Hunting for Everyday History Theme 3: Neighborhood History

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Theme 3: Neighborhood History

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(online at http://www.historyhunt.org)
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?
Students will learn to make and read local maps, discover information in historical documents, recognize how new technologies have changed the environment that we live in, make and understand a time line, identify different building materials, and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**


*People, Space, and Time: The Chicago Neighborhood History Project.* 

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


**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.
**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
Hunt 1: History Beat

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 flatboats 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.

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/~lstevens/canal/canalmap.html to view a map of Ohio’s canals.

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.

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.
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 photocopying machine, 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.
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) Katie's Story 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 for more extensions. Click on Start the Hunt to view them.
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

COPY AND POST
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 times.
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, Taliesen, just below and along the crown of a hillside. Go to http://www.westcottthouse.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?
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) Architectural History Time Line

(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 for more extensions. Click on Start the Hunt to view them.
## 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
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,
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
- Sawyer
- Stenographer
- Switchman
- Tinner
- Tool maker
- Varnisher
- Policeman

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 paraphrase 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) Visual Clues 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 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.
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
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.

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.
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.

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?

What do you think Katie Wright meant in the final paragraph when she said “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?

Read More About It
Architectural History Time Line

Directions: Use colored pencils or markers to color the drawing.
Architectural History Time Line

Directions: Use colored pencils or markers to color the drawing.
Architectural History Time Line

Directions: Use colored pencils or markers to color the drawing.
Architectural History Time Line

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

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

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?

What, if anything, is written about the image?

What sort of scene is shown in this image?

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?

Describe three interesting details that you observe in the picture.