2003

Hunting for Everyday History Theme 1: Toys and Games

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Theme 1: Toys and Games

- Hunt 1: Taking Flight
- Hunt 2: Toy Manufacturing
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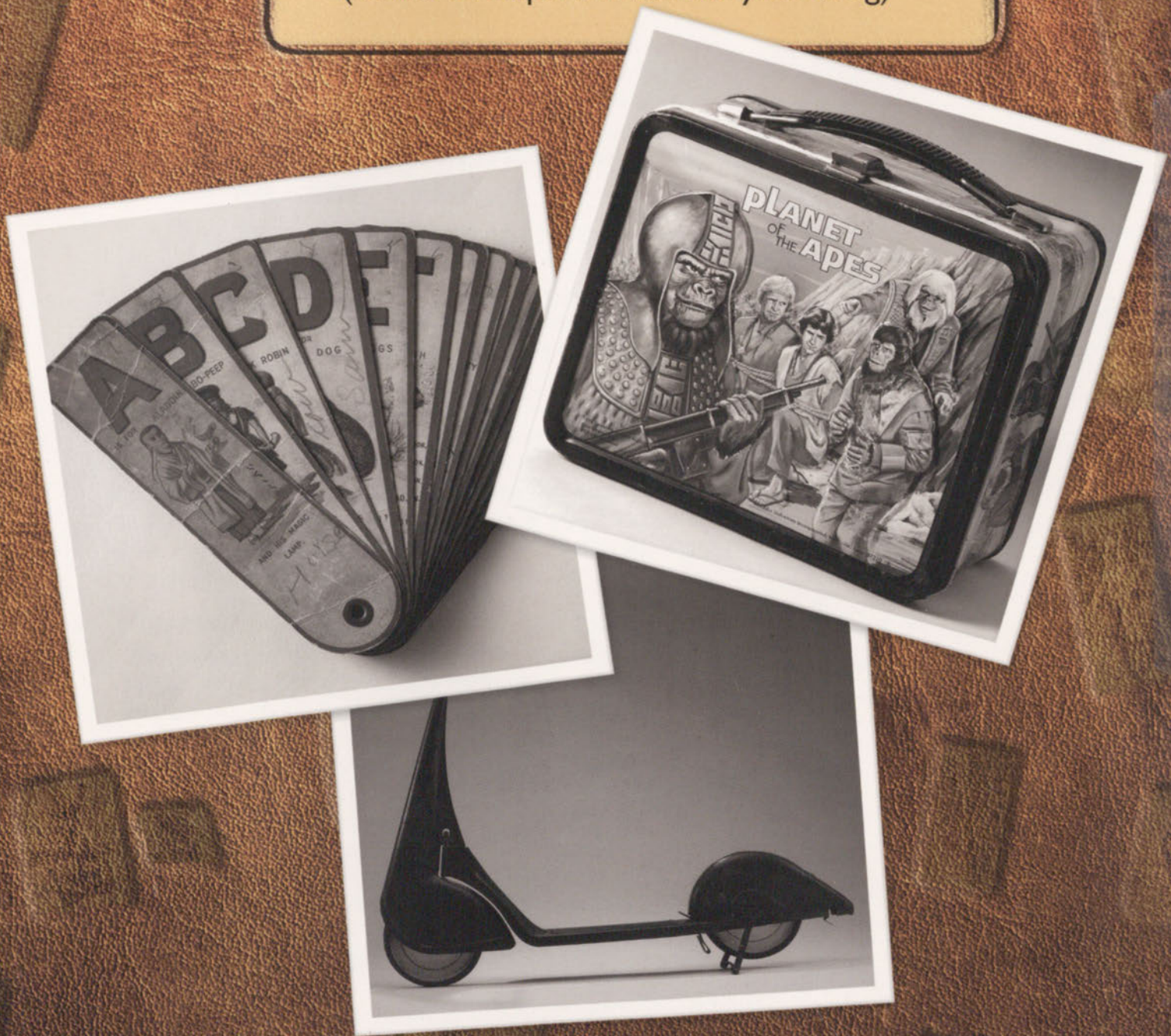
  (online at http://www.historyhunt.org)



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.

Antiques Road Show History Game
See **http://www.pbs.org/wgbh/pages/roadshow/series/jrroadshow/history/index.html**

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 care-givers 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.

Lesson Plan

Hunt 1: 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

COPY AND POST

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.

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.

The History of the Bicycle

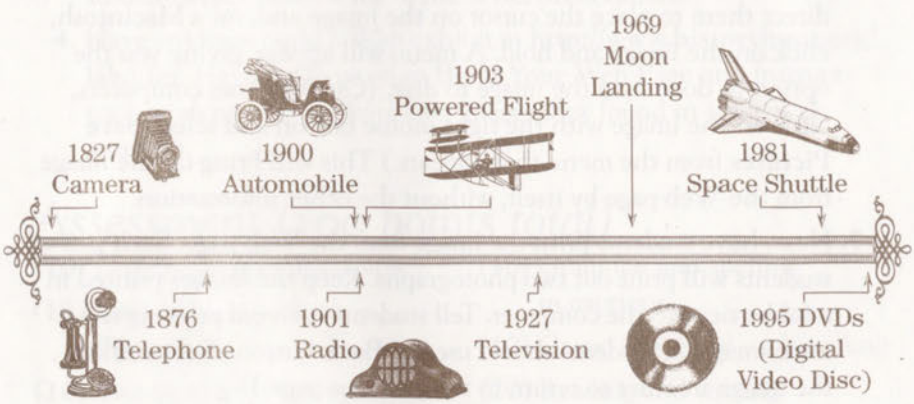
The bicycle was developed in the early nineteenth century. Rather than one inventor developing the bicycle, a number of inventors made improvements on early vehicles, which were called velocipedes. According to researchers at Johns Hopkins University, bicycles are one of the most efficient vehicles. 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)*

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 = ____, 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.

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.

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. 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

(15) Cooperative work on Web search

(10) Two or more images printed as a result of Web search or found in print sources

(10) Information in captions

(10) Grammar and spelling in captions

(10) Group reflection on bicycling

(20) Reading and writing assignment

(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** 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.

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.

Transparency 2

Transparency 3

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.

Transparency 4

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.

Transparency 5

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.

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

(20) Completion of *Reading Artifacts* handout

(10) Identifying the materials from which objects are made

(10) Ability to identify a manufacturing process

(10) Drawing of how artifact is assembled

(10) Creating display captions

(10) Written response to how each object feels

(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** 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

COPY AND POST

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.

Transparency 6

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

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 or 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) Interview questions
(30) Three sets of interview answers
(20) Survey results
(10) Group Project: Board Game
(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** 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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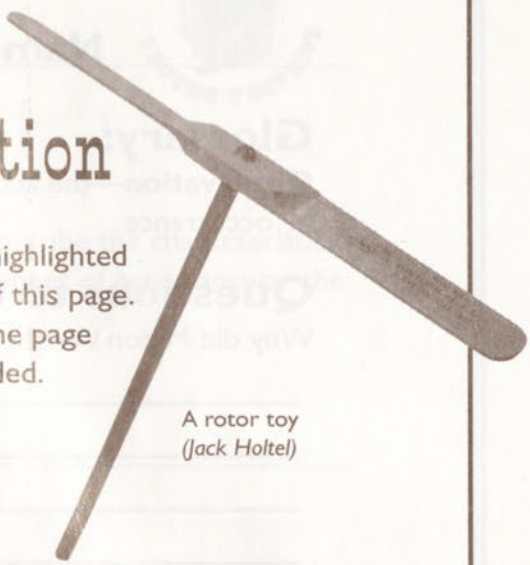
Theme 1, Hunt 1, Handout A

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.



A rotor toy
(Jack Holtel)

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.

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?

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

How did you feel when you first rode a bicycle?

_____

_____

_____

_____

_____

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 1

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?

_____

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?

_____

_____

How was it made?

_____

_____

What do you learn from the markings on the artifact?

_____

_____

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

_____

_____

How was (or is) the artifact used?

_____

_____

How did people feel about this artifact?

_____

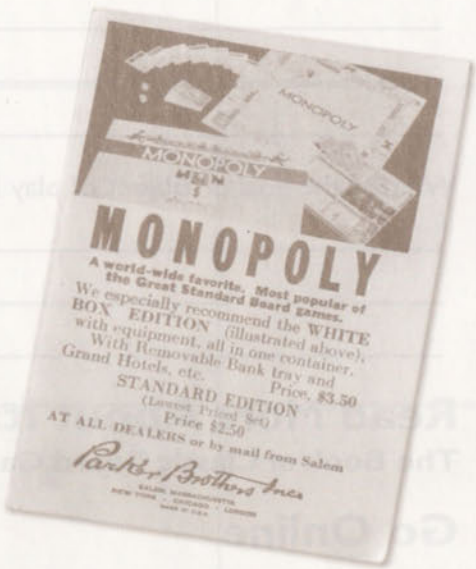
_____

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?

_____

_____

_____

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

_____

_____

_____

What is the goal or object of play in Monopoly?

_____

_____

_____

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			