Hunting for Everyday History Theme 2: History at Home

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Theme 2: History at Home

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  (online at http://www.historyhunt.org)
- Hunt 5: On the Scene
  (online at http://www.historyhunt.org)
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


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.

### 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
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
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.

1. Instruct students to go to [http://www.historyhunt.org/lab.htm](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_at_home.htm for more extensions. Click on Start the Hunt to view them.
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
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)
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.

**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/televisi on/ 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.

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.
Assessment (100 points total)

(10) Participation in class discussions
(5) Search for contemporary advertisements
(20) Group analysis of contemporary advertisements
(10) Group reports
(10) Search for old television advertisements
(20) Group analysis of television advertisements
(15) Advertisements for 1920s appliances
(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 for more extensions. Click on Start the Hunt to view them.
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
• Transparencies of objects
• Large sheets of paper or cardboard
• Permanent markers

Season
Any time of year

Time Needed
Four class periods

Curriculum Connections
• Citizenship: Sociology, Economics, Ohio history
• Science and Technology
• Reading
• Writing

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

COPY AND POST
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.
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 toilets.

Transparency 11

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](http://www.historyhunt.org/lab.htm), and click on the **Build a Web Page** button.

42  Theme 2, Hunt 3: Never Done
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 for more extensions. Click on Start the Hunt to view them.
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
• 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
**Hunt 5: On the Scene**
(online at [http://www.historyhunt.org](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

**COPY AND POST**
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.
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?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
What was it like to do the laundry in a nineteenth-century home?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
List two modern conveniences, and explain how each changed housework.
_____________________________________________________________________
_____________________________________________________________________

Read More About It:
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
Machinist, brass works
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
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

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

Herman (son)
- Born Feb. 1887, age 13
- Born in Illinois
- In school

Oscar A. (son)
- Born in Aug. 1896, age 3
- Born in Illinois
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?

<table>
<thead>
<tr>
<th>Occupants</th>
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<tbody>
<tr>
<td>John Owel</td>
<td></td>
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<tr>
<td>Born March 1856, age 44, married 17 years</td>
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<tr>
<td>Born in Ohio</td>
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<td>Father and mother born in Germany</td>
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<tr>
<td>Assembler</td>
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<td>Julia A. (wife)</td>
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<tr>
<td>Born June 1857, age 42</td>
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<tr>
<td>Gave birth to 4 children, 4 living</td>
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<tr>
<td>Born in Germany</td>
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<tr>
<td>Mother and father born in Germany</td>
<td></td>
</tr>
<tr>
<td>Came to the United States in 1872</td>
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<tr>
<td>Mrs. Owel is not a naturalized citizen of the U.S.</td>
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<tr>
<td>Clara (daughter)</td>
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<tr>
<td>Born Aug. 1885, age 14</td>
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<tr>
<td>Agnis (daughter)</td>
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<tr>
<td>Born July 1891, age 8</td>
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<tr>
<td>Mary (daughter)</td>
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<td>Born March 1895, age 5</td>
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<td>Ella N. (daughter)</td>
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<tr>
<td>Born Sept. 1899, age 8 months</td>
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</table>
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

**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.

**George Weaver** (nephew)
- Born Feb. 1881, age 19, single
- Born in Maryland
- Mother and father born in Ohio
- Office clerk, National Cash Register Co.

**Julia Lewis** (roomer)
- Born June 1867, age 32, single
- 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

**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

**Eric Weaver** (roomer)
- Born Jan. 1872, age 28
- Born in Ohio
- Father and mother born in Ohio
- Attorney at Law, I. Callahan Bank
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 Bossier Mansion. Marcus Bossier 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

Mille Graw (servant)
- Born June 1871, age 28, single
- Born in Ohio
- Father and mother born in Germany
Name

Household Drawings

Household 1

Household 2

Household 3

Household 4

Household 5

Household 6
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.

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?

What does it mean to be in debt?

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

Read More About It:
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: _______________________________

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Order Total: