractive. Discuss the process of designing toys. Ask students why a toy like a doll, a scooter, or an action figure might become popular. Why do children and their parents buy a particular toy? How do children decide what toy they would like to purchase? How do parents decide what toy they would like to purchase? Discuss the process of marketing toys.

## Apply and Reflect

**Directions:** Ask students to work in small groups. Have them create museum exhibits of six or more toys using everyday objects. These do not need to be fancy toys or old objects. The objects should represent a variety of materials and manufacturing processes.

1. Ask students to bring everyday toys and objects from home for your display.
2. Assign students to work in pairs. Each student will be responsible for writing captions for three artifacts on index cards. The caption should identify the object, the materials, and the manufacturing process. Other information may be included, such as the location and date of manufacture and the name of the company or person who produced the object.

Transparency 5



3. Assemble all of the artifacts with completed captions into a classroom exhibit. Students should tour the exhibit and handle the objects to become more familiar with the different materials and processes. Give each student a list of the objects in the exhibit. Ask students to write a short sentence describing how each object feels.
4. Ask student groups to vote for their favorite toy among those that they brought to school. One volunteer from each group can take a picture of that toy with the digital camera. A second volunteer can be responsible for uploading the image to a Web page at <http://www.historyhunt.org/lab.htm>. Instruct these students to go to **Build Your Web Page** to begin.

### Assessment (100 points total)

- |  |  |
|--|--|
| (20) Constructive participation in group work              | (10) Drawing of how artifact is assembled      |
| (20) Completion of <i>Reading Artifacts</i> handout        | (10) Creating display captions                 |
| (10) Identifying the materials from which objects are made | (10) Written response to how each object feels |
| (10) Ability to identify a manufacturing process           | (10) Group work on Web exhibit                 |

### Extensions

1. Ask students to hunt for older toys at home to analyze with an adult using the *Reading Artifacts* handout. Students may draw or take digital photographs of the toys as well. When you have a school open house, invite parents to bring in the toys students have analyzed to be displayed and photographed. Ask a volunteer to take digital photographs of the toys on display. You can share the photographs and analyses via the *Hunting for Everyday History* Web site.
2. Ask students to read Roald Dahl's *Charlie and the Chocolate Factory*, and have them analyze the processes of manufacturing, designing, and marketing represented in the story. See [http://www.historyhunt.org/teacher\\_toys.htm](http://www.historyhunt.org/teacher_toys.htm) for more extensions. Click on **Start the Hunt** to find them.

# LESSON PLAN

## Hunt 3: Board Games

### Description

Sometimes toys can tell us how products were made, and they can help us discover how children played. In this activity, students will research the history of board games, and survey adults to learn about the games they played.

### Learning Outcomes

At the end of this lesson, students will be able to

- make connections between time periods and products.
- analyze historical evidence.
- evaluate board game designs.
- map out and produce a board game.

### Technology

- Computer with Internet connection
- Digital camera (optional)

### Materials

- A familiar and basic board game (e.g. Chutes and Ladders, Candy Land)
- Scissors
- Pencils and colored markers
- Paper
- Poster board
- Buttons, old checkers, or other small, flat markers
- Brads or dice
- *On Board: Monopoly* handout
- *Interview Grid* handout

### Season

Any time of year

### Time Needed

Four class periods and a homework assignment

### Curriculum Connections

- Citizenship: Sociology, Ohio history, Economics
- Mathematics: Computing, Interpreting Data
- Science: Gathering, Interpreting, and Analyzing Data
- Mathematics
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3, 18
- 4th grade Mathematics: 1, 3, 4, 5, 24
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 1, 2, 4, 6, 7
- 6th grade Citizenship: 1, 2, 5, 6, 13
- 6th grade Mathematics: 4, 5, 12, 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8
- 6th grade Science: 1, 3, 5

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# HUNT 3: BOARD GAMES

## Art Imitates Life

Nellie Bly, an investigative journalist, captured the nation's attention in 1889. She set out to shatter the fictional record for around-the-world travel in a hot air balloon that was described in *Around the World in 80 Days*, a popular book by Jules Verne. She completed her journey on January 25, 1890 after only 72 days. Her exploits were popularized in an *Around The World* board game.

## Games and History

Card games and board games like Chess have a long history. The basic board games that we play today, such as Scrabble and Candy Land, rely on nineteenth century manufacturing processes. The board is made of pressed paperboard or card stock. The board is often covered on one side in a decorative paper that is glued on like wallpaper. The playing side of the board, which is also glued paper, features a print of the game board. The pieces often resemble checkers or buttons and are made from the same materials: wood, metal, or more recently, plastic. Printed cards, dice, or spinning wheels are used to direct the play.

Board games tell stories as the players face and move through challenges to achieve their goals. In playing the game, the player writes a version of the story. There are many possible versions of each story.

Some board games reflect popular themes and events from the time in which the toy was invented. For example, as the United States began to trade



Parker Brothers first introduced Touring in 1926.  
(Clark County Historical Society)



more with countries in Asia and the Pacific, consumers purchased games with Chinese, Japanese, or Indian themes. The Woolson Spice Company of Toledo, Ohio, produced Pachesi in the 1890s. In the early 1900s other companies brought out similar Asian-themed games called Parchesi or Pachisi. The Game of Life—whose theme is the pursuit of wealth—first appeared in the 1860s, when the United States was entering a new phase of economic growth and prosperity. As Cold War tensions escalated during the 1950s, a board game called Risk became popular. The goal of this strategy game is simple—the first player to achieve global conquest wins.

## Discussion Starter

**Directions:** Show students Transparency 6 of the Touring card game or bring in another table or board game to display. Use the transparency as you discuss with your class how table or board games are made from card stock and printed paper.


**Social Studies Connections:** As students look at the transparency of the Touring card game, ask them to consider the following questions: *What is the game about? Why was “automobile touring” a popular theme for a game in the past?* Ask students to make a list of clues they are able to detect by looking at the transparency. Have volunteers write some of their answers on the board.

## Make It Happen

1. Display the Monopoly game in your classroom, and ask students to identify and describe some of the features of the game.
2. Make copies of the *On Board: Monopoly* handout for your students. Ask them to read the student essay and answer the question on the back of the sheet.
3. Assign students to perform a Web search to learn more about the history of board games. Each student should be responsible for researching an appealing board game. If possible, have students print photos of these games from the Internet. If access to computers is limited, students can use magazines or catalogues.
4. Have students form small groups. Ask students to discuss and analyze their games in the small group. Students should identify the story of the game as well as the challenges faced by the players. Students will also identify the devices that move players forward (cards, dice, spinning wheels). Groups will write a brief description of each game. Create a wall display of the various games. Ask students

### Transparency 6





to look at each wall display and to hunt for history clues in the games they see.

5. Make copies of the *Interview Grid* handout. Ask students to interview adults about games from their childhood. Have students ask the following questions: *What board games did you play as a child? Who did you play board games with? How did you learn about new board games?* Have students write the questions, leaving room for answers from three people following each question. Review with students some of the keys to a successful interview.

The question should be opened ended; it should not lead the person to an answer.

- Avoid yes or no questions.
- Take notes.
- Listen.
- Do not interrupt.
- Ask for more information.
- Thank all interviewees for their time.

Students should interview at least three adults to get a good sample. Students may write the answers beside the name of the person under each question. Encourage students to hunt for and describe examples of board games and card games from the past in their homes. Photographs or even photocopies may be shared with the class. On large paper, photocopy one half of the board and then the other half. After students have reported their answers, have a volunteer record the data on the board. Use some or all of this information to create a circle or bar graph. For example, you could tabulate which game was the most popular among the people that were interviewed. Encourage your students to share the results of the survey with other classes via the *Hunting for Everyday History* Web site.

## *Apply and Reflect*

**Directions:** Have students form groups of four for the following activities.

1. Ask students to discuss what board games they like to play. Ask them to imagine that they are getting ready to play their favorite board game. Have them consider the following questions: *How do you play the game? What is the player trying to do or accomplish when playing a board game? How does the player achieve this goal? What can keep the player from achieving the goal? How is the story in your game similar to or different from a story that you read?*

2. Create your own board game about life in the past. Brainstorm possible board game ideas and themes. Transportation (featured in Theme 3) is a great theme for a board game. The objective could be getting goods to market or getting a group of children to the amusement park. Students may use a familiar board game as a model for the one that they design. Draw a plan for the board game on paper. Make the board game on a sheet of poster board. Decorate it with drawings or images. Play the board game to make sure that it works.
3. One person from each group will teach his or her board game to another group; the rest of the group will try a board game made by another group.
4. Have each group create a Web exhibit. One volunteer in each group can take a picture of their board game with the digital camera. Another volunteer can upload the image to <http://www.historyhunt.org/lab.htm>. Instruct these students to go to **Build Your Web Page** to begin.

## Assessment (100 points total)

- |  |                                |
|--|--------------------------------|
| (10) List of features in the Automobile Touring game | (20) Survey results            |
| (20) Interview questions                             | (10) Group Project: Board Game |
| (30) Three sets of interview answers                 | (10) Group work on Web exhibit |

## Extensions

1. Incorporate games into the review of a chapter in the students' social studies textbook. Make index cards with questions on one side; on the other side, write both the correct answer and the spaces a player can move for that correct answer. Take any game board with numbered spaces to play. Stack the cards question side up and begin playing. Students take turns drawing cards, answering questions, and making their moves. See [http://www.historyhunt.org/teacher\\_toys.htm](http://www.historyhunt.org/teacher_toys.htm) to find more extensions. Click on **Start the Hunt** to find them.

# LESSON PLAN

## Hunt 4: Collections (online at <http://www.historyhunt.org>)

### Description

Students will begin to build collections that will help future historians understand life in the first decade of the twenty-first century. This activity consists of three steps: identifying a collection theme, researching related collections, and documenting examples.

### Learning Outcomes

At the end of this lesson, students will be able to

- identify themes across a variety of examples.
- imagine a collection for the future.
- compare, contrast, classify, and catalog artifacts.
- recognize connections between artifacts and historical developments.
- explain the work of curators and archivists.

### Technology

- Computer with Internet connection
- Digital camera (optional)

### Materials

- A few artifacts that represent the beginning or core of a collection on a specific theme
- Copies of the *Reading Artifacts* handout for your students
- Heavy paper or card stock for photocopying your catalogue cards

### Season

Any time of year

### Time Needed

Three class periods

### Curriculum Connections

- Citizenship: Ohio history, Economics, Cultural Diversity
- Mathematics: Computing, Interpreting Data
- Science: Gathering, Interpreting, and Analyzing Data
- Reading
- Writing

### Proficiency Correlations

- 4th grade Citizenship: 1, 2, 3, 6, 17, 18
- 4th grade Mathematics: 1, 4, 24
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 1, 2, 4, 6, 7
- 6th grade Citizenship: 1, 2, 3, 4, 5, 6
- 6th grade Mathematics: 4, 5, 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8
- 6th grade Science: 1, 3, 5

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## Theme I, Hunt I, Handout A

# Taking Flight: Toys and Invention

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed reading the essay, turn the page over and answer the questions in the spaces provided.

In his book, *The Bishop's Boys: A Life of Wilbur and Orville Wright*, historian Tom Crouch describes the relationship between toys, **observation**, and invention. Milton Wright, Orville's and Wilbur's father, selected toys for his children that would offer enjoyment. But he also wanted to engage his sons' curiosity. Among their toys, he bought them a rotor toy with blades like a helicopter for about fifty cents. The Wright brothers' toy was modeled after a handmade toy that had entertained children for centuries.

A rotor toy  
(Jack Holtel)

The rotor toy had the desired effect on the Wright brothers. Orville's first teacher recalled finding the boy fiddling with pieces of wood at his desk. When she asked for an explanation, Orville said that he was assembling the parts of a flying machine and that he and his brother might be able to fly on a larger version of the aircraft one day. Many years later, after they became famous, Orville and Wilbur made similar toys for children. A nephew recalled chasing after toy helicopters that his uncles Wilbur and Orville made "out of bamboo, paper, corks, and rubber bands."

Before they moved on to inventing controlled flight, the Wright brothers started a business from their hobby—bicycling. As they built and repaired bicycles, they learned about design and manufacturing. The hobby also taught them more about flight. They loved to go out for long bike rides across the countryside. As they rode their bicycles down country roads, swooping or swerving around corners, they controlled their forward movement and maintained their balance. The Wright brothers were curious; they examined closely the things related to their interest in flight: kites, balloons, birds, and toys. Their hobby, like their toys, helped the Wright brothers on the path to inventing flight.





## Theme 1, Hunt 1, Handout A

Name \_\_\_\_\_

### Glossary:

**Observation**—the act of watching and/or recording a movement or occurrence

### Questions to Consider:

Why did Milton Wright give his sons a rotor toy?

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What did the Wright brothers learn from their bicycling hobby and business?

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How did you feel when you first rode a bicycle?

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### Read More About It:

**Wright Brothers at Kitty Hawk.** Donald J. Sobol. Scholastic Paperbacks, 1989.

**The Wright Brothers.** Jason Hook. The Bookwright Press, 1989.





## Theme 1, Hunt 2, Handout A

Name \_\_\_\_\_

### Reading Artifacts

#### Part I

**Directions:** The questions below will help you describe the characteristics of an artifact. In the space below or on a separate sheet of paper, answer the following questions.

What is the size and shape of the artifact?

\_\_\_\_\_

What material or materials is it made of?

\_\_\_\_\_

What are the parts of the artifact?

\_\_\_\_\_

How are parts of the artifact put together?

\_\_\_\_\_

What are the colors of the artifact?

\_\_\_\_\_

How is it decorated?

\_\_\_\_\_

What markings or words do you see on the artifact?

\_\_\_\_\_

How does the artifact feel? Is it smooth or rough? Is it hot or cold? Is it dry or wet?

\_\_\_\_\_

What is the condition of the artifact?

\_\_\_\_\_





## Theme 1, Hunt 2, Handout A

Name \_\_\_\_\_

### Reading Artifacts

#### Part II

**Directions:** The questions below will help you to analyze the artifact. Answer the following questions. Make an informed guess—a guess based on your own knowledge—if you are not sure.

What is the artifact?

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How was it made?

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What do you learn from the markings on the artifact?

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Does it say who made it or where it was made?

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How was (or is) the artifact used?

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How did people feel about this artifact?

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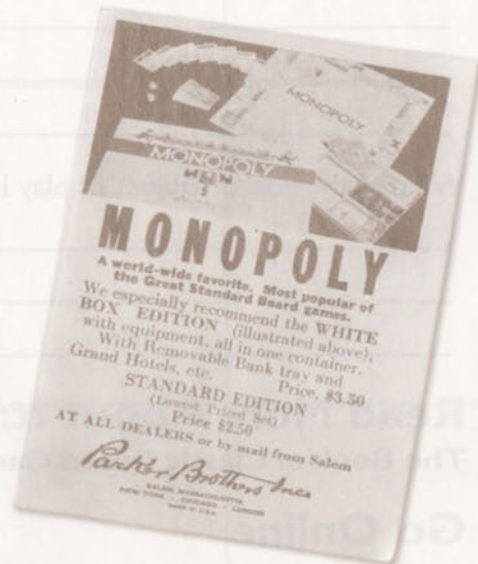


## Theme 1, Hunt 3, Handout A

# On Board: Monopoly

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed reading the essay, turn the page over and answer the questions in the spaces provided.

Charles B. Darrow, of Germantown, Pennsylvania, invented the **Monopoly** board game. In 1934 he presented his idea to the Parker Brothers Company. The game manufacturer did not like Darrow's idea for a game, claiming that it was too confusing and that children would not like it. However, Darrow kept making his game. He made 5,000 game boards to sell in a Philadelphia department store. There was so much interest in buying the game that he could not make games fast enough. Darrow took his game idea back to Parker Brothers, and the company agreed to produce it in 1935. The game had an instant appeal, especially during the uncertain times of the **Great Depression**, possibly because it offered Americans the hope of getting rich quick. The game is about how to make money, but it includes many risks that leave some players broke or without any money. Monopoly is a winner-take-all game. The game ends when all players except one, who is the winner, are broke. Monopoly is now the most popular board game in the world.



Parker Brothers introduced Monopoly during the 1930s.  
(Amber Litsey)



## Theme 1, Hunt 3, Handout A

Name \_\_\_\_\_

### Glossary:

**Monopoly**—ownership or control by one person or group

**Great Depression**—a period between 1929 and 1940 when many Americans lost their jobs, their savings, and even their homes because of economic hard times

### Questions to Consider:

Why did Parker Brothers at first refuse to buy Mr. Darrow's design for Monopoly?

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What did Mr. Darrow do when Parker Brothers rejected his game?

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What is the goal or object of play in Monopoly?

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### Read More About It:

**The Book of Classic Board Games**, by Editors of Klutz Press, 1990.

### Go Online

See <http://www.monopoly.com/history/history.htm> for a history of how Monopoly was invented and how it was modified or changed over the years.

See <http://www.adena.com/adena/mo/> for images of old Monopoly boards and game pieces.





## Theme 1, Hunt 3, Handout B

Name \_\_\_\_\_

### Interview Grid

**Directions:** Take notes during your interviews with people. After you have completed your three interviews, record the responses in the table below.

	What board games did you play as a child?	With whom did you play board games?	How did you learn about new board games?
Interview #1			
Interview #2			
Interview #3			





## Theme 2: History at Home

- Hunt 1: Made in Ohio
- Hunt 2: Advertising
- Hunt 3: Never Done
- Hunt 4: Household Budgets  
(online at <http://www.historyhunt.org>)
- Hunt 5: On the Scene  
(online at <http://www.historyhunt.org>)





# THEME 2: HISTORY AT HOME

## Overview

### Pioneer Homes in Ohio

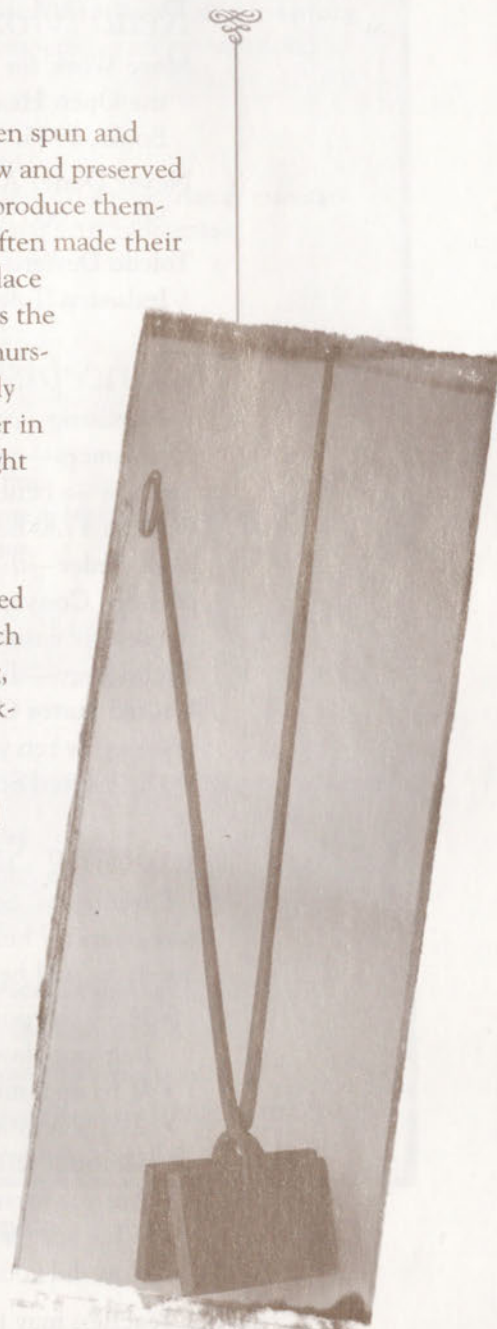
In early nineteenth-century settlements in Ohio, women spun and wove cloth and made their family's clothing. Families grew and preserved their own food and generally ate little that they did not produce themselves other than sugar, coffee, tea, and spices. Families often made their own soap and candles. The early Ohio home was not a place that was separate from work and public life; instead it was the center of society, serving as factory, farm, office, school, nursing home, hospital, and even jail. Families were physically close, particularly in cold weather, when they sat together in front of the fire, which provided the only warmth and light in the house.

### Daily and Seasonal Routines

Life on a farm in 1805 was a cycle of activities determined by the season and the time of day. Families produced much of their own food, including butter and cheese. Spinning, weaving, knitting, sewing, gardening, milking cows, cooking, preserving food, housecleaning, and doing laundry filled the lives of girls and women. Men and older boys grew and harvested crops, chopped wood, and butchered the cows and hogs they tended. In the winter they cut down trees for lumber and firewood, tended animals, and repaired equipment. Children worked in the barns and fields as well as in family businesses.

### What Students Will Do

In this theme students are introduced to the many ways that the process of industrialization changed the nature of housework. They will learn about basic human needs and how they remain the same over time but are met in different ways. In this portion of *Hunting for Everyday History*, you and your students will consider the following questions:



A long-handled, iron waffle iron (Clark County Historical Society)

- What were the different daily responsibilities of early Ohio men, women, and children?
- How and when did manufacturing change patterns of daily life in Ohio?
- How effective were advertising strategies in encouraging consumers to purchase new products?
- How did individuals and households generate and use income?

## Read More About It

**More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave.** Ruth Schwartz Cowan. Basic Books, 1985.

**Never Done: A History of American Housework.** Susan Strasser. Owl Books, 2000.

**Toledo Designs for a Modern America: the Alliance of Art and Industry.** Toledo Museum of Art, 2002.

## Concepts

**Advertising**—calling attention to a product, making it seem desirable

**Consumers**—people who purchase goods and services

**Income**—a benefit that is earned (usually money) that is the result of work that has been performed over a period of time

**Mail Order**—the purchase of products by ordering them from catalogues

**Modern Conveniences**—inventions such as appliances that make housework easier

**Technology**—the ability to do a job using special processes or information

**United States Census**—population counts that the federal government takes every ten years to determine how many delegates each state sends to the United States House of Representatives

## Getting Started: A Letter Home

**Directions:** Students write letters home asking their parents or caregivers for help with assignments in this theme. The following questions will help students write their letters:

- Have you purchased any household objects or appliances that might help our class learn more about the history of manufacturing in Ohio?
- Why do families sometimes need to develop household budgets?
- Can you think of ways that advertising has influenced you in your decisions to make major purchases, such as a home or a car?
- Are you aware of any historic houses in your community?
- What sort of household chores did you do as a child?
- How did you furnish your first home?

Teachers may include details for bringing objects to class or taking photos of them.



# LESSON PLAN

## Hunt 1: Made in Ohio

### Description

Using information from the Ohio Memory Project (<http://www.ohiomemory.org>), students will research and write about household goods manufactured in Ohio.

### Learning Outcomes

At the end of this lesson, students will be able to

- search an online archive.
- summarize information.
- recognize that a variety of goods were manufactured in Ohio.
- learn about the processes of manufacturing and mass production.

### Technology

- Computer with Internet connection

### Materials

- Paper and pencil
- Copy of the student essay, *The Growth of Ohio's Economy* (optional)
- Ohio map
- *At Home in Nineteenth-Century Ohio* handout

### Season

Any time of year

### Time Needed

Three class periods

### Curriculum Connections

- Citizenship: Ohio history
- Science: Gathering and interpreting data to draw conclusions
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3, 4, 5
- 4th grade Science: 1, 14
- 4th grade Mathematics: 24
- 4th grade Reading: Strands III–IV
- 4th grade Writing: Strands I–IV, All
- 6th grade Citizenship: 1, 2, 3, 5, 6, 7
- 6th grade Science: 4, 6
- 6th grade Mathematics: 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8

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# HUNT 1: MADE IN OHIO

## Inspired Designs

A religious group known as the Shakers established communities in nineteenth century Ohio. In the early 1800s Shakers settled in Watervliet, near Dayton. The Shakers produced a variety of goods to be sold, including herbal medicines, garden seeds, and brooms. They also ran a print shop and a woolen mill. Their most enduring legacy, however, was their handcrafted furniture.

## Ohio's Emerging Market Economy

In the early 1800s, Ohioans bought or traded for those goods they were unable to make for themselves. The manufacture of household goods and tools for everyday life has provided business and labor opportunities throughout Ohio's history. In the nineteenth century rural families supplemented farm incomes by producing goods for sale. The need to get agricultural produce and manufactured goods to markets was an impetus for building transportation routes such as canals, railroads, and highways. Different kinds of manufacturing sites developed in Ohio towns and cities when the state industrialized in the late nineteenth century. Some cities produced reapers and mechanized equipment for farms. Other cities made railroad cars and machinery for businesses, and clothing, soap, food products, and toys for consumers. Advertising, transporting, and selling products created other business opportunities for advertisers and merchants.



This aluminum ice-cream scoop, patented in 1939 by Toledo's Zeroll Company, was an innovative product in its day. (Toledo Museum of Art)

## Specialized Industries

Early glass was shaped by hand. The glassmaker lifted a glob of melted glass onto the end of a long pipe and then blew through the pipe into the glob to create a bubble. The bubble was rolled and prodded to create different shapes and then cut off of the pipe before it cooled. Artists continue to make decorative glass by hand. With the onset of industrialization, the manufacture of decorative glass became a specialized industry. Toledo became a glassmaking center when Edward Libbey founded the Libbey Glass Company in 1888. Libbey was a leader in developing mass production techniques such as glassblowing machines and pressed glass. Pressed glass is made by pouring molten glass into a mold and applying pressure to force the glass into the desired shape.

## Discussion Starter: Thinking about Manufacturing

**Directions:** Assign students to work in small groups. Show students Transparency 7 of the Libbey decorative glass set from the 1950s, and Transparency 8, of the Doty Vacuum Sweeper, which was made in Dayton around 1910.

**Social Studies Connections:** Ask students to look at each transparency. Ask them to speculate about how each product was manufactured. After the students have had an opportunity to discuss the images, ask for volunteers to share their ideas with the class. Inform students that the gold leaves on the glasses were etched and then printed. Explain that even though the vacuum cleaner has a finish that looks like wood grain, it was actually made out of metal.

## Make It Happen

**Directions:** Assign students to research a topic using the list below from the Ohio Memory Project Web site. Teachers may want to search for and print out the items themselves in order to hand these out in class. Demonstrate for your students how to search through the Ohio Memory Project.

### Search Topics

- North Union Shaker Child's Tilter Chair Rocking Horse
- Crazy Quilt
- Patchwork Quilt and Indigo Quilt
- Wirick Jacquard Woven Coverlet
- Armbruster Jacquard Woven Coverlet
- Elmore Roadster Bicycle
- Elmore Car
- Sloan's Liniment Bottle
- Heisey Glass
- Favorite Stove and Range Company (advertisement)
- Kenton Hardware Company Cast Iron Toys
- Ivory Advertising Cards

### Transparency 7



### Transparency 8



### Ohio Memory Project

The Ohio Memory Project was launched to commemorate Ohio's bicentennial and to celebrate state and local history. This online resource contains a searchable database to help users access images. See <http://www.ohiomemory.org> to view the collections online.

### Teacher Tip

If students have not done so previously, ask them to read George W. Knepper's student essay, *The Growth of Ohio's Economy*, in the introductory section of this guide. Then have them answer the questions. If they have already read the essay, this is a good chance to review the key ideas. Ask your class to consider how the growth of manufacturing changed the Ohio economy and everyday life in Ohio in the late nineteenth and early twentieth centuries.

- Boss Washing Machine
- Consumer's Ice Company Ice Pick
- Favorite Stove
- Favorite Child's Stove
- North Star Washer
- Miller Tomahawk Tobacco Pipe
- Melodeon
- Bell Brothers Pottery
- Ravenna Glass Company Traveler's Companion Bottle
- J. H. Watt & Brothers Stove
- A.B. Chase Pump Organ
- Lichty Jacquard Woven Coverlet
- Shaker Two-Fingered Oval Box with Lid
- Joseph Webster Sled
- Kraut Cutter
- Girl's Feedsack Underdress or Sleepwear
- Tall-case Clock

1. Instruct students to go to <http://www.historyhunt.org/lab.htm> to open the Ohio Memory Web site. Tell them to click on the globe to begin the search.
2. Have students enter the full name of the item in the box that is provided.
3. Tell them to click on the **Search Words** button; a list of corresponding items will appear on a new page.
4. Then have students click on the name of the item (highlighted in blue).
5. Have them read the description of the item that appears on a new page.
6. Tell students to click on the image of the item in the right-hand corner of the window to see a larger view of the image.
7. Sometimes there is more than one image. If this is the case, direct students to click on **Next Image** in the upper right-hand corner to see additional images.
8. Encourage students to print the images or text.
9. Have students ask the following questions about the artifact they are researching: *What is it? Where was it made? Who made it? When was it made? Was it made in a factory?* Instruct students to write these questions and the answers on separate sheets of paper.
10. Students will present oral reports about their research and locate the place where goods were produced on a map of Ohio. Have students make a list on the board of the different items manufactured in Ohio for the class to see. Ask students to look over the list and describe the kinds of manufacturing that have occurred in Ohio. You may want to share this list with other classes on the *Hunting for Everyday History* Web site.

## Apply and Reflect

**Directions:** Make copies of the handout *At Home in Nineteenth-Century Ohio*. Ask students to read the essay and to respond to the questions. Consider making additional reading assignments from the list on the handout.

1. Ask students to list the everyday appliances with which they are familiar. Discuss what each appliance does and how that task was carried out before the appliance was designed and manufactured. Discuss with your class what life was like in the 1800s, when many of the objects that they researched were familiar items.
2. Students will draw pictures depicting scenes from everyday life in the nineteenth century. Their pictures should feature the items that they have researched. Ask students to write informative captions describing the details shown in the pictures. Create a display of student artwork picturing everyday life.
3. Have students work in small groups. Ask them to do additional research on everyday life in Ohio in the 1800s. Encourage students to use reference materials and the Internet. Then, have each group create a quiz to post on the *Hunting for Everyday History* Web site. Have a volunteer go to <http://www.historyhunt.org/lab.htm> and click on the **Create a Web Page** button.

## Assessment (100 points total)

- |                                  |                                  |
|----------------------------------|----------------------------------|
| (10) Participation in discussion | (25) Oral report                 |
| (10) Ohio Memory Project search  | (15) Picturing everyday life     |
| (30) Written report              | (10) Group work on Web page quiz |

## Extensions

1. Plan a museum visit that will focus on manufacturing in Ohio. Contact the museum's education office in advance to arrange activities and to identify resources related to this theme. Request information on or suggestions for pre-visit and post-visit activities with your class. If a museum visit is not feasible, invite an educator or curator from a local museum to talk with your class about manufacturing in the region. Some museums offer traveling trunk loan programs to bring resources into your classroom. Take digital photographs of the activity and/or gather postcards and brochures for a classroom bulletin board or student collages about manufacturing. See [http://www.historyhunt.org/teacher\\_athome.htm](http://www.historyhunt.org/teacher_athome.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 2: Advertising

### Description

This activity focuses on the advertising of household appliances. Students will hunt for and then analyze advertisements for appliances. The class will compare the contemporary advertisements with earlier advertisements for manufactured goods and identify the claims and expectations conveyed in the advertisements.

### Learning Outcomes

At the end of this lesson, students will be able to

- analyze the claims made in advertisements.
- identify historical clues or evidence in primary sources.
- understand everyday life in the past.
- recognize the impact of advertising on consumers.
- search online archives for primary sources.

### Technology

- Computer with Internet connection

### Materials

- Contemporary magazines featuring advertisements for household appliances
- Examples of old advertisements and images for household appliances
- Paper, glue, and colored markers or colored pencils for a collage
- Writing paper and pencils

### Season

Any time of year

### Time Needed

Four class periods and one hour of homework

### Curriculum Connections

- Citizenship: Geography, map reading, Ohio history
- Mathematics: Computing, interpreting data
- Science: Gathering and interpreting data to draw conclusions
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 10, 11
- 4th grade Science: 1
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands 1–4, All
- 6th grade Citizenship: 1, 2, 3, 5, 6, 7, 8
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–6
- 6th grade Science: 3, 4, 5, 6, 16

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# HUNT 2: ADVERTISING

## The Power of Advertising

The period from the 1850s to the 1930s saw the proliferation of modern conveniences—appliances and consumer products for the home—including plumbing, gas and electric heat and light, canned foods, ready-made clothes, iceboxes, and washing machines. Manufacturers turned to advertising to generate a demand for their new products. Mass consumption of manufactured goods had become the norm by the 1920s. Cheaper mass manufacturing made it possible for middle and lower income families to buy things that they could not produce. Yet new appliances were not always labor-saving devices. Often the new appliances came with higher expectations. Vacuum cleaners banished dust only if someone pushed the vacuum around the house. Advertisements for washing machines set new standards for clean clothes. In spite of all the technological developments in



Radio ownership increased dramatically in the 1920s, due to magazine ads such as this one. (Amber Litsey)

## Company Trade Cards

Companies often included trade cards as part of the product packaging. For example, the Woolson Spice Company packed a variety of decorative cards in its bags of Lion Coffee that featured idyllic scenes of childhood, nature, boating, and ice-skating. See <http://www.ohiomemory.org>, to view some of these cards.

household appliances, women today often spend as much time on household chores as they did eighty years ago.

## Endangered Industries and Buildings

Crowell-Collier Publishing Company of Springfield, Ohio published the popular *Collier's Magazine* and other magazines in the early twentieth century. *Collier's Magazine*, featuring news, humor, short stories, and advertisements, found its way into millions of American homes. The publication of magazines is supported by subscribers who buy the magazine, and by businesses that pay to advertise in the magazine. With the popularity of television and radio, the numbers of both readers and advertisers declined and *Collier's Magazine* ended publication in 1956. The Crowell-Collier Publishing Building is on the Ohio Preservation Alliance's list of Most Endangered Sites.

### Transparency 9



## Discussion Starter: Analyzing Advertisements

**Directions:** Display Transparency 9, of the Frigidaire refrigerator advertisement. Inform students that the *Ladies' Home Journal* published this advertisement in 1934. Ask students to examine the ad carefully. Have them identify the statements made to promote the purchase of this model of refrigerator, and list them on the board or on a transparency. Ask students how the images in the advertisement promoted the product. Encourage students to speculate why this advertisement appeared in the *Ladies' Home Journal*. Ask students to discuss what they can learn about the past from this advertisement.

## Make It Happen

**Directions:** Organize the class into groups. Ask each group to find three advertisements from contemporary magazines that feature household goods. If possible, make transparencies of the advertisements students find. Have each group analyze how the advertisements promote the sale of the appliances. Remind students to analyze the images as well as the text in these advertisements.

1. Have student groups address the following points in their analysis of the advertisements:
  - What type of product is being advertised?
  - What sorts of claims does the advertisement make about the appliance?



- How is this appliance different from earlier models?
  - What group of people do you think would be most likely to buy the appliance?
  - Why should the reader buy this appliance?
  - How would the appliance change the consumer's life?
2. Ask the groups to make reports to the class. If teachers made transparencies of some of the advertisements that students found, have one group member display the transparencies during the report.
  3. Ask students to find and print out old advertisements for televisions through a Web search of the Duke University online advertising collection, Ad\*Access. See <http://scriptorium.lib.duke.edu:80/dynaweb/adaccess/television/> to view online advertisements, organized by years.
  4. Ask student groups to analyze these television advertisements using the questions above. Each group will make a collage from their advertisements. Students should use color to emphasize the words that make claims about television in the advertisements. Groups will share their collages and make oral reports to the class on their conclusions.

## Transparency 10




## Apply and Reflect

**Directions:** Assign students to work in small groups.

1. Frame small-group discussions by asking students to consider the following questions: *How did advertisers help consumers become more familiar with televisions in the late 1940s and early 1950s? How were television sales promoted between 1953 and 1957? How are televisions advertised today? What can we learn from this comparison and contrast about the changing role of television in everyday life?* To save time, you may want to assign only one question to each group. Then each group can share its ideas with the class.
2. Show students Transparency 10, of the “Giant Flip-Flop” toaster. Ask them to imagine that they work for an advertising firm in the 1920s. They have been hired to come up with a creative advertisement for an electric toaster. Encourage them to brainstorm different ideas for advertising the toaster in a newspaper or magazine. Have each group create a poster that includes specific claims about the toaster. Remind students that advertisers communicate with both images and text.
3. Ask students to make Web exhibits of the advertisements they find in their Web search. Have a volunteer from each group go to <http://www.historyhunt.org/lab.htm> and click on the **Build a Web Page** button.

## Pioneer Toasters

In the early 1800s pioneer families used open-hearth fireplace toasters—essentially iron racks that were placed near the coals. Before the days of additives and preservatives, bread went stale fairly quickly. A toaster warmed the bread and helped improve its flavor. Ask students to consider how the function of toasters has changed.



## Assessment (100 points total)

- |  |  |
|--|--|
| (10) Participation in class discussions            | (10) Search for old television advertisements    |
| (5) Search for contemporary advertisements         | (20) Group analysis of television advertisements |
| (20) Group analysis of contemporary advertisements | (15) Advertisements for 1920s appliances         |
| (10) Group reports                                 | (10) Group work on Web exhibit                   |

## Extensions

1. Some students may wish to visit a local library and ask the reference librarian for help in looking for advertisements for household appliances. Old magazines are a useful resource for this assignment. Ask students to bring a photocopy (not an original) of the advertisement to class. Prepare a letter about the activity for students to carry to the librarian, and ask the librarian to sign the letter after helping students to complete the assignment. If you contact the librarian in advance, he or she may be able to hold some examples of magazines at the reference desk for your students. See [http://www.historyhunt.org/teacher\\_athome.htm](http://www.historyhunt.org/teacher_athome.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 3: Never Done

### Description

Students will use profiles of households, images of artifacts, and other documents to learn more about everyday life around 1900. They will write diary entries or letters describing a typical day. Students will also script and present a historical performance about everyday life in the past.

### Learning Outcomes

At the end of this lesson, students will be able to

- compare and contrast everyday life in the present with life in 1900.
- explain how technology changed everyday home life in 1900.
- write in different styles or genres, including descriptive writing, historical fiction, and historical drama.
- identify "modern conveniences," or technologies that have made our lives easier, more efficient, convenient, cleaner, automated, and faster.

### Technology

- Computer with Internet connection
- Overhead projector (optional)

### Materials

- Paper and pencil
- Large sheets of paper or cardboard
- Transparencies of objects
- Permanent markers

### Season

Any time of year

### Time Needed

Four class periods

### Curriculum Connections

- Citizenship: Sociology, Economics, Ohio history
- Reading
- Science and Technology
- Writing

### Proficiency Correlation

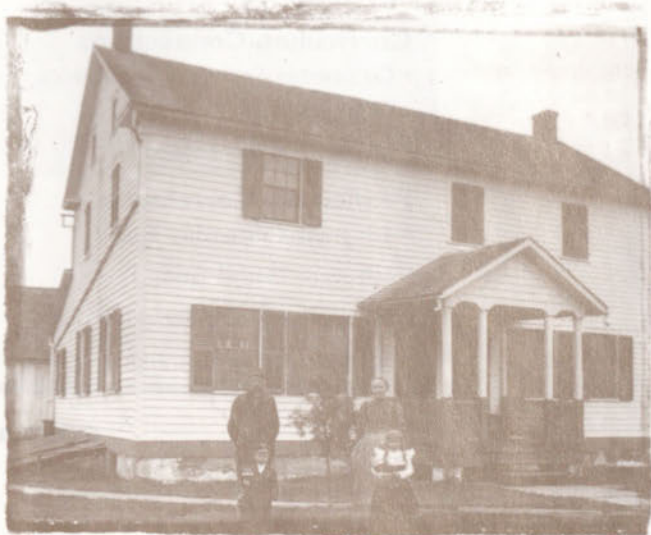
- 4th grade Citizenship: 1–8
- 4th grade Science: 3, 4, 5, 6, 16
- 4th grade Mathematics: 3
- 6th grade Citizenship: 1, 2, 12, 13, 14
- 4th grade Reading: Strand III, All
- 6th grade Reading: Strand III, All
- 4th grade Writing: Strands I–IV, All
- 6th grade Writing: 1–9

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# HUNT 3: Never Done

## *Reconstructing the Past*

The first United States census was taken in 1790. The purpose of the census is to obtain an accurate count of people living in each state. These figures help determine how many delegates each state sends to the United States House of Representatives. The manuscript census records have become a tremendous resource for genealogists, people researching family histories, and for historians studying the history of communities. In addition to the census, local cemeteries provide a great deal of demographic information. The manuscript census records are the forms that were completed by census takers as they went door-to-door on the urban streets and country roads in the United States. These records contain essential details of each household. *Who lived there? Where were they born? How old were they? How were they employed?* The data in each census varies, but it sometimes includes factors such as street address, age, race, ethnicity, gender, place of birth, whether and when the people were naturalized, level of education, value of property, marital status, number of children, and whether people rented or owned their dwellings.



An Ohio farm family  
(Glenn Harper, Ohio Historical Society)

## City Records

The census can be used in conjunction with other sources, including city directories (the precursors of telephone directories) and the Sanborn Fire Insurance Maps, to reconstruct the physical and demographic details of city neighborhoods. The Sanborn Fire Insurance Company produced large books of detailed city maps from 1867 to 1970. Sanborn Maps show the outline of each building as well as the building materials and the function of the building. The Ohio Digital Media Center's collection, at <http://dmc.ohiolink.edu>, features Sanborn Maps.

## Rural Records

For rural areas, special census forms recorded information about acreage, buildings, and the types of livestock raised as well as the crops that were grown. Plat maps, which can often be found in your local library, sometimes showed farm buildings as well as property boundaries. In the twentieth century, companies sometimes made aerial photographs of rural areas. Some counties published histories, which featured families who paid to be represented in the publication. As a result, these massive volumes often provide abundant detail about the most affluent families. These histories often include line drawings of prosperous local farms and businesses as well as maps or bird's-eye views of small towns.

## Discussion Starter: Thinking about Everyday Life

**Directions:** Show students Transparency 11, of the rocker washer. Inform them that rocker washers first appeared in 1902, when they were viewed as modern conveniences. However, by today's standards, operating these machines was hard work. Women still had to chop wood to fuel their wood-burning stoves, fetch water from the well, boil the water, add the clothes and soap, and scrub the clothes by hand. The advantages of this washer were that the rocking bar (located at the top) was easy to move, the tub held a good-sized load, and the operator didn't have to spend as much time with her hands in hot water.


**Social Studies Connections:** Ask your class to brainstorm a list of modern conveniences in their kitchens, bathrooms, and living rooms. This list could include oven ranges, microwaves, refrigerators, freezers, sinks, dishwashers, telephones, toilets, showers, and televisions. Write the list in a column for the class to see, and make a second column for 1900. Ask students to guess which things today were available in some form in 1900. After students have had a chance to respond, point out that some houses did not have running water or electricity in 1900. Many families still used chamber pots and outhouses instead of indoor

## Transparency 11



### "1900 House"

Select a segment of the PBS/BBC series *1900 House* to view with your class. In this four-part documentary, a modern British family moves into a house furnished as it would have been in 1900. The family wore 1900 clothes and lived everyday life much as people did more than a hundred years ago. See <http://www.pbs.org/wnet/1900house> for lesson plans and other online resources.



bathrooms. The range might burn coal, and an iceman would have delivered ice for the icebox used to keep milk cold. There was no frozen food, nor any telephones, televisions, radios, dishwashers, or microwaves.

## Make It Happen

**Directions:** Organize your class into six groups. Each group will be considered a household. The number of students in each group will vary. Make copies of the *Household Profiles* handouts. Highlight the names on the handouts, making sure that each group member is assigned a different household member. Also, make copies of the *Household Drawings* handout for each student. Inform students that the line drawings in the handout were first published by Preservation Dayton, Inc. for a neighborhood history project. The drawings were based on actual houses. Tell students that the household profiles were drawn from the United States manuscript census for 1900 and other primary source materials.

1. Ask students to identify the individual highlighted on their *Household Profiles* handout, and think about what role this individual played in the household. Invite selected students to report on their individuals.
2. Have students look at the *Household Drawings* handout. *What kind of house did your person live in? Was it big or small?* Encourage students to think spatially.
3. Ask each group to identify five important details about the household featured on the profile and the drawing.
4. Ask each group to create a schedule of a typical day for each household in 1900.
5. Collect the lists, and provide feedback and suggestions. Photocopy and return the lists with your comments for each student in the group. You may write prompts or questions for each student to consider about the individuals featured on their profiles.
6. Explain to the class that the family or household should be understood as an economic unit in society. Stress that a hundred years ago, it was not uncommon for children to work all day—in factories, mines, businesses, and mills—in order to contribute to the household earnings their family needed to survive.
7. Ask students to write a diary or journal entry or a letter from the perspective of the individual highlighted on their household profile. The letter should describe the household members and household activities. With your class, brainstorm a list of questions or writing prompts about everyday life for the entries.
8. Ask each group to compile the individual journal entries into a household diary. Create a Web exhibit that features each diary. Have a volunteer go to <http://www.historyhunt.org/lab.htm>, and click on the **Build a Web Page** button.

## Apply and Reflect

**Directions:** Assign students to work in groups for the first activity; the second activity can be completed by students working alone.

1. Ask each group to develop a short dramatic script or skit about its assigned household. The story may be humorous or dramatic. Invite each group to perform its script for the class. Ask your class to discuss the stories performed.
2. Ask each student to write two pages describing what he or she has learned from these activities about everyday life in the past. Invite students to illustrate their reports with a drawing of the individual or the home.

## Assessment (100 points total)

- |   |                                       |
|---|---------------------------------------|
| (10) Participation in class discussions   | (20) Group scripts and performances   |
| (10) Group analysis of household profiles | (20) Individual reflective statements |
| (30) Diary entries or letters             | (10) Group work on Web exhibit        |

## Extensions

1. Encourage students to make a scrapbook using folded paper and saddle stitch binding. Students could copy their diary entries into the scrapbooks. Direct them to look at old photographs and pictures that show how children and adults dressed in 1900. Ask students to draw portraits of the people in their households and paste these into the scrapbooks as well. Alternatively, ask students to pose for digital photographs in their household groups and use the sepia feature in your image software to print out “antique-looking” portraits.
2. Some students may wish to learn more about Dayton households in 1900. At this point in the city’s history, African American poet Paul Laurence Dunbar and the inventors Orville and Wilbur Wright were living there. Other prominent figures in Dayton at the time included John Patterson, James M. Cox, Hallie Q. Brown, and Charles Franklin Kettering. Ask students to research one of these individuals online, and to write a biographical sketch of the individual. Have students read their completed reports to the class. See [http://www.historyhunt.org/teacher\\_athome.htm](http://www.historyhunt.org/teacher_athome.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 4: Household Budgets

(online at <http://www.historyhunt.org>)

### Description

Working in household groups, students will decide how to furnish their home on a limited budget. Students will compare what money would have bought in 1900 with what the same amount of money would buy today.

### Learning Outcomes

At the end of this lesson, students will be able to

- understand the changing value of money.
- explain the concept of inflation.
- calculate what purchases they can afford on a budget.
- understand the economic role of mail order catalogs.
- recognize the problems faced by people living on limited incomes.

### Technology

- Computer with Internet connection

### Materials

- 1897 Sears Roebuck Catalog (a 1997 reprint of the original)
- *The Miner's Story* handout
- *Mail In Order Form* handout
- Envelopes
- Paper, glue, markers, or crayons

### Season

Any time of year

### Time Needed

Four class periods and a homework assignment

### Curriculum Connections

- Citizenship: Ohio history, Economics
- Mathematics: Computing, interpreting data
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3
- 4th grade Science: 1
- 4th grade Mathematics: 4, 5, 11
- 4th grade Reading: Strands III, IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 6th grade Citizenship: 1, 2
- 6th grade Mathematics: 3, 4, 5, 6
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8

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# LESSON PLAN

## Hunt 5: On the Scene

(online at <http://www.historyhunt.org>)

### Description

Students will work online as historian-detectives to identify clues about everyday life in historic house interiors.

### Learning Outcomes

At the end of this lesson, students will be able to:

- identify different types of household objects.
- explain the function of household objects.
- describe daily life in the households featured online.

### Technology

- Computer with an Internet connection

### Materials

*On the Scene* handout (available online)

### Season

Any time of year

### Time Needed

At least two class periods and two 30 minute periods using the Internet

### Curriculum Connections

- Citizenship: Ohio history
- Mathematics: Interpreting data
- Science: Gathering and interpreting data to draw conclusions
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3, 4, 5
- 4th grade Science: 1, 14
- 4th grade Mathematics: 24
- 4th grade Reading: Strands III, IV
- 4th grade Writing: Strands I-IV, All
- 6th grade Citizenship: 1, 2, 3, 5, 6, 7
- 6th grade Science: 4, 6
- 6th grade Mathematics: 22
- 6th grade Reading: Strand III, 10-13
- 6th grade Writing: 1-8

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## Theme 2, Hunt 1, Handout A



# At Home in Nineteenth-Century Ohio

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the next page. After you have completed the essay, turn the page and answer the questions in the space provided.

Imagine that you are living in a time before homes had indoor plumbing or gas or electricity. The job of maintaining a home in the past involved hard, physically demanding work. The weekly chore of laundry, for example, involved all sorts of separate tasks, such as hauling water, chopping wood, and maintaining a fire to boil the water. Laundry had to be stirred in a tub of steaming water. Spots and stains had to be scrubbed by hand on a washboard, and then more water was needed for rinsing. Once the clothes were washed, the launderer wrung out the laundry using a hand-cranked **wringer** and then lifted the heavy, wet laundry to hang it on a clothesline. This process was still more difficult in the winter. A second day of each week was consumed by heating flatirons on the stove and ironing the laundry. Often, women would “take in” laundry, or wash other people’s laundry, to earn extra income. Families would often do without other things in order to afford the help of a **laundress**.

By the late 1800s, few homes had indoor bathrooms. People bathed in big metal basins filled with water heated on a coal or wood-burning stove. Instead of flush toilets, people used an outdoor **privy**, which consisted of a bench with one or two holes built into a small outbuilding set over a deep pit. In cold weather people would often use chamber pots in their bedrooms instead of going to the privy. Emptying chamber pots in the privy was a daily chore.

Modern conveniences do not always mean less work. For example, the ease of electric washing machines as well as the availability of cheap, mass-produced clothing led people to own more clothing and wash their larger piles of laundry more often.





## Theme 2, Hunt 1, Handout A

Name \_\_\_\_\_

### Glossary:

**Laundress**—a woman who is paid to do laundry

**Wringer**—a hand-operated machine that squeezed or pressed the water out of laundry

**Privy**—sometimes referred to as an outbuilding or outhouse; a pit toilet that was usually enclosed in a shed

### Writing Prompts

Which chore would you want to avoid and why?

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What was it like to do the laundry in a nineteenth-century home?

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List two modern conveniences, and explain how each changed housework.

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### Read More About It:

**An Amish Year.** Richard Ammon. Simon and Schuster, 2000.

**Sarah, Plain and Tall.** Patricia Maclachlan. HarperCollins Children's Books, 1987.

**Little House in the Big Woods.** Laura Ingalls Wilder. HarperCollins Children's Books, 1976.





## Theme 2, Hunt 3, Handout A

Name \_\_\_\_\_

### Household Profile #1 208 Dutoit Street, Dayton, Ohio

**Directions:** Read this handout to learn more about the people who lived in this house in 1900.

Henry B. Sortman, a Civil War veteran who was born in Pennsylvania, had been a local builder. Sortman built the two "sister houses," 208 and 204 Dutoit Street, in 1865 and 1868. After Sortman's death, his widow continued to live at 208 Dutoit with their children. Some households had many "boarders" or "roomers." *Who is boarding (paying for his room and meals) with the Sortman family?*

### Occupants

**Sarah M. Sortman,**  
widow of Henry B.

Born July 1838, age 61, widowed

Gave birth to 4 children, 3 living

Born in Ohio

Father and mother born in  
Maryland

Owned house

**Nettie L.** (daughter)

Born March 1866, age 34, single

Born in Ohio

Manager, grocer at

145 S. Dutoit St.

**Miles R.** (son)

Born July 1870, age 29, single

Born in Ohio

Machine hand, sewing machine,  
tool maker

**Clifford L.** (son)

Born April 1876, age 24, single

Born in Ohio

Baking powder manufacturer and  
clerk at 145 S. Dutoit St.

**Charles McMahon** (boarder)

Born Nov. 1877, age 22, single

Born in Ohio

Father and mother born in Ohio

Machinest, brass works





## Theme 2, Hunt 3, Handout B

Name \_\_\_\_\_

### Household Profile #2 54 Linden Avenue, Dayton, Ohio

**Directions:** Read this handout to learn more about the people who lived in this house in 1900.

This house was built in 1886 by John Kirby, the general manager of Dayton Manufacturing Company. Kirby's company, which was located at 2240 East Third Street, made railway car parts. The coachman, Eli A. Tuppence, is the only African American listed as living in these households. *Where were Mary Henry's parents born?*

#### Occupants

##### John J. Kirby

Born May 1850, age 49,  
married 29 years  
Born in New York  
Father and mother born in England  
Manager, Dayton Manufacturing Co.  
Owned house

##### Meretta S. (wife)

Born Aug. 1850, age 49,  
married 29 years  
Gave birth to 2 children, 2 living  
Born in New York  
Father born in Massachusetts  
Mother born in Pennsylvania

##### Edward R. (son)

Born June 1872, age 27,  
married less than 1 year  
Born in Michigan  
Stenographer, The Dayton  
Manufacturing Co.

##### Hattie B. (wife of Edward)

Born Oct. 1871, age 28  
Born in Ohio  
Father and mother born in Ohio

##### Eli A. Tuppence (servant)

Born June 1872, age 27, single  
Born in Ohio  
Father born in Tennessee  
Mother born in Ohio  
Listed in the city directory as a  
coachman and in the census as  
a servant.

##### Mary Henry (domestic)

Born July 1870, age 29, single  
Born in Mississippi  
Father and mother born in Ireland  
Listed in the city directory as a  
nurse and in the census as a  
domestic





## Theme 2, Hunt 3, Handout C

Name \_\_\_\_\_

### Household Profile #3 212 Floral Street (named Hydraulic Street in 1900)

**Directions:** Read this handout to learn more about the people who lived in this house in 1900.

The Burchard family rented this house. Built around 1875, this rectangular house was only one room wide, which was typical of workers' inexpensive homes in the late 1800s. *Where was Oscar Burchard born?*

### Occupants

#### Oscar H. Burchard

Born Dec. 1861, age 38,  
married 14 years  
Born in Germany  
Father and mother born in  
Germany  
Came to U. S. in 1870, naturalized  
citizen of the United States  
Baker

#### Herman (son)

Born Feb. 1887, age 13  
Born in Illinois  
In school

#### Oscar A. (son)

Born in Aug. 1896, age 3  
Born in Illinois

#### Elizabeth (wife)

Born Dec. 1860, age 39,  
married 14 years  
Gave birth to 2 children, 2 living  
Born in Wisconsin  
Father and mother born in  
Germany





## Theme 2, Hunt 3, Handout D

Name \_\_\_\_\_

### Household Profile #4 616 Hickory Street

**Directions:** Read this handout to learn more about the people who lived in this house in 1900.

This cottage was built in the 1880s. The Owel family owned the house in 1900. Mr. Owel probably worked in one of the numerous factories near Dayton in 1900. *What type of work did John Owel do?*

### Occupants

#### John Owel

Born March 1856, age 44,  
married 17 years

Born in Ohio

Father and mother born in  
Germany

Assembler

#### Julia A. (wife)

Born June 1857, age 42

Gave birth to 4 children, 4 living

Born in Germany

Mother and father born in Germany

Came to the United States in 1872

Mrs. Owel is not a naturalized  
citizen of the U. S.

#### Clara (daughter)

Born Aug. 1885, age 14

#### Agnis (daughter)

Born July 1891, age 8

#### Mary (daughter)

Born March 1895, age 5

#### Ella N. (daughter)

Born Sept. 1899, age 8 months





## Theme 2, Hunt 3, Handout E

Name \_\_\_\_\_

### Household Profile #5 5 Cass St., Dayton, Ohio

**Directions:** Read this handout to learn more about the people who lived in this house in 1900.

Daniel McSherry, the original owner of the house, was one of the founders of Dayton Grain Drill Works, a company that made machinery for farmers. *What type of work do you think Julia Lewis did?*

### Occupants

#### **Marian McSherry**

Born Feb. 1833, age 67, widow of Daniel McSherry

Born in Ohio

Father born in Pennsylvania

Mother born in Ohio

No occupation listed

Owned house

Born in Ohio

Father and mother born in Ohio

Day laborer

#### **Hester Hamilton** (roomer)

Born May 1865, age 35, single

Born in Ohio

Father born in Pennsylvania

Mother born in New York

School teacher

#### **Brown Weaver** (nephew)

Born Feb. 1879, age 21, single

Born in Ohio

Father and mother born in Ohio

Office clerk, screw department, National Cash Register Co.

#### **John H. Breish** (roomer)

Born Feb. 1867, age 33, single

Born in New York

Father born in Germany

Mother born in New York

Clergyman, pastor, Wayne Avenue Church of the Evangelical Association

#### **George Weaver** (nephew)

Born Feb. 1881, age 19, single

Born in Maryland

Mother and father born in Ohio

Office clerk, National Cash Register Co.

#### **Eric Weaver** (roomer)

Born Jan. 1872, age 28

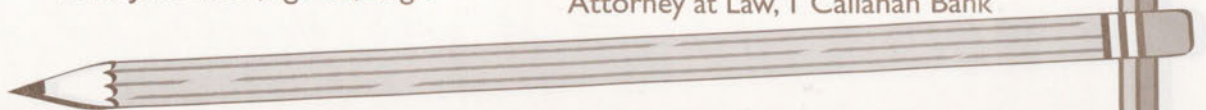
Born in Ohio

Father and mother born in Ohio

Attorney at Law, I Callahan Bank

#### **Julia Lewis** (roomer)

Born June 1867, age 32, single







## Theme 2, Hunt 3, Handout F

Name \_\_\_\_\_

### Household Profile #6 136 Dutoit Street, Dayton, Ohio

**Directions:** Read this handout to learn more about the people who lived in this house in 1900.

The Martin family rented the Dutoit Street house known as the Bossler Mansion. Marcus Bossler had made his fortune in the limestone business. During the 1913 flood, the house was used as a refuge for downtown residents. *Where were Millie Graw's parents born?*

### Occupants

#### James Martin

Born June 1849, age 50,  
married 23 years  
Born in Ohio  
Father born in Pennsylvania  
Mother born in Ohio  
Dealer, musical industry

#### Elizabeth A. (wife)

Born June 1854, age 45  
Gave birth to 5 children, 3 living  
Born in Ohio  
Father and mother born in Ohio

#### Rodney W. (son)

Born Jan. 1883, age 17  
In school (shipping clerk in city  
directory)

#### Gretchen E. (daughter)

Born Feb. 1893, age 6  
In school

#### Millie Graw (servant)

Born June 1871, age 28, single  
Born in Ohio  
Father and mother born in  
Germany





## Theme 2, Hunt 3, Handout G

Name \_\_\_\_\_

### Household Drawings



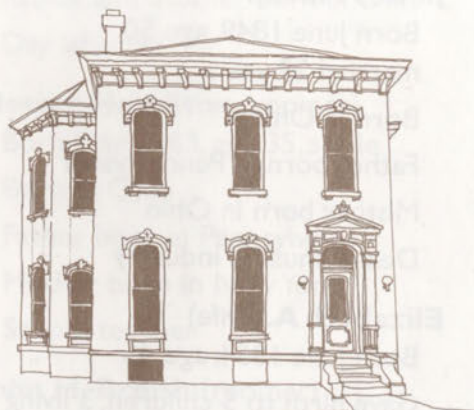
Household 1



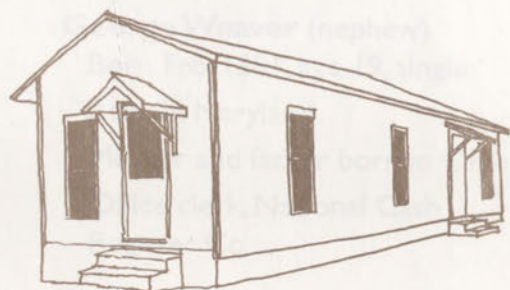
Household 4



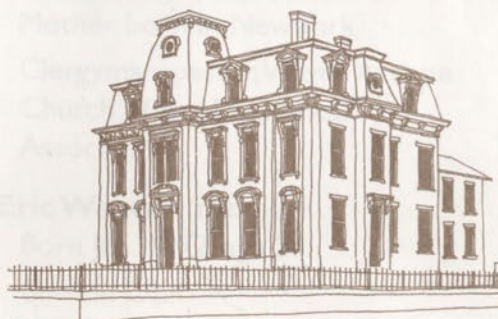
Household 2



Household 5



Household 3



Household 6





## Theme 2, Hunt 4, Handout A

# The Miner's Story

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed the essay, turn the page over and answer the questions in the space provided.

*A miner described his family's economic situation in the early 1890s:*

*I was married in 1890, when I was 23 years old—quite a bit above the age when we **miner** boys get into **double harness**. The woman I married is like myself. She was born beneath the shadow of a dirt bank; her chances for school weren't any better than mine; but she did have to learn how to keep house on a certain amount of money. After we paid the preacher for tying the knot we had just \$185 in cash, good health and the good wishes of many friends to start us off.*

*1890–91, from June to May, I earned \$368.72. That represented eleven months' work, or an average of \$33.52 per month. Our rent was \$10 per month; store not less than \$20. . . . The result was that after the first year and a half of our married life we were in **debt**. Not much, of course, and not as much as many of my neighbors, men of larger families, and some who made less money, or in whose case there had been sickness or accident or death.*

Source: "The Miner's Story," *Independent* 54 (June 12, 1902):1407–1410.





## Theme 2, Hunt 4, Handout A

Name \_\_\_\_\_

### Glossary:

**Miner**—a person who digs ore and other materials from below the earth's surface

**Double harness**—miners who pulled loads of ore in a harness like a workhorse

**Debt**—money owed to someone

### Questions to Consider:

What reasons does the miner give for his family's poverty?

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What does it mean to be in debt?

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What did the miner and his wife spend their money on when they married?

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### Read More About It:

**All the Money in the World.** Bill Brittain. HarperCollins Children's Books, 1992.

**Out of the Dust.** Karen Hesse. Scholastic, Inc., 1998.

**How Much Is A Million?** David Schwartz. Morrow, William, and Co., 1994.





## Theme 2, Hunt 4, Handout B

Name \_\_\_\_\_

### Mail In Order Form

**Directions:** Using the information from the Household Profiles handouts, student groups will discuss what items they need to purchase from a mail order catalogue. Each group should also consider their household budget as they order items from the catalogue.

Household Budget: \_\_\_\_\_

#### Mail Order Catalogue Form

Page Number	Item	Size	Color	Quantity	Price
<b>Order Total:</b>					





### Theme 3: Neighborhood History

- Hunt 1: History Beat
- Hunt 2: History by Design
- Hunt 3: Nearby History
- Hunt 4: The Built Environment  
(online at <http://www.historyhunt.org>)







# THEME 3: NEIGHBORHOOD HISTORY

## Overview

### Interpreting the World Around You

The past is inscribed on the landscapes and patterns of everyday life. Students and teachers can learn about the past as they learn to interpret the world around them. The key is to look. By looking carefully for clues, we can discover the hidden history of familiar places, neighborhoods, and communities.

Historic structures are tangible evidence of the past. Burial mounds are evidence of the Native Americans who lived here long before Ohio became a state. Factories—as they are built, altered, expanded, closed down, or adapted to new uses—tell us about the economic history of our cities. Homes tell us about family life, cultural trends, technological changes, and patterns of migration into and out of the community.


### What Students Will Do

This theme focuses on map skills, architectural history, the built environment, and population. The hunts integrate history, economics, geography, and anthropology. Students will explore the local setting in search of architectural history, the history of technology, and changes in family life. In this portion of *Hunting for Everyday History*, you and your students will consider the following questions:

- What are the familiar paths or routes in your neighborhood?
- What kinds of architectural styles and decorations are you most likely to find in your community?
- What sorts of records in your community can help you learn more about the history of the people, their families, their homes, their work, and their schools?
- What kinds of artifacts in your community help you understand the history of transportation, communications, and technology?



Covered bridges are a part of our built environment.  
(Photograph by Dave Benson)



Students will learn to make and read local maps, discover information in historical documents, recognize how new technologies have changed the environment that we live in, make and understand a time line, identify different building materials, and recognize changes in architectural styles. Students will discuss issues involved with historic preservation and community revitalization.

## *Read More About It*

**Ohio: The History of a People.** Andrew R. L. Cayton, Ohio State University Press, 2002.

**People, Space, and Time: The Chicago Neighborhood History Project.** Gerald A. Danzer and Lawrence W. McBride, University Press of America, 1986.

**Ohio and Its People.** George W. Knepper, Kent State University Press, 1996.

**Nearby History: Exploring the Past Around You.** David E. Kyvig and Myron A. Marty. Alta Mira Press, 2000.

## *Concepts*

**Architecture**—the practice of designing and constructing buildings

**Built environment**—features in a landscape such as parks, bridges, and roads that are the result of human labor

**Energy**—usable power

**Historic preservation**—efforts taken by people to protect, restore, and preserve historical buildings

**Household**—a group of people who live in the same house or dwelling; they are often related

**Population**—people living in a given place

## *Getting Started: A Letter Home*

**Directions:** Students write letters asking parents or other adults in their home to share memories or belongings that will help with the assignments in this theme. In their letters, students might ask questions like these:

- Are there any unique or interesting architectural features about the place where you live?
- How is the place that you grew up in as a child different from where you live today?
- Students will be studying about the built environment, items in a landscape such as bridges, parks, and roads. Do you have any memories or stories about construction projects that have taken place in your community over the years?
- Do you have any old maps?

Teachers may include details for bringing objects to class or taking photos of them.

# LESSON PLAN

## Hunt 1: History Beat

### Description

This activity focuses on mapping the local scene. Students will create maps based on the routes they follow every day or each week. By comparing maps and looking for patterns, students can identify important features of the built environment.

### Learning Outcomes

At the end of this lesson, students will be able to

- construct maps and learn basic map-reading skills.
- trace the impact of historical change on the physical environment.

### Technology

- Overhead projector
- Digital camera
- Photocopier

### Materials

- Local street map or city map (available from your Chamber of Commerce)
- 11" x 14" or larger drawing paper
- Colored pencils, crayons, or markers
- Photocopies of *Katie's Story* handout

### Season

Any time of year

### Time Needed

Three to four class periods and one hour of homework

### Curriculum Connections

- Citizenship: Geography, map reading, Ohio history
- Mathematics: Graphing
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1–8
- 4th grade Mathematics: 24
- 4th grade Reading: Strand III
- 4th grade Writing: Strands I–IV, All
- 6th grade Citizenship: 1, 2, 8, 9
- 6th grade Mathematics: 21, 22
- 6th grade Reading: Strand III
- 6th grade Writing: 1–6

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# HUNT 1: HISTORY BEAT

## Ohio's Canal Boom

Between 1825 and 1847, Ohio financed and constructed a network of canals that linked every region of the state. The Miami and Erie Canal ran from Toledo to Cincinnati. The Ohio and Erie linked Cleveland to Portsmouth. Today, only a few visible remnants of the canals remain. See <http://my.ohio.voyager.net/~lsteve ns/canal/canalmap.html> to view a map of Ohio's canals.

## Ohio's Transportation Revolution

A "cop on the beat" refers to a police officer who takes a certain route through his or her territory. Each of us has our own personal beats that can be marked on a local map to make an interesting pattern, illustrating graphically how we each fit into the landscape in a special geographic way.

## Ohio's Waterways

People who lived in Ohio during its early history developed the first transportation network that linked different regions within the state. In years past, waterways were the preferred routes of travel. The Ohio River, for example, carried settlers and their household goods on flat-boats into the heart of the Midwest. Steamboats carried Midwestern farm goods and passengers down the Ohio River to the Mississippi River to the port of New Orleans. Towns, ports, and docks are all visible evidence of water routes.

## Overland Routes

Native Americans created trails, or traces, through the Ohio landscape that traders, soldiers, and settlers later followed. From these early trails emerged the Zane's Trace, an early, overland route into Ohio. Between 1815 and 1860, Ohio, like many other states, exhibited a desire to construct transportation networks.



A 1912 Ohio railroad map (Clark County Historical Society)

The federal government financed one of the biggest projects in the early 1800s. The National Road linked Maryland to Illinois by closely following these earlier trails. Roads, like canals, were sometimes built as businesses which charged tolls, or fares for their uses. Since travel on foot or by horse was slow, little crossroads communities emerged around the inns and taverns that dotted these routes. To secure the route from flooding and mud, these roads were often covered with wooden timbers, which, as they settled or rotted away, became uneven; these roads were called corduroy roads. Canals, railroad tracks, and highways all created pathways for goods and people to travel.



Interurban or traction railroad in Dayton, c. 1920 (Montgomery County Historical Society)

## Discussion Starter: Thinking about Transportation Beats

**Directions:** Explain to students that the railroad once determined the paths that people would take from one town to another. Railroads were so important that the railroad companies led the movement to introduce standardized time zones so that trains would arrive on schedule. In addition to railroads connecting different parts of the country, interurbans or traction railroads connected cities and nearby towns, and trolleys connected the neighborhoods within cities.

**Social Studies Connections:** Have students analyze Transparencies 12 and 13, which show an interurban, or traction railroad from the 1920s, and a *Good Housekeeping* magazine advertisement for Chevrolet automobiles from the early 1930s. Ask them to compare and contrast traffic patterns suggested by the transparencies with traffic patterns in their community today. *How are they similar? How are they different?* Ask students to write a list comparing the benefits of travel by car versus travel by train. Discuss their lists in class. Encourage students to imagine how people traveled before there were automobiles, railroads, or even canals to speed them on their way.

### Transparency 12



### Transparency 13



## Make It Happen

**Directions:** Students will gain a greater awareness of the physical environment in their community and how they are a part of it as they do the following exercises.

1. Katie Wright, younger sister of Orville and Wilbur Wright, wrote a description of what she saw while riding on Dayton's Third Avenue trolley line from the Old Soldiers' Home (which was built for Civil War veterans) to her family home on Hawthorn Street. She published the description in her school newspaper. Make copies of the handout titled *Katie's Story*. Ask students to read the essay and respond to the questions. Consider making additional reading assignments from the list on the handout.
2. Many of your students ride school buses. Perhaps others have been on a city bus. In both cases, buses travel along fixed routes. Remind students that they have routes, or beats, of their own. Ask them to think about some of the places they go to in their community on a regular basis. Using a photocopier, make enlarged copies of a street map of your community for your students to use as a reference.
3. Ask each student to draw a map showing their beats on large drawing paper. Encourage them to use different colors to denote different routes on their maps. Students will title their maps and draw a compass rose with an arrow pointing North on the map. Each map will have a legend that lists each route color with the designated route. Have them include some of the following "beats" on their maps:
  - School beat (from home to school)
  - Shopping beat (store)
  - Social beat (restaurant)
  - Entertainment beat (from home to a favorite movie theater, bowling alley, and so forth)
  - Recreation beat (from home to a park, gym, or sports field)

Students should include pictures of their homes and the destinations to other places in their community on their maps.

## Apply and Reflect

**Directions:** Have students work in small groups.

1. Ask students to compare their maps. Direct them to pay attention to patterns among each member's beats. As students examine these patterns, emphasize how some areas on the map are seldom visited, and other areas are frequently visited. You may wish to investigate some of these areas. Take digital photographs of the frequently traveled routes as well as rarely visited locations and see whether students recognize the different locations.

### Teacher Tip

Teachers may wish to use *Hunt 4: The Built Environment*, which is online at <http://www.historyhunt.org>, as a resource for the *Apply and Reflect* activities.

2. Ask students about how much time they spend traveling each day. Have them keep travel diaries for a week, tracking the amount of time they spend traveling each day. Encourage them to imagine how people traveled in Ohio in the 1800s, before the advent of trains, trolleys, buses, and automobiles. *What routes would people have taken throughout the week or the year to get around in your community? How would they have traveled? How often would they travel? How much time would they spend traveling? How would weather affect their travel?* Direct each student to write a paragraph describing what it was like to travel in Ohio during the early 1800s.
3. Provide student groups with a county or city map and digital photos of the school and other important or historic buildings in your community. Have students create a virtual map of their community using these resources. Ask a volunteer in each group to go to <http://www.historyhunt.org/lab.htm> and click on the **Build a Web Page** button. Tell students to use the map to list the names of streets that connect the locations being depicted. Students may also want to include brief histories about each building that is shown on the Web exhibit.

### Assessment (100 points total)

- |   |                                     |
|---|-------------------------------------|
| (20) List of benefits of travel by train and automobile                     | (10) Drawings illustrating the maps |
| (20) <i>Katie's Story</i> handout   | (10) Class participation            |
| (20) Map featuring at least three routes or beats, compass rose, and legend | (10) Paragraphs about travel        |
|   | (10) Group work on Web exhibit      |

### Extensions

1. Students will ask adults to sketch the beat assignment above based on beats of their own childhood. Have students ask adults about the buildings, businesses, and features of the natural and built environment that they remember along their various beats. Encourage students to find out about who traveled these beats, and how much time they spent traveling. These may be beats in different cities and even different countries. Use these "beat maps" to discuss change over time and discuss different settings (urban, suburban, small town, and rural neighborhoods). Make two Venn diagrams. The first diagram will compare the destinations of the student's beats with those of the interviewed adult's beats. The second diagram will compare the modes of transportation that each used. See [http://www.historyhunt.org/teacher\\_neighborhood.htm](http://www.historyhunt.org/teacher_neighborhood.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 2: History by Design

### Description

Students will learn about different architectural styles and decorations and how to identify them in their community. They will construct an architectural history time line.

### Learning Outcomes

At the end of this lesson, students will be able to

- recognize evidence of the past in the environment.
- identify the characteristics of at least two architectural styles.
- match architectural styles with periods in Ohio history.
- show the relationship between events on a time line.

### Technology

- Overhead projector

### Materials

- Local street maps
- Digital camera
- Drawing paper and pencil
- Wall space for a time line
- Historic building inventory form
- *Architectural History Time Line* handouts

### Season

Comfortable, dry weather in the fall or late spring

### Time Needed

Three class periods and one hour for homework

### Curriculum Connections

- Citizenship: Geography, map reading, Ohio history
- Mathematics: Graphing, interpreting data
- Science: Gathering and interpreting data from which to draw conclusions
- Reading
- Writing

### Proficiency Outcomes

- 4th grade Citizenship: 1–8
- 4th grade Science: 1
- 4th grade Mathematics: 1–2
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 6th grade Citizenship: 1, 2, 3, 5, 6, 7, 8
- 6th grade Mathematics: 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–6
- 6th grade Science: 1–6

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# HUNT 2: HISTORY BY DESIGN

## *Styles of Architecture*

Architectural design and decoration can offer clues about the history of any community. Building designs and architectural styles are evidence of the impact of a variety of forces—migrations, availability of local materials, economic change, and larger cultural movements.

## *Folk Architecture*

“Folk” or “vernacular” architecture refers to the everyday building styles that people grew up with. Immigrants and those migrating into Ohio from other regions of the United States carried with them ideas about what a house should look like and often built these types of houses when they arrived. German immigrants, for example, often built massive central chimneys and hearths for smoking meat and baking bread in their farmhouses. The diversity of Ohio’s population is reflected in the variety of folk architectural styles found in the state.

## *African Influences in Vernacular Architecture*

The shotgun house is an unusual folk style in Midwestern towns. In the shotgun house, three or four rooms run back from a narrow gable front. According to many folklorists, this style, which moved up the Mississippi River, originated in African and Afro-Caribbean house forms. The name *shotgun* is thought to come from the West African word *togan*, or meetinghouse.

## *Revivals*

As farm families became more established and towns and cities grew, people looked to architects or local craftspeople to reproduce popular architectural styles. Both the form of buildings and their decorations are evidence of the architectural styles associated with different time

### **Teacher Tip**

Go to <http://www.historyhunt.org>, to see illustrations of architectural styles.

## Mail-Order Houses

In the early twentieth century, the Sears and Roebuck Company marketed mail-order houses. The instructions, designs, and parts for the house were shipped as a kit by railroad, and local builders constructed the houses from these parts. During the 1940s and 1950s, the Lustron Corporation marketed prefabricated “Lustron” houses in Ohio. These steel homes were usually small, pastel colored, one-story buildings, many of which can still be found in communities around the state. See <http://www.indianahistory.org/pub/traces/lustron.html> for online examples of Lustron houses.

periods. On the other hand, architectural styles often borrowed details and forms from earlier periods in history. Throughout the early nineteenth century (1820–1860), Greek Revival was a popular style for both homes and public buildings such as Dayton’s courthouse. This style reflected early American enthusiasm for the ideals of democracy associated with classical Greek society. The Gothic (1830–1860) and Victorian Gothic (1860–1890) Revivals featured elaborate decorative details and high-pitched roofs on modest cottages as well as palatial mansions.

## The Bungalow

In the early 1900s, magazine writers and real estate developers came up with a new architectural form called the bungalow. These houses usually had exteriors of stucco or brick; wood roof shingles; a wide, gently pitched roof line; and a gable over a deep, front porch. The bungalow was a popular design for middle-class, streetcar suburbs that were developing along the edges of Ohio cities such as Toledo, Cincinnati, Dayton, and Columbus. A simple, functional home, the bungalow often had bare wood floors and plain, unpainted, interior wood trim around its windows and doors.

## Frank Lloyd Wright and American Architecture

The Prairie Style was a distinctively American architectural style associated with the work of Frank Lloyd Wright. He often designed one and two-story houses with long, flat, horizontal lines and angular, flat balconies and verandas that jutted out without columns for support. These houses—frequently built of stone, brick, or stucco—featured expanses of vertical windows and glass doors set in wood casements and framed by pierced or pieced wood decorations. Wright designed buildings to be an integral part of their surrounding natural environments. He set some of these houses, including his own Wisconsin home, *Taliesin*, just below and along the crown of a hillside. Go to <http://www.westcotthouse.org/> to see an early example of Wright’s style, the Westcott House, in Springfield, Ohio.

## Discussion Starter: Thinking about Architecture

**Directions:** Have students go outside and look at your school building. Ask them to describe the form and decorations that they see. *What is the shape of the roof? How many stories does the building have? What materials were used in construction of the walls, window frames, and doors? Are*

there any shapes above the doors and windows on the school exterior? Is there a date visible on the building? (If not, find out when it was built.) Were additions made to the building? How can you tell?

**Social Studies Connections:** Show students Transparency 14, which shows Dayton's Mecca movie theater from the 1920s. Have them compare the architectural style of the theater with the architectural style of their school. You may want to print and post digital photos of the school in the front of the classroom. *How are the architectural styles of the theater and the school similar? How are they different?*

## Make It Happen

**Directions:** Make copies of the *Architectural History Time Line* handouts. Ask students to read the description and color in the line drawings.

1. As a homework assignment, ask students to hunt for examples of different architectural styles in their community. Using the time line as a guide, each student (working with an adult at home) will identify at least one type of building. For the assignment, have students sketch the building and write down both the address and the style on their drawings. (You may want to photograph some of the buildings identified by the students.)
2. Have students work in small groups to create a Web exhibit. Give each group a chance to take at least five pictures of their school with the digital camera. Encourage students to depict some of the school's unique architectural styles. Students may need your help in uploading the images. Have a volunteer go to <http://www.historyhunt.org/lab.htm> and click on the **Create a Web Page** button. Tell groups to include captions for each of the images they post on their Web exhibit.
3. Build a time line along a wall of your classroom that shows the different architectural styles. Using a photocopier, enlarge the line drawings from the handout to feature on the time line. Add the students' drawings. Mark some significant historical events on the time line, such as the admission of Ohio as a state (1803), the Emancipation Proclamation (1863), the U. S. entry into World War II (1941), and the attacks on the World Trade Center and Pentagon (2001).

## Apply and Reflect

1. Use the time line to discuss generations in American history, beginning with the birth year of students in your class and moving back through time based on an estimate of two decades for each generation. Discuss the evidence of historical developments in the local community. *Why do architectural styles change?*

### Transparency 14



## Preserving Historic School Buildings

Historic school buildings have shaped the lives of generations of Ohioans. As these buildings grow older, efforts have been made to preserve these important links to our past. Your class can learn more about preserving historic school buildings in the 32-page booklet *Community Guide to Saving Older Schools*, prepared by the National Trust for Historic Preservation. See <http://www.ohiohistory.org/resource/histpres/> to learn more about historic preservation efforts in Ohio.

2. Discuss the kinds of materials used in construction. *Where did these materials come from? How were parts of the buildings manufactured? How were the materials and parts transported to your community?*
3. Talk about the buildings, businesses, and features of the natural and built environment that students pass on their various beats.
4. Ask each student to list two local buildings that are interesting to look at or historically significant. List several buildings on the board, and ask students to explain their choices. *Which of these should be protected or preserved for the future?* Invite the class to vote on which buildings are most important to preserve. Invite students to research and discuss the costs and benefits of historical preservation efforts to protect buildings and other structures like covered bridges and barns.
5. Ask students to write letters about a building that they think should be preserved. Send the letters to:

State Historic Preservation Officer  
Ohio Historic Preservation Office  
567 East Hudson Street  
Columbus, OH 43211-1030

## Assessment (100 points total)

- |   |                                |
|---|--------------------------------|
| (10) Participation                                    | (10) Group work on Web exhibit |
| (10) School building drawing                          | (20) Homework hunt             |
| (5) <i>Architectural History Time</i><br>Line handout | (10) List of local buildings   |
| (20) Architectural Time Line                          | (15) Letter                    |

## Extensions

1. Your students will search for clues about the architectural styles and historical periods of local buildings. You or the students will take digital photographs of local buildings and find out what you can about the building. Identify census records, maps, and other resources that document the building's history. Consult with the County Records Office and with local history experts. Students will share the information with others via the *Hunting for Everyday History* Web site. See [http://www.historyhunt.org/teacher\\_neighborhood.htm](http://www.historyhunt.org/teacher_neighborhood.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 3: Nearby History

### Description

Students will hunt for the history of their neighborhoods by searching for evidence in primary documents. Teachers should contact local history experts at the public library or historical society for documents and photographs representing their local scene. Students will complete and analyze a census of the classroom.

### Learning Outcomes:

At the end of this lesson, students will be able to

- recognize changes in local and state populations.
- identify primary sources for historical research.
- collect historical data by reading maps, census data, and pictures.
- analyze primary sources.
- interpret historical data.
- make graphs.

### Technology

- Computer with an Internet connection
- Graphing software (optional)
- Overhead projector

### Materials

- Pencil and paper
- Colored pencils or markers
- *Visual Clues* handout

### Season

Any time of year

### Time Needed

Three or four class periods

### Curriculum Connections

- Citizenship: Geography, map reading, Ohio history
- Mathematics: Graphing, interpreting data
- Science: Gathering and interpreting data to draw conclusions
- Reading
- Writing

### Proficiency Correlations

- 4th grade Citizenship: 1–8
- 4th grade Science: 1
- 4th grade Mathematics: 24
- 4th grade Reading: Strands III–IV, 11–19
- 6th grade Citizenship: 1, 2, 6, 7, 8
- 6th grade Mathematics: 21, 22
- 6th grade Reading: Strand III, 10–13

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# HUNT 3: NEARBY HISTORY

## *Learning to Use Historical Documents*

We can learn about the people who populated our neighborhoods and communities in the past by exploring photographs, drawings, prints, census records, maps, city directories, newspapers, and many other primary documents. This activity will be enhanced when teachers work with the local history experts in historical societies and public libraries to identify and make overhead and/or digital images from local maps and photographs.

## *Census Records*

Manuscript census records are available on microfilm for the decades up to 1930—with the exception of the 1890 Census, which was largely destroyed by fire—in public libraries, state historical societies, and other collections. Because spellings varied, an index of these records can be searched for particular families based on the sound of the last name.



Panoramic, bird's eye views of Ohio communities were popular around the turn of the twentieth century. (*Toledo Museum of Art*)

The federal government publishes the data taken from the census and makes it available to researchers, businesses, and government offices. See <http://www.census.gov/dmd/www/teachers.html> for U. S. Census Bureau statistical reports as well as for other online tools for teachers.

## Historical Maps

Maps were made for a variety of purposes. Plat maps showed how the land was divided into different pieces of property. Town and city maps showed where people lived and the location of different businesses and buildings. Insurance companies needed very detailed maps of cities so that when a customer came to buy insurance for a house or business, the salesperson could easily calculate the cost of insurance. The Sanborn Insurance Company published maps that showed the outlines of buildings. These maps also listed the construction materials used for each building, and whether it was a dwelling, a boarding house, a stable, an icehouse, a church, or a store.

## Community Histories

Communities often wanted to show off their size and prosperity in illustrated county histories and atlases or in prints to hang on the wall. These illustrations often feature either significant buildings, the houses of affluent citizens, or substantial farms. Printers published “bird’s-eye view” images showing the entire community, including major streets and many buildings, as if the area were being viewed from a hilltop, from across a river, or even from a hot air balloon. With photography, people could record the look of their neighborhoods and cities for all kinds of purposes: documentary photographers often took pictures to show where improvements were needed; newspaper photographers wanted to show change in the community; and boosters wanted to attract new people and industries.

## Discussion Starter: Thinking about Historical Documents

**Directions:** Provide students with copies of the list of occupations shown below. Ask students to look up each term in the dictionary and explain what kind of work each person did in 1900.

**Social Studies Connections:** Explain to students that even before the telephone was invented, people needed directories to know where to find friends or businesses. City directories are another source for nearby history. From the directory you can find out how many grocery stores,

### Finding Historic Houses

The OhioLINK Digital Media Center collection of Sanborn Fire Insurance Maps, 1867–1970 at <http://dmc.ohiolink.edu> is a valuable source for teachers. It has a searchable data base which allows users to locate specific houses. The online Sanborn maps require some patient maneuvering; parts of each map are not visible in each frame.

## Transparency 15



## Transparency 16



churches, hardware stores, schools, doctors, and plumbers were present in your community. Some occupations are a little hard to figure out. *What did a canal collector do? What do you think the “off-and-on man” at the Dayton Water Works did?* Listed below are some unusual occupations from 1900. Write this list on the board or on a transparency. Ask for volunteers to guess what kind of work was involved for each job listed.

### Occupations

- Apprentice
- Confectioner
- Cooper
- Domestic
- Drayman
- Hod carrier
- Hostler
- Huckster
- Laborer
- Peddler
- Sanitary policeman
- Sawyer
- Stenographer
- Switchman
- Tinner
- Tool maker
- Varnisher

Ask your class to think about other historical documents that might offer information on people’s occupations. After students have had time to reflect and respond, inform them about the value of examining genealogical records, family photographs, family papers, business records, family Bibles, and church records.

## Make It Happen

**Directions:** Allow students to work individually or in pairs. In this activity, students will learn to interpret photographs for information about their neighborhood or community.

1. Show students Transparencies 15 and 16, which show busy street scenes in Dayton and Toledo. Encourage students to think like history detectives. Ask students what clues they see about life in Ohio in the early 1900s. *How did people travel? What did the streets look like? Was there much traffic? How did people dress? Why was this picture taken?*
2. Have students discuss the similarities and differences between the image of Toledo and the one of Dayton.
3. Make three copies of the *Visual Clues* handout for each student. Show students the transparencies, and have them practice evaluating these historical photographs.
4. When students have finished, review the responses with the class so that students will learn about the clues that other groups identified in their hunts. *What can we learn from old photographs or pictures? What kinds of information do we need to understand what is going on in an old image? What kinds of questions do we want to investigate as a result of looking at an old picture?*



5. Ask students to analyze an image on their own using the *Visual Clues* handout. Have students use images from local collections or historic images printed from the Internet, and/or invite them to hunt for old photographs at home.
6. Ask students to work in small groups. Each group will conduct a Web search to find a historical photograph of their community, county, or state. Students may need help downloading their images. Each group will create a Web exhibit featuring the image from their Web search. Students should also include a short paraphaph analyzing the image. Ask a volunteer in each group to go to <http://www.historyhunt.org/lab.htm> and click on the **Create a Web Page** button.

## Apply and Reflect

1. Create a census of the classroom population documenting the states or countries where students, parents, and grandparents were born. Ask students to collect this information for either their own family or another family that they know. Students should try to collect information from their parents and grandparents. This may not be possible for some students. Remind them that census takers could not always fill in all the blanks on their forms. Have students record their census data on a grid that can be posted in class. Ask students to list the three generations of people and their places of birth. Tally the results, and create a bar or circle graph showing the results of the census.
2. Have students compare the census data from their class with state census figures. Go to <http://www.census.gov> to see online demographic profiles from the 2000 U. S. Census. You can use this data to supplement your classroom discussion.

## Assessment (100 points total)

- |   |                                  |
|---|----------------------------------|
| (10) Participation                      | (20) Classroom census assignment |
| (25) Definitions of occupations in 1900 | (10) Group work on Web exhibit   |
| (25) <i>Visual Clues</i> handout        | (10) Bar or circle graphs        |

## Extensions

Ask students to use their imaginations to draw a bird's eye view of their neighborhoods or of the school. Students will create a key to some of the distinctive features shown in the drawing. See [http://www.historyhunt.org/teacher\\_neighborhood.htm](http://www.historyhunt.org/teacher_neighborhood.htm) for more extensions. Click on **Start the Hunt** to view them.

### Historical Photos

Many local and county historical societies and public libraries maintain extensive photo collections that date back to the late 1800s, in some cases. You may want to explore these online collections or perhaps arrange a visit to a library or historical society in your own community.

# LESSON PLAN

## Hunt 4: The Built Environment

(online at <http://www.historyhunt.org>)

### Description

This activity is focused on evidence of technological change related to energy, transportation, and communications including such developments as bridges, telephone lines, railroad rights of way, street lights, stop lights, bus stops, and street car lines. Using a scavenger hunt list, students will hunt for evidence in interactive images online and in their community.

### Learning Outcomes

At the end of this lesson, students will be able to

- identify evidence of technology and transportation history around us.
- recognize how modes of transportation and communication have changed over time.
- explain the impact of new technologies.
- read maps.

### Technology

- Computer with an Internet connection
- Overhead projector
- Digital camera

### Materials

- Ohio road map
- Local street map
- 11" x 14" or larger drawing paper
- Pencils and colored pencils or crayons

### Season

Any time of year

### Time Needed

Two to three class periods

### Curriculum Connections

- Citizenship: Geography, map reading, Ohio history
- Mathematics: Interpreting data
- Science: Gathering and interpreting data to draw conclusions
- Reading

### Proficiency Correlations

- 4th grade Citizenship: 1, 2, 5
- 4th grade Science: 1, 14
- 4th grade Reading: 14
- 6th grade Citizenship: 1, 3, 7
- 6th grade Science: 4, 6
- 6th grade Mathematics: 22

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## Theme 3, Hunt 1, Handout A

# Katie's Story

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed reading the essay, turn the page over and answer the questions in the space provided.



Midget Theater, Dayton, Ohio (Montgomery County Historical Society)

*Coming in on the Eaton Pike from the west, I arrived at the Third Street stables... It is a horse hotel and is conducted [run] on the tramp boarding house plan—the guests work for their **board**.*

*Jumping on a car which was just starting out from the stables, I began my trip across Dayton. Almost the first building we passed was a schoolhouse ... which after many years of disuse, has been remodeled...for the children in that area ...*

*To the left, about two squares distant, is another school house, sometimes called... "preacher factory." Its official name is Union Biblical **Seminary**. It stands in the center of a beautiful **campus** on high ground overlooking the valley of Wolf Creek, and is the first building to attract the eye of travelers entering the city by railroad from the west.*

*A short distance to the south is the **barracks**, erected just after the war. It is curious and appropriate that this building should be occupied by [those] people whose freedom was one result of the war.*

Source: Katie Wright, Rambles in Miami City, *High School Times*, n.d., Dayton and Montgomery County Public Library. Local History Collection.



## Theme 3, Hunt 1, Handout A

Name \_\_\_\_\_

### Glossary

**Board**—a place to eat meals and sleep; usually for pay

**Seminary**—a place that trains people to become religious leaders

**Campus**—the grounds or land surrounding a school

**Barracks**—building for soldiers; sleeping quarters for soldiers

### Questions to Consider:

Make a list of the human-made items that Katie Wright saw on her beat.

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This essay has no date of publication listed. Make an educated guess about when Katie Wright first published her essay. What clues did you find in the essay to support your answer?

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What do you think Katie Wright meant in the final paragraph when she said that "*It is curious and appropriate that this building should be occupied by those people whose freedom was one result of the war*"? To whom was she referring in this passage?

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### Read More About It

**Uptown.** Bryan Collier. Henry Holt and Co., 2000

**Nothing Ever Happens on 90th Street.** Roni Schotter. Scholastic, Inc., 1999.

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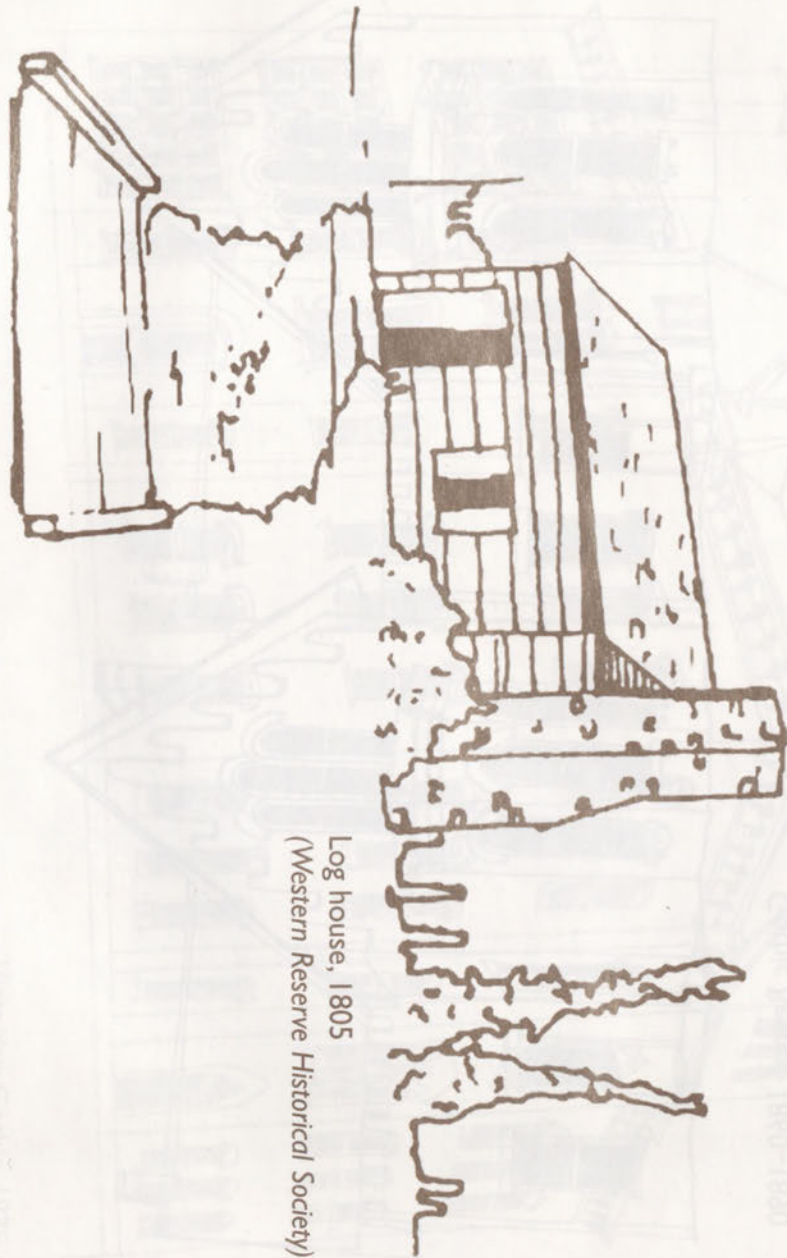


## Theme 3, Hunt 2, Handout A

Name \_\_\_\_\_

### Architectural History Time Line

Directions: Use colored pencils or markers to color the drawing.



Log house, 1805  
(Western Reserve Historical Society)



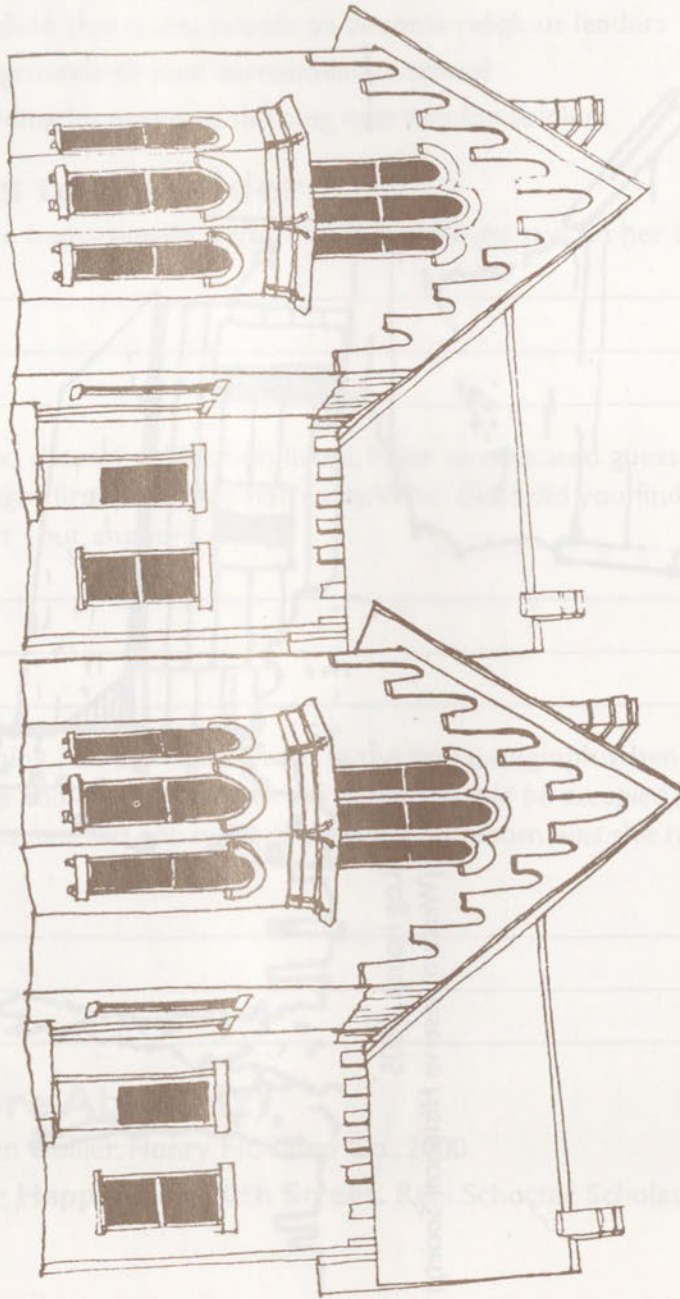


## Theme 3, Hunt 2, Handout B

Name \_\_\_\_\_

### Architectural History Time Line

**Directions:** Use colored pencils or markers to color the drawing.



Gothic Revival, 1860–1890  
(Preservation Dayton, Inc.)



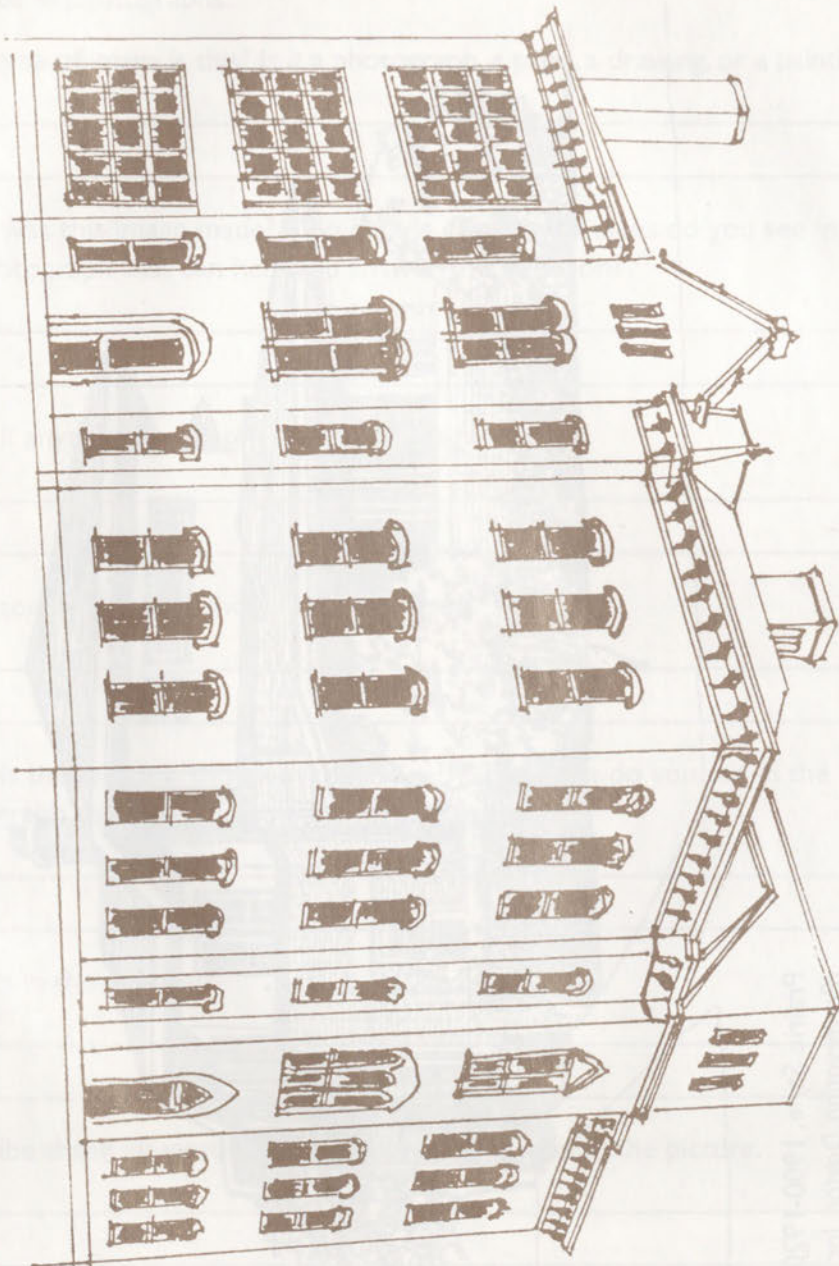


## Theme 3, Hunt 2, Handout C

Name \_\_\_\_\_

### Architectural History Time Line

**Directions:** Use colored pencils or markers to color the drawing.



Victorian Gothic, 1875  
(Preservation Dayton, Inc.)



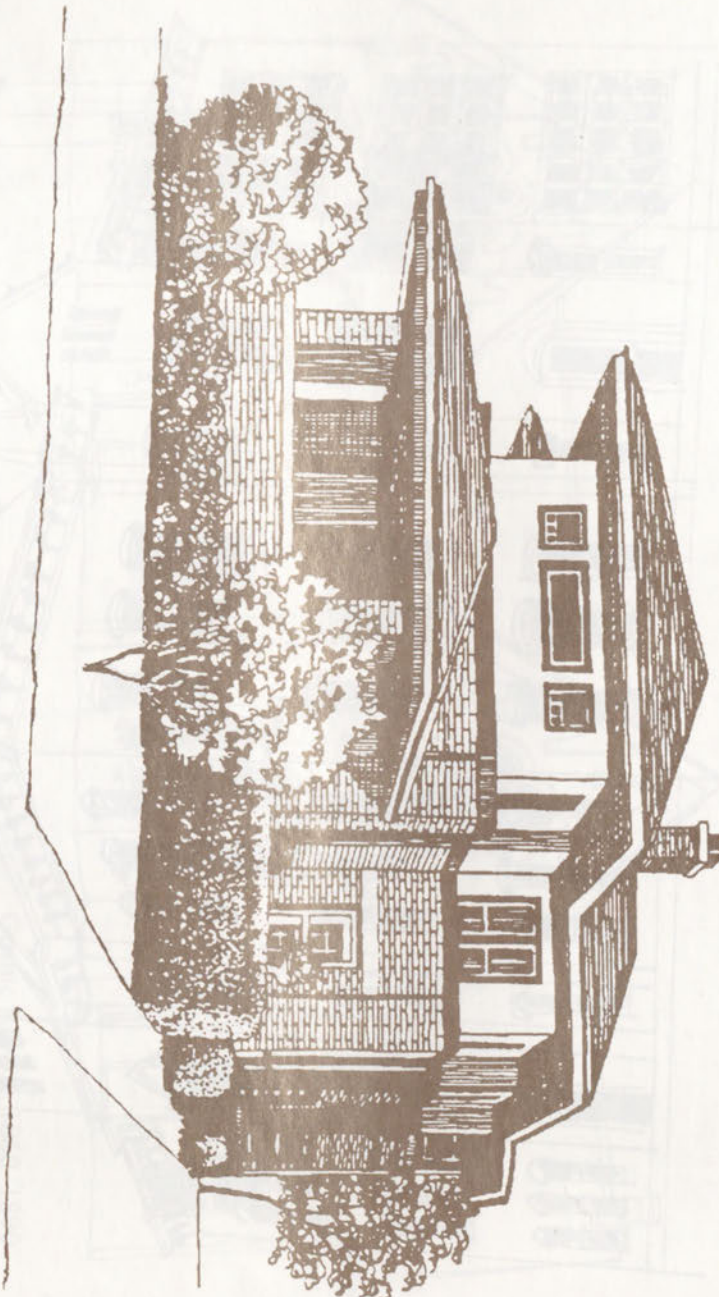


## Theme 3, Hunt 2, Handout D

Name \_\_\_\_\_

### Architectural History Time Line

Directions: Use colored pencils or markers to color the drawing.



Prairie Style, 1900-1920  
(Preservation Dayton, Inc.)







## Theme 3, Hunt 3, Handout A

Name \_\_\_\_\_

### Visual Clues Handout

**Directions:** Have students use this form to identify and evaluate historical evidence in photographs.

What type of image is this? Is it a photograph, a print, a drawing, or a painting?

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When was this image made? If no date is given, what clues do you see in the photograph that can help you answer the question?

---

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What, if anything, is written about the image?

---

---

What sort of scene is shown in this image?

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---

What is the location shown in the image? What clues do you see in the photograph that can help you answer the question?

---

---

Who is in the picture?

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---

Describe three interesting details that you observe in the picture.

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## Theme 4: Souvenirs

- Hunt 1: Popular Amusements
- Hunt 2: Politics and Persuasion
- Hunt 3: Passages
- Hunt 4: Scrapbook  
(online at <http://www.historyhunt.org>)





# THEME 4:

# SOUVENIRS

## Overview

### Souvenirs as Historical Artifacts

At the turn of the twentieth century, the American public embraced new leisure time activities: vaudeville theater, baseball, penny arcades, nickelodeons, world's fairs, dance halls, movies, and amusement parks. As people traveled for vacations or turned to local popular amusements, they collected souvenirs. After people returned to their workday routines, these mementos reminded them of the fun times they had experienced.

At fairs, exhibitions, and amusement parks, all kinds of novelty items and toys were sold. These souvenirs included plaques, pictures, decorative glasses, plates, platters, scarves, hats, boxes, blankets, postcards, flags, figurines, umbrellas, and stuffed animals. Many of these souvenirs probably have been packed away in trunks, boxes, attics, and basements.

The impulse to keep things fills up our drawers, closets, attics, and basements. People like to have tangible links to their experiences. A supporter of a political candidate from the past might still have a banner or bumper sticker from that campaign. People who attend an amusement park or ball game might decide to commemorate their visit with the purchase of a pennant or a ball cap to remind them of the fun they had. Schools often build up a different type of souvenir collection. Many schools have cases that display trophies from all the tournaments and games in which their teams participated over the years. School yearbooks from the past can often be found on school library shelves.

### What Students Will Do

In this portion of *Hunting for Everyday History*, you and your students will consider the following questions:

- What is a primary source, and how can it help you learn more about Ohio's history?



A souvenir postcard of Springfield from the 1920s.  
(Clark County Historical Society)

- How have popular amusements changed during the past two hundred years?
- How have presidential campaign tactics changed since William McKinley's election in 1896?
- How would you research the history of your school? What sources would you consult?

## Read More About It

**America's Country Schools.** Andrew Gulliford. University of Colorado Press, 1997.

**Going Out: The Rise and Fall of Public Amusements.** David Nasaw. Harvard University Press, 1999.

**Educational Architecture in Ohio: From One-Room Schools and Carnegie Libraries to Community Education Villages.** Virginia E. McCormick. Kent State University Press, 2001.

**A Celebration of American Family Folklore.** Steven J. Zeitlin, Amy Kotkin, Holly Cutting Baker, eds. Pantheon Books, 1982.

## Concepts

**Mass Marketing**—advertising; making goods and services seem attractive to purchasers

**Leisure**—time free from work

**Souvenir**—an object that serves as a reminder

**Memorabilia**—things worth remembering; items that remind us of past experiences

**Oral History**—the process of recording someone's personal memories and stories as told by the person

## Getting Started: A Letter Home

**Directions:** Students write letters home asking their parents or caregivers to share memories or belongings that will help with the assignments in this theme. In their letters students might ask some or all of these questions:

- Did you have a favorite memory about a visit to an amusement park or a ball game from your childhood?
- Think back to the first presidential election in which you voted. What do you remember about the candidates running in that election? Do you remember any of the campaign slogans? Do you have any old political souvenirs?
- Do you have any old photographs or souvenirs that have special meaning to you?

Teachers may include details for bringing objects to class or taking photos of them.

# LESSON PLAN

## Hunt 1: Popular Amusements

### Description

This lesson will teach students about oral history. Students will interview people about what they did for fun when they were children or teenagers. Students will write reports based on their interviews and create classroom online exhibits.

### Learning Outcomes

At the end of this lesson, students will be able to

- conduct an oral history interview.
- use primary sources or evidence about the past.
- identify and use a variety of historical resources for research.
- produce organized, logical reports based on their historical research.

### Technology

- Tape recorder with an external microphone and a counter (optional)
- Computer with Internet connection and printer
- VCR, monitor, and videotape of a silent movie (optional)
- Digital camera (optional)

### Materials

- Audiotape tapes (optional)
- Paper and pen
- *At the Movies* handout
- *Interview Tips* handout
- *Interview Release Form* handout
- *Interview Questions* handout

### Season

Any time of year

### Time Needed

Six class periods and additional time for a homework assignment

### Curriculum Connections

- Citizenship: Sociology, Ohio history, Economics, Government
- Science and Technology
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1–8, 17
- 4th grade Mathematics: 1, 3, 4, 5
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 6, 7
- 6th grade Citizenship: 1, 2, 5, 6, 8, 13
- 6th grade Mathematics: 4, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8

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# HUNT 1: POPULAR AMUSEMENTS

## The Rise of Amusement Parks

When workers began to earn higher wages, many of them could afford the commercial entertainments available in places such as amusement parks. Beginning in 1870, crowds began flocking to Cedar Point Amusement Park, near Sandusky. People came to ride carousels, to swim in nearby Lake Erie, or to dance in palatial dance halls. Visit Cedar Point's Web site at <http://www.cedarpoint.com/public/news/history/a.cfm> to see old photos and other memorabilia from the park.

## *Popular Amusements and Popular Culture*

The growth of cities, improved working hours, and higher wages for workers all contributed to the rise of popular entertainment. The new popular amusements often had diverse audiences including immigrants and native-born Americans, rich and poor people, rural folk, and city dwellers alike. As a result of these new enterprises, people from very different backgrounds, and different parts of the country, began to share common experiences. While the rise of popular amusements contributed to a common national culture, not everyone was encouraged to participate. When African Americans were permitted in the new amusement parks at all, they often found themselves on segregated rides. Although black musicians sometimes played on the stage, blacks were excluded from most dance halls.

## *Neighborhood Recreation*

Around the turn of the twentieth century, progressive reformers in big cities began to lobby for the creation of public parks. Homes did not have air conditioning, and apartments were frequently hot and crowded. People spent more time sitting on their front steps or playing in the street or in abandoned lots. Newly created city parks and playgrounds offered a leisurely escape



A souvenir pin from the  
1893 Columbian Exposition  
(Clark County Historical Society)



from the noise and distractions of urban life. Cemeteries were even designed as rural retreats in which urban visitors could stroll and remember their loved ones.

## The Growth of the Leisure Industry

At the beginning of the twentieth century, workers frequently worked ten hours a day for five and a half days each week. They had little choice but to work longer hours when the boss told them to. They did not have paid vacations. However, young workers in particular seized the opportunities for entertainment that were available to them during lunch hours, on Saturday afternoons, and on Sundays. Young workers and vacationing families alike could take the trolley or interurban to beaches, boardwalks, dance halls, and other amusements. By the 1920s, employers began to offer paid vacations to workers. During this decade, the production and mass marketing of automobiles accelerated tremendously. Americans became increasingly mobile as more and more people owned automobiles. Families began to travel by car to campgrounds, national parks, resorts, and other attractions.

## Discussion Starter: Thinking about Oral History

**Directions:** Launch a discussion with the class on oral history. You might want to see <http://wneo.org/oralhist/default.htm> for background information on how to conduct an interview, examples of teacher-tested oral history projects, and other useful information.

**Social Studies Connections:** Ask for volunteers to tell the class what they think the term *oral history* means. Write students' responses on the board. Then ask for a volunteer to look up the term in the dictionary and to read it aloud to the class. Once you have established a working definition, inform students that oral history is based on a well-established oral tradition that exists in many cultures. For example, Native American cultures in North America have told the story of their people's history to their children and their children's children. Remind students that the stories that average as well as famous people share with historians makes up an important part of the hunt for everyday history. Tell students that oral history is a method of historical research. Much like journalists, historians collect oral accounts of events from witnesses. The journalist is interested in what happens today, while the historian is interested in what happened in the past. Explain to students that historians like to collect as much information as possible including stories, descriptions, and reflections on the past. The people to be interviewed are your interviewees, or narrators.

### Films You Can See

You can often borrow old films on videotape from your local library. Look for these silent films:


*The Gold Rush*, 1914

*City Lights*, 1931

Look for these early films with sound:

*A Night at the Opera*, 1935

*The Wizard of Oz*, 1939





## Make It Happen

**Directions:** This is an oral history activity about leisure pursuits. Students will be conducting interviews with adults about what they did for fun between the ages of 8 and 18. Students should interview someone who is at least 18 years old. Encourage students to interview the oldest people that they can find.

1. Make copies of the *At the Movies* handout and ask students to answer the questions.
2. Make copies of the *Interview Tips* handout and review it with them. Reinforce the importance of asking open-ended questions to your narrators.
3. Ask students to brainstorm a list of possible interview questions. Remind students to offer suggestions that ask about what people did for fun when they were growing up. You might want to model a few questions for the students. *What did you do for fun during the summer-time? What do you remember about family vacations?* Write students' suggestions on the board. Then, ask them to vote for the four questions they like the best.
4. Make four copies of the *Interview Questions* handout for each student. Ask them to copy the four interview questions along with their name and the name of the school on their handouts.
5. Ask students to work in pairs. For practice, student pairs will role-play, simulating an oral history interview. Have one student ask the four questions he or she prepared. The other student will make up responses. The interviewer should write the responses on the *Interview Questions* handout. Then ask student pairs to reverse roles and repeat the exercise.
6. For homework, have students conduct their interviews with the narrators they have selected. Make sure that students collect this basic information for each interview:
  - the name of the narrator
  - an address or phone number so that you can contact the narrator
  - the narrator's date of birth
  - a completed *Interview Release Form* signed by the narrator
7. Encourage students to ask whether the person that he or she interviews is willing to share photographs or souvenirs from their experiences.

## Apply and Reflect

1. Have students reflect on this assignment. Ask students to share some of the experiences they had during their interviews. *How did the interview go? How did you feel during the interview? What was the most difficult part of this assignment? What was your favorite part of this assignment?*

- 
- 
2. Explain to students that when oral history interviews are used in books or in museum exhibits, the goal is to use the narrator's words as much as possible. Ask students to write a one-page summary of one of their narrators' stories. Remind them to include short quotes from the narrator in their summary. Allow each student to read aloud his or her summary to the members in their group. Then ask them to identify common themes among the summaries that were read.
  3. Ask students to take a digital photo of their narrator, or have them bring a photo or souvenir that can be scanned.
  4. Assign students to work in small groups. Ask students to compile their summaries in a Web exhibit. Ask a volunteer in each group to go to <http://www.historyhunt.org/lab.htm> and to click on the **Build a Web Page** button.
  5. Have each student make thank-you cards for each of his or her narrators with a drawing of an activity that the narrator described.

### *Assessment (100 points total)*

- |                                   |                                |
|-----------------------------------|--------------------------------|
| (10) Participation                | (10) Interview # 1             |
| (20) <i>At the Movies</i> handout | (10) Interview # 2             |
| (10) Interview questions          | (10) Interview # 3             |
| (15) Role-play interview          | (15) Group work on Web exhibit |

### *Extensions*

1. Encourage students to interview people in their communities. Have them write summaries of the interviews. Remind students to bring copies of photos or other souvenirs to share with the class. Help them post this information on the *Hunting for Everyday History* Web site. See [http://www.historyhunt.org/teacher\\_souvenirs.htm](http://www.historyhunt.org/teacher_souvenirs.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 2: Politics and Persuasion

### Description

This activity introduces students to American presidential elections. Students will simulate the presidential campaign of 1896, when William McKinley of Ohio was elected president of the United States.

### Learning Outcomes

At the end of this lesson, students will be able to

- read photographs and images.
- interpret examples of political activity and their meanings.
- understand why elections are used to select leaders and how citizens can influence their government.

### Technology

- Computer with an Internet connection
- Digital camera

### Materials

- Poster-sized paper
- White and yellow construction paper for straw hats
- Colorful paper to put around the hats and to use for other campaign materials
- Permanent markers
- Popsicle sticks or other sticks for flags
- *An Ohioan Runs for President* handout

### Season

Any time of year

### Time Needed

Three class periods and additional time for homework

### Curriculum Connections

- Citizenship: Government, Ohio history
- Mathematics: Computing, interpreting data
- Science: Gathering and interpreting data to draw conclusions
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 16, 17, 18
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: I
- 6th grade Citizenship: 3, 5, 6, 17, 18, 19, 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–6

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# HUNT 2: POLITICS AND PERSUASION

## *Politics and Persuasion: Election Campaigns*

Andrew Jackson's presidential campaign in 1828 was a pivotal turning point in American political history. In past presidential elections, suffrage had been restricted to a minority of the population: white, male property owners. During the 1820s, most states introduced significant procedural reforms that made elections in the United States more democratic. For example, most states eliminated property qualifications as a prerequisite for voting. As a result, three times as many people voted in 1828 compared to four years earlier. It would still be another forty years, however, before African American men could vote, and more than ninety years before women gained that right. In practice, most African Americans did not see their right to vote protected until passage of the Voting Rights Act in the 1960s. Nonetheless, the election of Andrew Jackson ushered in a new political era.



Political scarf promoting Theodore Roosevelt's presidential election campaign of 1904  
(Clark County Historical Society)

Because of the increase in the number of voters, candidates had to change the ways they conducted campaigns. It became common practice for candidates to “treat” voters to elaborate barbeques, where they would make speeches and campaign promises. By the mid 1830s, nationally-based political parties, capable of mobilizing voter support for candidates at the state and local level,

### Teacher Tip

In 2000, PBS aired a series called *The American Presidency*. The series' companion Web site is one of the most comprehensive clearinghouses of information on the American presidency that is available online. See <http://www.pbs.org/wnet/amerpres/> for audio files of presidents, presidential biographies, and other resources.

## Campaign Buttons

History museums such as the Ohio Historical Society collect political campaign memorabilia. A museum worker assembled an interesting Web site of Presidential campaign mementos. Campaign buttons were first used during the presidential elections of 1896. See <http://www.cyberbee.com/campaign/buttons.html> for thumbnail images of campaign buttons from 1896 through 2000.

## Transparency 17



became fixtures in the American political process. Jackson's supporters formed the modern-day Democratic Party. Jackson's opponents called themselves Whigs. By the mid 1850s, the Whigs had merged with other factions to form the modern-day Republican Party. Since the 1850s, most presidential elections have turned as much on the personalities of the candidates as on the issues of the day.

## Campaign Tactics

Over the years, political campaigns have used a variety of novelty items to spread the word about their candidates, including buttons, tie pins, watch fobs, ribbons, advertising cards, tea cups, noisemakers, coffee mugs, ties, scarves, dolls, hats, banners, posters, yard signs, bumper stickers, figurines, toy banks, fans, and tee-shirts. The images used in these novelties often visually express key ideas: Abraham Lincoln, for example, was portrayed splitting rails with rolled up shirtsleeves, which suggested his bond with ordinary people, his hard work, his frontier experience, and his egalitarian values. Songs, slogans, and nicknames frequently were used in political campaigns. Although they were not permitted to vote, women participated in the campaign activities to support both causes and candidates. Even potholders were embroidered to express political opinions.

## New Technologies and Politics

New technologies eventually changed the way candidates ran for office, especially in regard to the presidency. In 1932, for example, millions of Americans tuned their radios to listen to New York Governor Franklin D. Roosevelt make his acceptance speech at the Democratic National Convention. In 1960, candidates John F. Kennedy, a United States Senator from Massachusetts, and Richard M. Nixon, who was then serving as vice president, squared off in the first televised presidential debate. Today, some Presidential candidates maintain sophisticated Internet Web sites to attract Web-savvy voters.

## Discussion Starter: Thinking about Political Campaigns

**Directions:** Before you start the classroom activities in the Apply and Reflect Section, have students research the presidential election of 1896 in encyclopedias or on the Internet. *Who were the candidates? What political parties did each candidate represent? Who won?* Make copies of the handout titled *An Ohioan Runs for President*. The handout will reinforce some basic terms about political campaigns, in general, and the history of the Election of 1896, specifically.

**Social Studies Connections:** Show students Transparency 17 of a political scarf used in Theodore Roosevelt's 1904 Presidential campaign. *How could a scarf help someone get elected? Do the words and images on the*

scarf offer any clues? Follow these questions with a discussion about political campaigns. *How does a person who decides to run for public office get other people to support him or her?* Students may be familiar with television advertisements. Ask them what other methods candidates might use to attract the support of voters.


## Make It Happen

**Directions:** Divide the class into two groups. The students will reenact the presidential election of 1896. One group will represent the Republican Party. The other group will represent the Populist and Democratic Parties.

1. Have each group choose candidates for president and vice president. Students should select a campaign manager who will see that all campaign strategies are implemented. Each group will also select a poll watcher to help with the vote count after the election.
2. Divide the two large groups into smaller working groups. Each working group will focus on a different aspect of the campaign: writing speeches, making posters, making hats and other campaign materials. The groups will brainstorm slogans, nicknames, and themes for their campaigns.
3. Students will need at least one class period to create their campaign materials. Ask each group to decorate a different part of the classroom.
4. Make digital photographs of the candidates in their hats and of campaign posters. Students may use these images on their posters and ribbons or buttons.
5. For the mock Election Day, put a podium at the front of the room. Students will wear and display campaign materials including hats, ribbons, and flags. Students may wave their flags and applaud their respective candidates. Invite the candidates to deliver their speeches.
6. After the speeches, pass out the ballots (slips of paper) and ask students to vote. Invite the poll watchers to the front of the room to watch you count the votes. Declare the winner of the election. You may want to invite the candidates back to the podium to give brief acceptance or concession speeches.

## Apply and Reflect

1. The Vincent Voice Library at Michigan State University features audio files on each president from Benjamin Harrison through George W. Bush. Ask students to visit the Web site at <http://www.lib.msu.edu/vincent/presidents/index.htm>. Have students listen to an audio file of William McKinley delivering a campaign speech in 1896. Then ask them to listen to the audio file of George W. Bush.



Have students take notes and write a paragraph describing the different ways or styles of speech that they heard. Ask volunteers to share their ideas with the class.

2. Compare elections before radio and television with elections today. Have students work in groups. Ask the groups to discuss the following: how have political campaigns changed since 1896? How are campaigns today similar to earlier campaigns? After students have had time to reflect on these questions, have student groups make Venn diagrams that list the characteristics of the Election of 1896 in one circle, the characteristics of the Election of 2000 in a second circle, and the common characteristics of both elections in the overlapping circle.
3. Ask students to work in the groups they were in during the mock election. Each group will select digital photos for a Web exhibit. If possible, ask students to scan the text of their speeches. Have a volunteer in each group go to <http://www.historyhunt.org/lab.htm>, and click on the **Build a Web Page** button.

### Assessment (100 points total)

- |  |                                     |
|--|-------------------------------------|
| (20) Class participation                         | (20) Presidential speeches exercise |
| (20) <i>An Ohioan Runs for President</i> handout | (10) Venn diagram                   |
| (20) Group work for mock presidential election   | (10) Group work on Web exhibit      |

### Extensions

1. If you are doing this activity during a political campaign, encourage students to discuss the following questions: How do the political parties use objects to promote their candidates and causes? What can you tell about the candidates from these objects? Why do people respond to these objects? What should we collect to document this election for future historians? What will these objects tell future historians about this political campaign? See [http://www.historyhunt.org/teacher\\_souvenirs.htm](http://www.historyhunt.org/teacher_souvenirs.htm) for more extensions. Click on **Start the Hunt** to view them.



# LESSON PLAN

## Hunt 3: Passages

### Description

In this activity, students will collect stories and souvenirs about the history of their school. The class will assemble a Web and/or classroom exhibit about their hunt for school history.

### Learning Outcomes

At the end of this lesson, students will be able to

- find historical clues in photographs and images.
- use primary sources for evidence about the past.
- understand how citizens take part in civic life in order to promote the common good, including supporting education.
- use a variety of sources to organize information and draw inferences.

### Technology

- Computer with Internet connection and printer
- Digital camera
- Scanner (optional)

### Materials

- Paper and masking tape
- Permanent markers
- Poster boards or display boards
- *Reading an Object* handout and *Reading an Image* handout
- *Interview Release Form* handout

### Season

Any time of year

### Time Needed

Four class periods

### Curriculum Connections

- Citizenship: Ohio history, Economics, cultural celebrations
- Mathematics: Computing, interpreting data
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3, 4, 5, 8, 17
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 1
- 6th grade Citizenship: 1, 2, 3, 5, 6
- 6th grade Mathematics: 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8

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# HUNT 3: PASSAGES

## Holidays, Celebrations, and Anniversaries

Our lives are punctuated by holidays, celebrations, and anniversaries. Martin Luther King, Jr., Day, Presidents Day, Memorial Day, The Fourth of July, Labor Day, Columbus Day, and Thanksgiving are national holidays. The offices of the United States government are closed on these days, and many workers across the country do not have to work. Many other days are observed as unofficial holidays. For example, each October 31, many children go door-to-door dressed in costumes, collecting candy and treats to celebrate Halloween. Many students exchange cards and candy hearts each February 14 as a way of celebrating Valentine's Day. In addition to these holidays, many Americans pause to remember significant anniversaries, such as the day Pearl Harbor was attacked (December 7, 1941), the day John F. Kennedy was assassinated (November 22, 1963), or the day terrorists attacked the World Trade Center and the Pentagon (September 11, 2001).

### Ohio's Festivals

Many Ohio communities have festivals each year. Cincinnati's Oktoberfest celebrates that city's rich German-American heritage. Other communities may choose to celebrate their own ethnic heritage or to commemorate local events, such as the invention of powered flight in Dayton. Many small towns celebrate their heritage by focusing on what they have produced over the years. This might lead to automobile parades in one town and pumpkin festivals in another.



A 1911 calendar  
(Clark County  
Historical Society)

## Passages and Artifacts

Like countries and communities, schools commemorate special events. The typical school year, with its full calendar, marks many important passages in the lives of students. The beginning of the school year, open houses for parents, school festivals, the completion of end-of-the-year tests, and the final good-byes are all significant in the lives of students and staff members. Throughout the year, schools may create tangible reminders of the school year. Everyday objects often contain the link to the school's history. Past sporting events, for example, can be explored through the examination of objects such as trophies, banners, uniforms, and mascots. Perhaps there are old programs that were printed for school plays or variety shows. Schools document their histories in newspaper articles, school board meeting minutes, newsletters, and yearbooks. Photographs show changes in hair and clothing styles over the years. From the speeches, souvenirs, and rituals surrounding these important occasions, students may learn more about the history of schooling and the everyday history of our communities.

### Discussion Starter: Thinking about Artifacts and Images

**Directions:** Have students work in small groups. Make copies of the *Reading an Object* and *Reading an Image* handouts.

**Social Studies Connections:** Show Transparencies 18 and 19 of the school desk and classroom from the late 1800s. Ask students to view the transparencies. Then have them complete the *Reading an Object* handout. Ask them to share their ideas in small group discussions. Have students repeat these steps using the *Reading an Image* handout. Ask volunteers to list some of their conclusions about schools in the late 1800s, based on their observations of the desk and the classroom photo.

### Make It Happen

**Directions:** Set up a school history recording station in your classroom or media center. You will need a tape recorder, a computer and printer, a scanner, and a digital camera. Ask the local history experts and your local newspaper to help you in your hunt for school history.



1. Ask students to research their school history in the school library or media center, the public library, the local historical society, and the local newspaper.
2. If possible, locate a collection of school yearbooks or scrapbooks about the school's history. Assign each student in the class to review a year in the school history and to write five interesting facts or quotes and to identify an interesting photograph for that year.

Transparency 18



Transparency 19



- 
- 
3. Encourage students to review a variety of source material, including newspapers, photographs, maps, directories, official histories, personal memories, and memorabilia to document the school's history.
  4. Invite former teachers as well as alumni to share their memories, memorabilia, photographs, and documents with your class. Identify prospective visitors through networks of teachers, administrators, and families. Write a press release describing your project and asking for volunteers and submit it to the local newspaper. Put together a list of at least five guests who are willing to visit your classroom. Try to identify the guests in old school yearbooks.
  5. Divide your class into small groups. Ask each group to write a letter inviting a guest to visit your classroom. Tell students to explain to each prospective guest that the visit will be taped as an audio recording. Students should also ask guests to bring any memorabilia or photographs that are relevant to the history of the school. Send out the letters. Make copies of the *Interview Release Form* handout. Have students ask guests to sign the release forms.
  6. Ask students to brainstorm a list of questions they would like to ask of prospective visitors.
  7. Assign students to work in pairs to practice asking interview questions.
  8. When guests come for a classroom visit, introduce them to the students. Invite guests to share their memories and artifacts with the class.
  9. After their presentations, have students ask those interview questions that have not been answered yet. Record and photograph each guest's visit. Spread the guest's photographs and memorabilia out on a table for students to look at. Arrange to scan selected images. Return any materials that you have borrowed.
  10. Send the visitor a thank-you note signed by the class.
  11. Ask students to write reports on each visit. Like a newspaper article, the report should describe who, what, when, where, how, and why. Encourage students to use quotes and description in their reports.
  12. Ask students to post their reports online. Have them go to <http://www.historyhunt.org/lab.htm>, and click on the **Build a Web Page** button.

### *Apply and Reflect*

**Directions:** Discuss with your class the school history and changes in education. Review some of the things that they learned about school days, teachers, students, assignments, and school activities. Use the material gathered from the classroom visits to create an exhibit.

1. Assign students the task of listening to and summarizing parts of each interview. Have them take notes. As a class, compile the main

points from students' notes on the board. Keep a copy of this list and a release form for each interview. For your exhibit, use excerpts from student reports, the outline of the interview tapes, and the teacher's transcripts, as well as digital photographs and scanned images.

2. Ask students to plan, script, design, and produce an exhibit about the history of the school. Mount the exhibit in the hallway for a school open house or special event. Publicize the exhibit in the newspaper, and encourage alumni to attend the event. Keep a guest book of exhibit visitors along with their mailing addresses and ask students to write thank-you notes to the visitors.

## Assessments (100 points total)

- |                                       |   |
|---------------------------------------|---|
| (10) Participation                    | (20) Report on interview                  |
| (10) <i>Reading an Object</i> handout | (10) Contributions to the exhibit project |
| (10) <i>Reading an Image</i> handout  | (10) Web exhibit work                     |
| (20) Yearbook assignment              |   |
| (10) Letters                          |   |

## Extensions

1. Work with your media specialist to help students build a Web version of the exhibit for your school Web site. See [http://www.historyhunt.org/teacher\\_souvenirs.htm](http://www.historyhunt.org/teacher_souvenirs.htm) for more extensions. Click on **Start the Hunt** to view them.

# LESSON PLAN

## Hunt 4: Scrapbook (online)

### Description

Students will research family collections and local historical collections for photographs of family celebrations and passages, including photographs of babies, graduations, weddings, holidays, celebrations, vacations, and other events. The class will put together an online scrapbook and/or a classroom display of images. Students will create art projects based on the images.

### Learning Outcomes

At the end of this lesson, students will be able to

- understand the importance of calendars and celebrations.
- appreciate the importance of cultural diversity.
- locate and analyze historical evidence.

### Technology

- Scanner or photocopier
- Digital camera (optional)
- Computer and printer
- Internet

### Materials

- Construction paper in white and colors
- Glue or stapler

### Season

Any time of year

### Time Needed

Three to five class periods

### Curriculum Connections

- Citizenship: Ohio history, Economics, cultural celebrations
- Mathematics: Computing, interpreting data
- Reading
- Writing

### Proficiency Correlation

- 4th grade Citizenship: 1, 2, 3, 4, 5, 8, 17
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 1
- 6th grade Citizenship: 1, 2, 3, 5, 6
- 6th grade Mathematics: 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–8

## COPY AND POST



## Theme 4, Hunt 1, Handout A

# At the Movies

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed the essay, turn the page over and answer the questions in the space provided.

In the late 1800s the first moving picture shows were seen through viewers called **nickelodeons**. These coin-operated movie players sat in rows along the walls of **arcades**, much like video game arcades today. Brightly illuminated signs and eye-catching banners on the street enticed customers to see the latest attraction. For a nickel, a customer could watch a brief adventure on film. The arcades often included fortune-telling machines, shooting galleries, gum and peanut machines, and other amusements. Workers would skip their lunch in order to run over to the nickelodeon for a break in the workday.

By 1910, many large cities began to replace nickelodeons with moving picture theaters. **Entrepreneurs** rented storefronts in commercial buildings. They put in padded seats and used **projectors** to show movies to crowds. Some movie houses looked like palaces or movie sets, with shows that included both movies and live performances. People watched silent, black-and-white movies. Early movies often were shown in serial form. For example, audiences watched film series, such as "The Perils of Pauline." The audience would come back each week to see Pauline escaping from pirates, gypsies, sharks, and railroad trains. Feature-length films, running 75 minutes or longer, started to appear before World War I. By the late 1920s, recorded sound was introduced into films. In the 1930s, the first color movie was produced.

Movie stars began to have fans. The fans loved to collect magazines, photographs, postcards, statues, calendars, pillowcases, and other novelties showing their screen idols.



The Mecca Theater, in Dayton, Ohio in the 1920s  
(Montgomery County Historical Society)



## Theme 4, Hunt 1, Handout A

Name \_\_\_\_\_

### Glossary:

**Nickelodeon**—an individualized, coin-operated movie viewer; customers could see movies for a nickel on these machines

**Arcade**—an amusement center that has coin-operated games

**Entrepreneur**—someone who starts a new business to make a profit

**Projector**—a machine that projects or places moving images on a screen, usually in theaters

### Questions to Consider:

How were nickelodeons different from the early moving picture theaters?

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How were the films of the 1920s similar to ones we can see today?  
How were they different?

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Why did people collect souvenirs that related to certain movie stars or films?

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### Read More About It:

**The Tree That Would Not Die.** Ellen Levine. Scholastic, Inc., 1995.

**Miranda and the Movies.** Jane F. Kendall. Harcourt, 1999.







## Theme 4, Hunt 1, Handout B

Name \_\_\_\_\_

### Interview Tips

**Directions:** Use the list below to help you ask good questions during your oral history interview.

1. Make sure that the questions are open ended. If you ask, "Did you go to amusement parks?" your narrator may say only yes or no. If you ask "What were the amusement parks like when you were growing up?" or "What did you do for fun in the summer?" you will get a longer answer.
2. Do not answer your own question. For example, you don't want to say, "You went to amusement parks, didn't you?"
3. After the narrator answers each question, ask a follow-up question such as: *What was it like? Can you tell me more about that? Can you describe that for me?*
4. Listen carefully. You want to collect the narrator's stories.
5. Be polite. Your narrator is doing you a favor by sharing memories and helping with your interview. Make sure that you explain the project before the interview and that you thank the narrator at the end of the interview.
6. Write down or record the answers during the interview. Don't rely on your memory. It's good to try to get the narrator's own words whenever possible.
7. Tell the narrator how the information will be used. Make sure that you have permission to use the interview information.

Question \_\_\_\_\_

Response \_\_\_\_\_





## Theme 4, Hunt 1, Handout C

Name \_\_\_\_\_

### Interview Release Form

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
School Telephone

I, \_\_\_\_\_ (narrator's name), agree to share my recollections for the \_\_\_\_\_ School Oral History Project. I was born on \_\_\_\_\_ (date). I grew up in \_\_\_\_\_ . You have my permission to share information from this interview in publications, exhibits, and/or on a Web site.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### Read More About It

The Tree That Would Not Die. Eric Lipton. Scholastic, Inc., 1995.

Miranda and the Movies. Jane S. Kendall. Harcourt, 1999.





## Theme 4, Hunt I, Handout D

Name \_\_\_\_\_

### Interview Questions

Question 1: \_\_\_\_\_

Response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question 2: \_\_\_\_\_

Response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question 3: \_\_\_\_\_

Response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question 4: \_\_\_\_\_

Response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Theme 4, Hunt 2, Handout A



# An Ohioan Runs for President

**Directions:** Read the following essay, noting the highlighted text. Definitions for these terms are on the next page. After you have completed the essay, turn the page and answer the questions in the space provided.

In the late 1800s, William McKinley had become very well known in Ohio and nationally. He had served as a member of the United States House of Representatives from 1876 to 1891 and then served two terms as Ohio's governor, from 1892 to 1896. McKinley decided to run for president in the 1896 presidential **election**. McKinley competed in the election against William Jennings Bryan, a former congressman from Nebraska. Bryan toured the country, traveling by train and getting out to meet the **voters**. He gave speeches to crowds. McKinley, on the other hand, stayed home in Canton, Ohio. He spoke to supporters and reporters from his front porch.

During the 1896 **campaign**, people in the United States were dealing with economic hard times. Both factory workers and farmers were suffering. The two **candidates** represented different political **parties** and had different **positions** on important issues of the day. Bryan was the candidate for both the **Democrat** and **Populist** parties. He supported changes to help ordinary American farmers who were losing their homes and their land because they could not pay off their debts. Bryan said that if America's farms were not strong and healthy, the cities and factory workers would also suffer. McKinley, the **Republican** candidate, wanted the government to help American businesses sell more goods and to help businesses build larger factories that would hire more people.

McKinley won the election, receiving 7,102,246 votes. Bryan received 6,502,925 votes. Bryan was popular in the West and the South while McKinley was popular in the states of the North and the Midwest.





## Theme 4, Hunt 2, Handout A

Name \_\_\_\_\_

### Glossary:

**Election**—a contest between two or more people; the winner becomes an elected official

**Voter**—a citizen who chooses candidates in elections

**Candidate**—a person who is competing for elections or reelection to public office

**Campaign**—the way a candidate competes in an election to win the support of voters

**Party**—a group of people organized around an idea or a person for the purpose of running a nation

**Position**—an idea or opinion; a candidate usually tells voters how he or she will solve a problem or issue if he or she is elected

**Democrat**—a member of the Democratic party in the United States

**Populist**—Populist Party; active in the 1890s

**Republican**—a member of the Republican party in the United States

### Writing Prompts

What positions did William Jennings Bryan support?

\_\_\_\_\_

What positions did William McKinley support?

\_\_\_\_\_

How did William Jennings Bryan campaign for election?

\_\_\_\_\_

How did William McKinley and his supporters campaign?

\_\_\_\_\_

### Read More About It:

**So You Want to Be President?** Judith St. George. Putnam Books for Young Readers, 2000.

**The Vote: Making Your Voice Heard.** Linda Scher. Steck-Vaughn, 1996.





## Theme 4, Hunt 3, Handout A

Name \_\_\_\_\_

### Reading an Object

**Directions:** Answer the following questions.

What is the size and shape of the object?

\_\_\_\_\_

What material or materials is it made of?

\_\_\_\_\_

What are the parts of the object?

\_\_\_\_\_

How are the parts of the object put together?

\_\_\_\_\_

What are the colors of the object?

\_\_\_\_\_

How is it decorated?

\_\_\_\_\_

What markings or words do you see on the object?

\_\_\_\_\_

What is the condition of the object?

\_\_\_\_\_

What do you learn from the markings on the object?

\_\_\_\_\_

Does it say who made it or where it was made?

\_\_\_\_\_

How is the object used?

\_\_\_\_\_





## Theme 4, Hunt 3, Handout B

Name \_\_\_\_\_

### Reading an Image

**Directions:** Answer the following questions.

What are the visual clues that you detect in your image?

\_\_\_\_\_

What type of image is this? (photograph, print, drawing, painting, illustration)

\_\_\_\_\_

What is written down about the image?

\_\_\_\_\_

What is the subject of the image?

\_\_\_\_\_

What can you learn about the subject from the image?

\_\_\_\_\_

What location is represented?

\_\_\_\_\_

Who is in the image?

\_\_\_\_\_

What are the details that you observe in the image?

\_\_\_\_\_

Who do you think made this image?

\_\_\_\_\_

Why was this image made?

\_\_\_\_\_

When do you think this image was made?

\_\_\_\_\_



# Notes

Name \_\_\_\_\_

## Reading an Image

Directions: Answer the following questions.

What are the visual clues that you detect from the image?

What type of image is this? (Photograph, drawing, painting, illustration)

What is written down about the image?

What is the subject of the image?

What can you learn about the subject from the image's colors and line work?

What location is represented?

Who is in the image?

What are the details that you observe in the image?

Who do you think made this image?

Why was this image made?

When do you think this image was made?





# Notes

## Transparencies

Transparency 1  
Management

Transparency 2  
HR Dept

Transparency 3  
Employee Relations

Transparency 4  
Budget Dept

Transparency 5  
Employee Training

Transparency 6  
Senior Executive Working Groups

Transparency 7  
Legal Dept

Transparency 8  
Marketing Services

Transparency 9  
Employee Assessment

Transparency 10  
Green Up For Trade

Transparency 11  
Senior Manager

Transparency 12  
Senior Manager

Transparency 13  
Senior Manager

Transparency 14  
Senior Manager

Transparency 15  
Senior Manager

Transparency 16  
Senior Manager

Transparency 17  
Senior Manager

Transparency 18  
Senior Manager

Transparency 19  
Senior Manager

Transparency 20  
Senior Manager

# Notes

## Transparencies

**Transparency 1**

Murray Bicycle

**Transparency 2**

ABC Fan

**Transparency 3**

G.I. Joe action figure

**Transparency 4**

Bisque Dolls

**Transparency 5**

Children's Scooter

**Transparency 6**

Parker Brothers Touring Game

**Transparency 7**

Libbey Glasses

**Transparency 8**

Doty Vacuum Sweeper

**Transparency 9**

Frigidaire Advertisement

**Transparency 10**

"Giant Flip-Flop" Toaster

**Transparency 11**

Rocker Washer

**Transparency 12**

Traction Railroad

**Transparency 13**

Chevrolet Advertisement

**Transparency 14**

Mecca Theater

**Transparency 15**

Dayton Street Scene

**Transparency 16**

Toledo Street Scene

**Transparency 17**

1904 Campaign Scarf

**Transparency 18**

Nineteenth-century  
School Desk

**Transparency 19**

Nineteenth-century  
Classroom

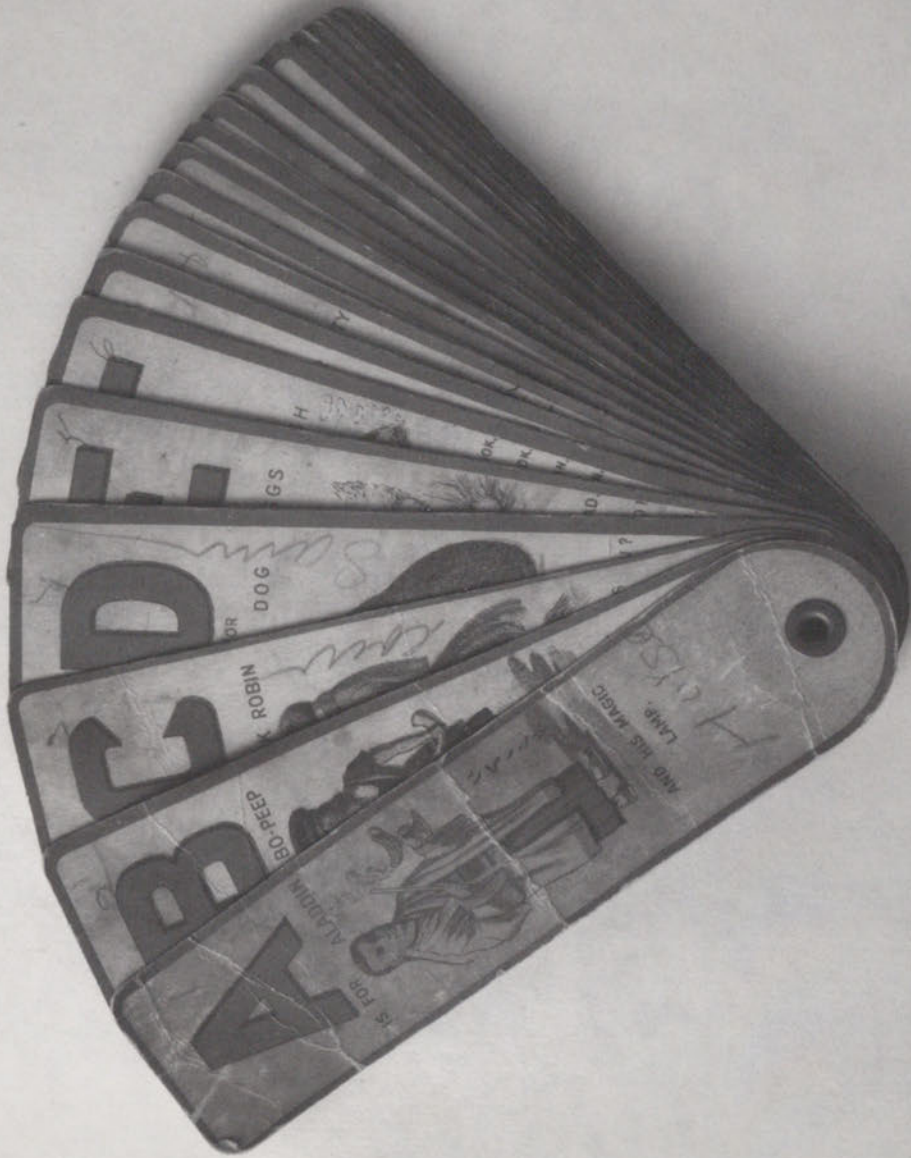
HUNTING FOR EVERYDAY HISTORY



Transparency 1

Bicycle made by Murray Manufacturing Company, c. 1950s (Ohio Historical Society)

HUNTING FOR EVERYDAY HISTORY



Transparency 2

HUNTING FOR EVERYDAY HISTORY



Transparency 3

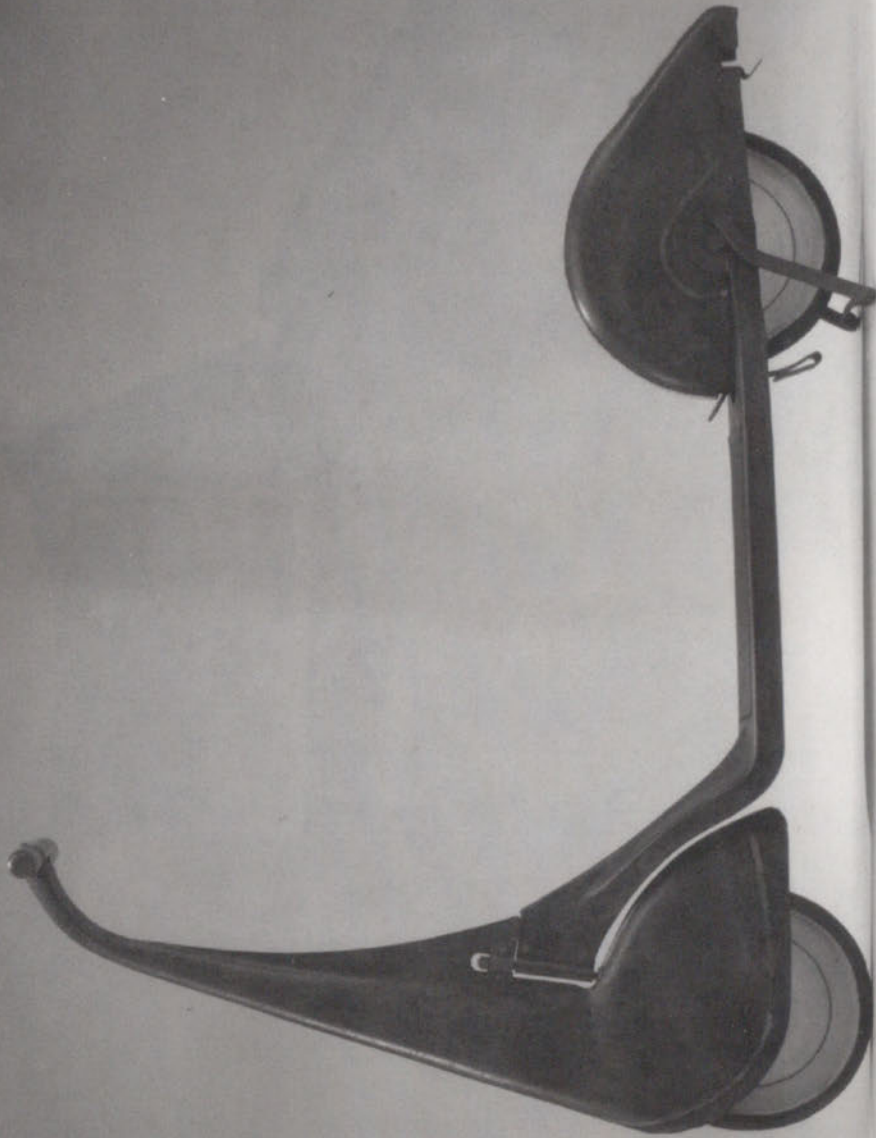
HUNTING FOR EVERYDAY HISTORY



Transparency 4

Bisque doll, c. 1930s made in either Japan or China (Clark County Historical Society)

HUNTING FOR EVERYDAY HISTORY



Transparency 5

Children's scooter, American National Company, 1933 (Toledo Museum of Art)

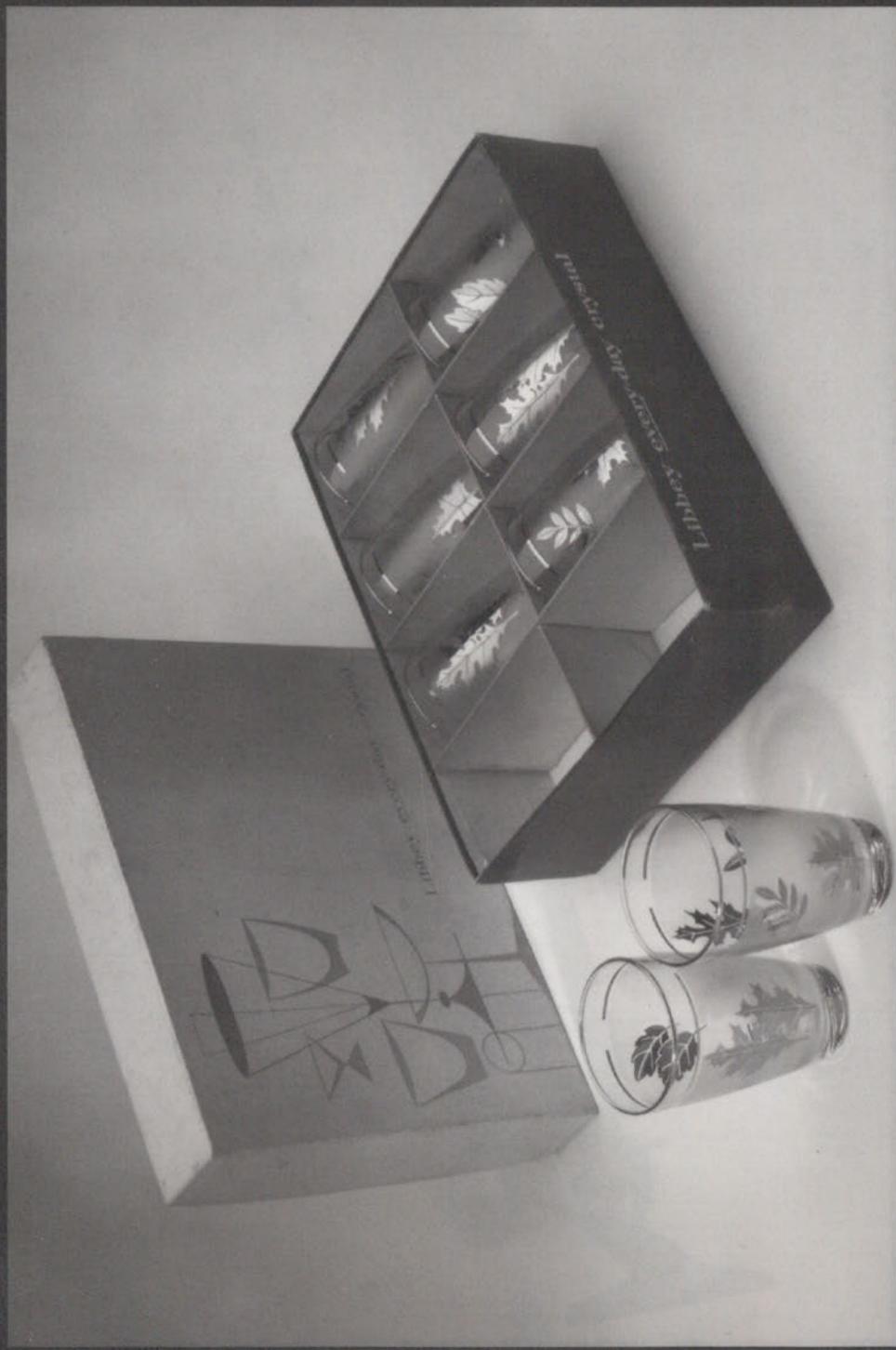


# HUNTING FOR EVERYDAY HISTORY



## Transparency 6

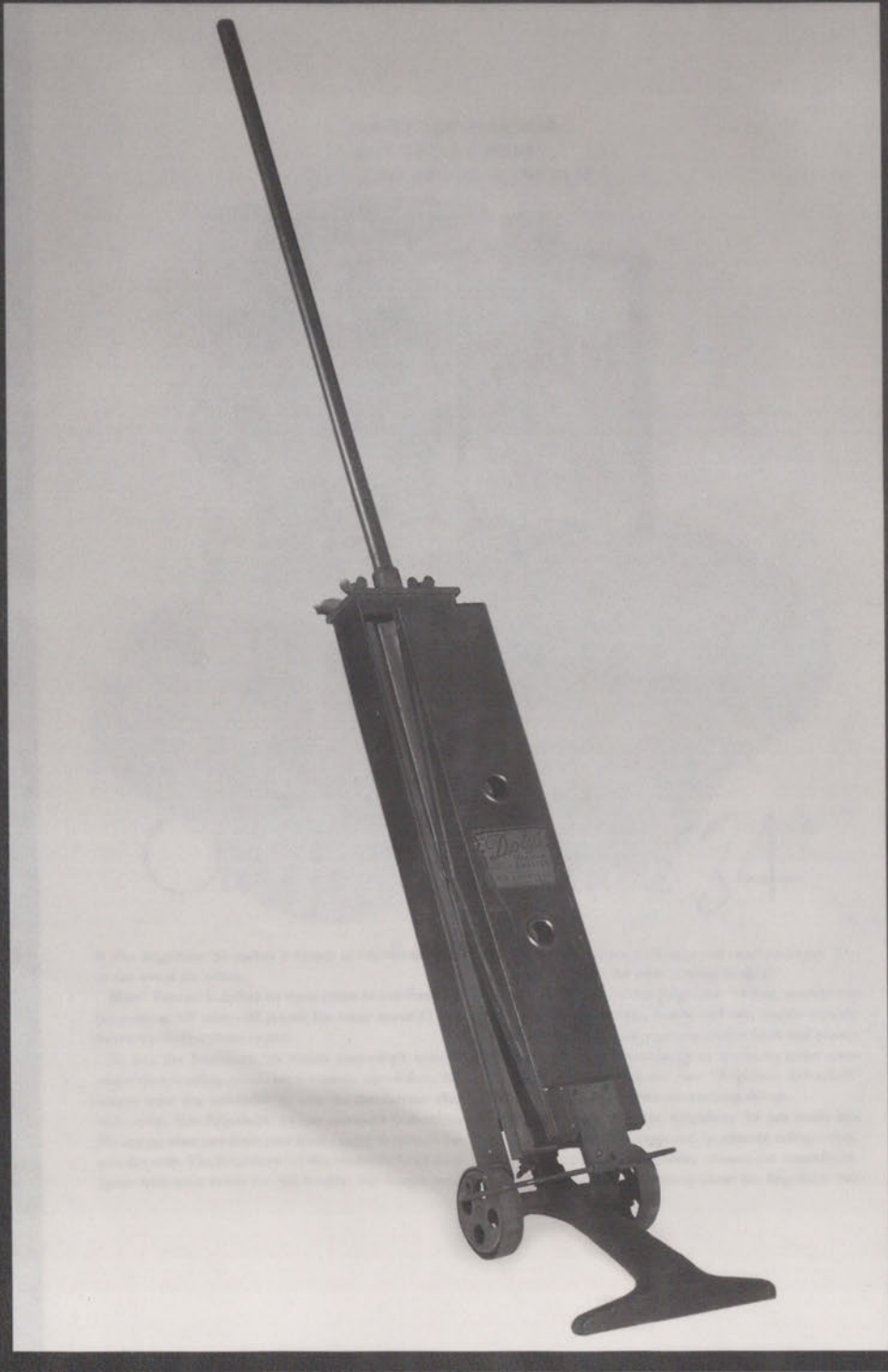
HUNTING FOR EVERYDAY HISTORY



Transparency 7

Decorative glasses, Libbey Glass Company, Toledo, c. 1950s (Toledo Museum of Art)

# HUNTING FOR EVERYDAY HISTORY



Transparency 8

# HUNTING FOR EVERYDAY HISTORY

"DON'T YOU EVER RUN  
OUT OF ICE CUBES?  
HOW DO YOU MANAGE?"



"MY DEAR,  
YOU MUST BE THINKING  
OF OLD-FASHIONED  
ELECTRIC REFRIGERATORS...

Ours is a Frigidaire '34"

● The Frigidaire '34 makes it utterly old-fashioned *ever* to run out of ice cubes.

How? Because it makes so *many* cubes at one freezing, (as *many* as 208 cubes—26 pounds for some models!) and because it freezes them so *fast*.

In fact, the Frigidaire '34 makes yesterday's notions about electric refrigerators seem entirely out-of-date. No longer must you *remember* to turn on the current after defrosting. The Frigidaire '34 has *automatic* defrosting. No longer must you limit your food supply to enough for one day only. The Frigidaire '34 has unusually large food space with *extra* room for tall bottles. No longer need

you waste shelf space with eggs and small packages. The Frigidaire '34 has the new "Utility Basket."

And you'll find, in the Frigidaire '34 line, models that have lifetime porcelain, inside and out; double capacity Hydrators, to keep *all* your vegetables fresh and plump; shelves that are adjustable up or down, to make room for large articles; and the new "Frigidaire Servashelf" that's so convenient when rearranging things.

If you haven't seen the Frigidaire '34 you really can have no idea what's happened in electric refrigeration. Why not visit your Frigidaire showroom immediately and see why everyone's talking about the Frigidaire '34?

Transparency 9

HUNTING FOR EVERYDAY HISTORY



Transparency 10

"Giant Flip-Flop" toaster, c. 1920s (Clark County Historical Society)

HUNTING FOR EVERYDAY HISTORY



Transparency 11

HUNTING FOR EVERYDAY HISTORY



Transparency 12

Interurban or traction railroad in Dayton, c. 1920 (Montgomery County Historical Society)

# HUNTING FOR EVERYDAY HISTORY



"Hadn't we better stop for gas?"

"I can tell you're not used to a Chevrolet. We won't have to stop for miles and miles"

**Advantage** The great economy of the Chevrolet Six is a never-failing source of surprise. It just doesn't seem possible that a car so fast, smooth and powerful, so big and substantial, can actually cost so little to run. But it's really true. The Chevrolet Six actually costs less for gas and oil, and less for upkeep than any other car you can buy! And that's a worthwhile feature nowadays, you'll agree. Yet it's only one of a long list of desirable and *exclusive* Chevrolet advantages.

The Chevrolet is dependable—proved so by tens of thousands of enthusiastic owners. It is smarter, roomier, and better appointed than you ever supposed a car of its price could be—because it is the only one with that fine-car feature—Fisher bodies. It handles with an ease and safety that give you perfect confidence, because it is the only low-priced car with that matchless driving combination—quick, quiet, easy Syncro-Mesh gear-shift and Simplified Free Wheeling. It is the only car to com-

bine unequalled economy with smooth, quiet, restful, multi-cylinder operation. It is available in a wide variety of modish, spacious body styles. And to top it all, the Chevrolet costs less than any other complete, modern, multi-cylinder car on the market! Point out these Chevrolet advantages when the family council is considering what car to buy. You can be as firm about them as you like, for the facts have been gathered from thousands and thousands of satisfied owners!

Priced as low as \$441, f. o. b. Flint, Michigan. Special equipment extra. Low delivered prices and easy G. M. A. C. terms. Six wire wheels and fender wells optional on 46 base and sport models at only \$15 fee additional. Chevrolet Motor Company, Detroit, Michigan, Division of General Motors

## CHEVROLET

THE GREAT AMERICAN VALUE

Transparency 13



HUNTING FOR EVERYDAY HISTORY



Transparency 14

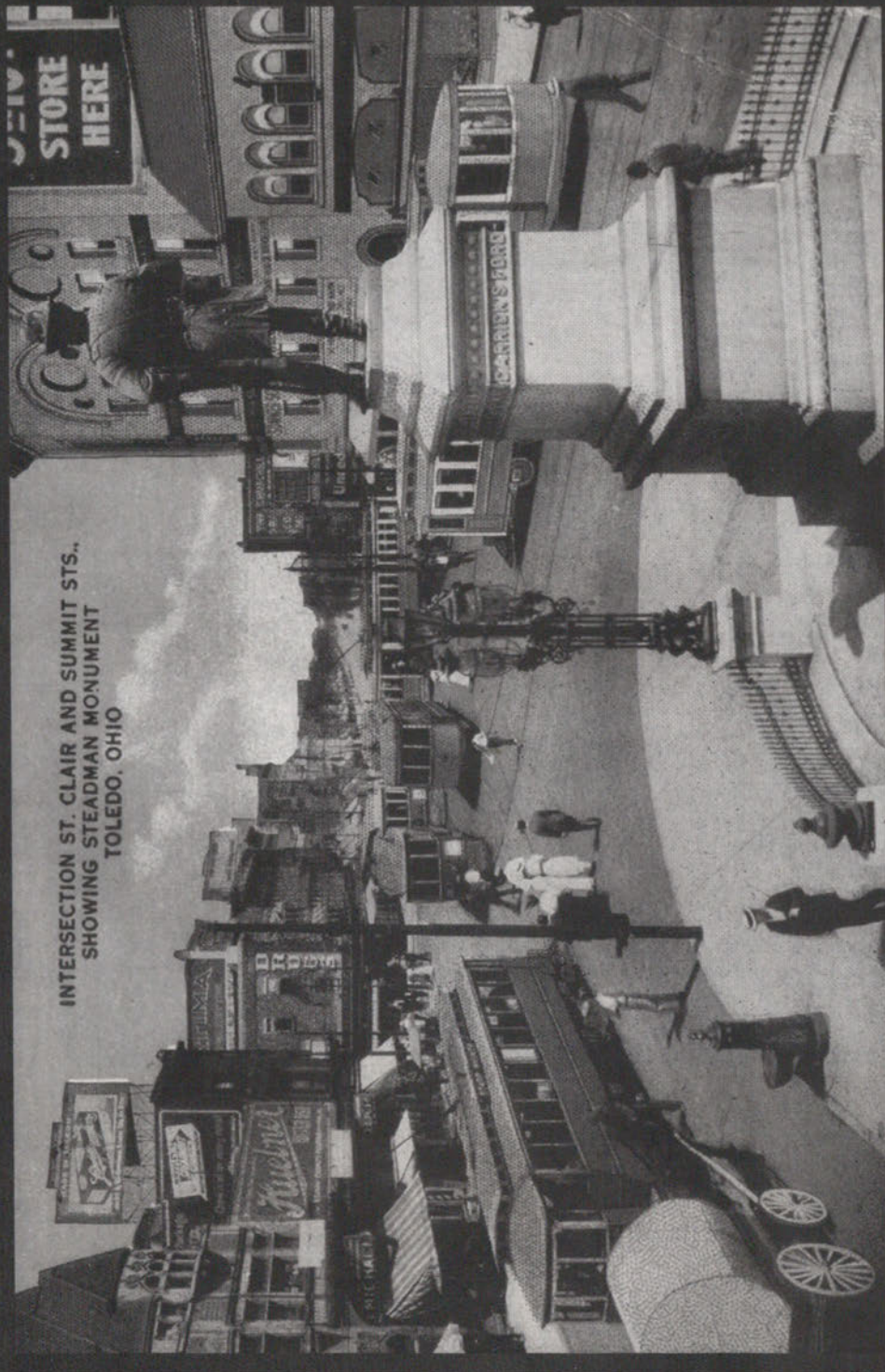
HUNTING FOR EVERYDAY HISTORY



Transparency 15

Market day on Dayton's Main Street, c. 1910 (Montgomery County Historical Society)

HUNTING FOR EVERYDAY HISTORY

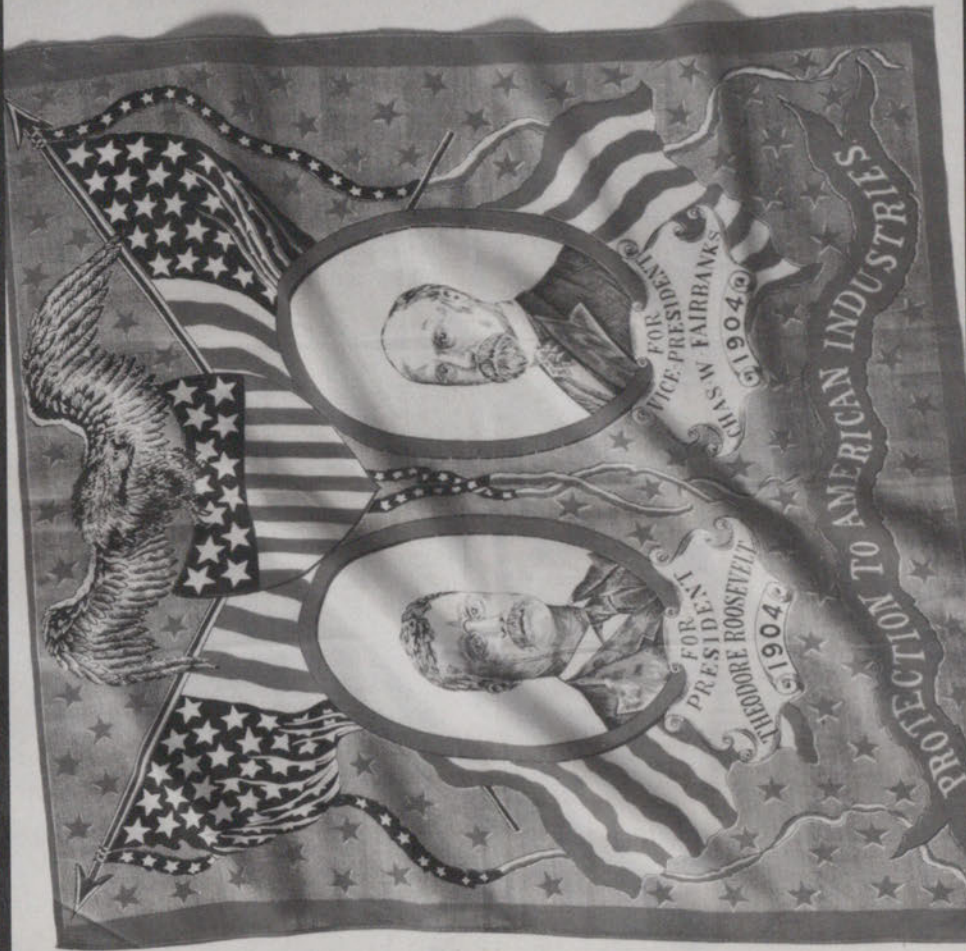


INTERSECTION ST. CLAIR AND SUMMIT STS.,  
SHOWING STEADMAN MONUMENT  
TOLEDO, OHIO

Transparency 16

Transparency 16

HUNTING FOR EVERYDAY HISTORY



Transparency 17

Campaign scarf from the 1904 presidential election (Clark County Historical Society)

HUNTING FOR EVERYDAY HISTORY



Transparency 18

Late nineteenth-century school desk (*Clark County Historical Society*)

HUNTING FOR EVERYDAY HISTORY



Transparency 19

Late nineteenth-century classroom (Clark County Historical Society)



[www.historyhunt.org](http://www.historyhunt.org)

## Analyzing Evidence of the Past

Pieces of the past are all around us—in our attics, our toy chests, our garages, and our neighborhoods. What do they tell us about the past? How were they made? Where did they come from? Students make discoveries about life in Ohio while they are *Hunting for Everyday History*.

## Curriculum Resources Include:

- A Field Guide for teachers
- Website activities and links
- Online curriculum support for teachers

## Five Instructional Units:

- Toys and Games
- History at Home
- Neighborhood History
- Souvenirs
- Traditional and Ethnic Arts (online)

## Inquiry-Driven

An excellent resource for supporting inquiry-based instruction

## Standards-Based

Explicitly correlated to Ohio curriculum and proficiency standards

## Hands-on Activities

Students learn to think like historians by collecting and analyzing artifacts, conducting interviews, displaying collections, and writing about the history they have discovered

Produced by



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[www.thinktv.org](http://www.thinktv.org)

And the public broadcasting stations of Ohio

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