Hunting for Everyday History Theme 4: Souvenirs

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Theme 4: Souvenirs

- Hunt 1: Popular Amusements
- Hunt 2: Politics and Persuasion
- Hunt 3: Passages
- Hunt 4: Scrapbook

(online at http://www.historyhunt.org)
Theme 4: Souvenirs

Overview

Souvenirs as Historical Artifacts

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

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

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

What Students Will Do

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

- What is a primary source, and how can it help you learn more about Ohio's history?
• How have popular amusements changed during the past two hundred years?
• How have presidential campaign tactics changed since William McKinley's election in 1896?
• How would you research the history of your school? What sources would you consult?

Read More About It


Concepts
Mass Marketing—advertising; making goods and services seem attractive to purchasers
Leisure—time free from work
Souvenir—an object that serves as a reminder
Memorabilia—things worth remembering; items that remind us of past experiences
Oral History—the process of recording someone's personal memories and stories as told by the person

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

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

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

## Hunt 1: Popular Amusements

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

### Learning Outcomes
At the end of this lesson, students will be able to
- conduct an oral history interview.
- use primary sources or evidence about the past.
- identify and use a variety of historical resources for research.
- produce organized, logical reports based on their historical research.

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

### Materials
- Audiocassette tapes (optional)
- Paper and pen
- "At the Movies" handout
- "Interview Tips" handout
- "Interview Release Form" handout
- "Interview Questions" handout

### Season
Any time of year

### Time Needed
Six class periods and additional time for a homework assignment

### Curriculum Connections
- Citizenship: Sociology, Ohio history, Economics, Government
- Science and Technology

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

Popular Amusements and Popular Culture

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

Neighborhood Recreation

Around the turn of the twentieth century, progressive reformers in big cities began to lobby for the creation of public parks. Homes did not have air conditioning, and apartments were frequently hot and crowded. People spent more time sitting on their front steps or playing in the street or in abandoned lots. Newly created city parks and playgrounds offered a leisurely escape.
from the noise and distractions of urban life. Cemeteries were even designed as rural retreats in which urban visitors could stroll and remember their loved ones.

The Growth of the Leisure Industry

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

Discussion Starter: Thinking about Oral History

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

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

Films You Can See

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

- The Gold Rush, 1914
- City Lights, 1931

Look for these early films with sound:

- A Night at the Opera, 1935
- The Wizard of Oz, 1939
Make It Happen

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

1. Make copies of the At the Movies handout and ask students to answer the questions.

2. Make copies of the Interview Tips handout and review it with them. Reinforce the importance of asking open-ended questions to your narrators.

3. Ask students to brainstorm a list of possible interview questions. Remind students to offer suggestions that ask about what people did for fun when they were growing up. You might want to model a few questions for the students. What did you do for fun during the summer-time? What do you remember about family vacations? Write students' suggestions on the board. Then, ask them to vote for the four questions they like the best.

4. Make four copies of the Interview Questions handout for each student. Ask them to copy the four interview questions along with their name and the name of the school on their handouts.

5. Ask students to work in pairs. For practice, student pairs will role-play, simulating an oral history interview. Have one student ask the four questions he or she prepared. The other student will make up responses. The interviewer should write the responses on the Interview Questions handout. Then ask student pairs to reverse roles and repeat the exercise.

6. For homework, have students conduct their interviews with the narrators they have selected. Make sure that students collect this basic information for each interview:
   • the name of the narrator
   • an address or phone number so that you can contact the narrator
   • the narrator's date of birth
   • a completed Interview Release Form signed by the narrator

7. Encourage students to ask whether the person that he or she interviews is willing to share photographs or souvenirs from their experiences.

Apply and Reflect

1. Have students reflect on this assignment. Ask students to share some of the experiences they had during their interviews. How did the interview go? How did you feel during the interview? What was the most difficult part of this assignment? What was your favorite part of this assignment?
2. Explain to students that when oral history interviews are used in books or in museum exhibits, the goal is to use the narrator's words as much as possible. Ask students to write a one-page summary of one of their narrators' stories. Remind them to include short quotes from the narrator in their summary. Allow each student to read aloud his or her summary to the members in their group. Then ask them to identify common themes among the summaries that were read.

3. Ask students to take a digital photo of their narrator, or have them bring a photo or souvenir that can be scanned.

4. Assign students to work in small groups. Ask students to compile their summaries in a Web exhibit. Ask a volunteer in each group to go to http://www.historyhunt.org/lab.htm and to click on the Build a Web Page button.

5. Have each student make thank-you cards for each of his or her narrators with a drawing of an activity that the narrator described.

Assessment (100 points total)

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

Extensions

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

## Hunt 2: Politics and Persuasion

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

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

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

### Technology
- Computer with an Internet connection
- Digital camera

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

### Season
Any time of year

### Time Needed
Three class periods and additional time for homework

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

### Proficiency Correlation
- 4th grade Citizenship: 1, 2, 16, 17, 18
- 4th grade Reading: Strands III–IV, 11–19
- 4th grade Writing: Strands I–IV, All
- 4th grade Science: 1
- 6th grade Citizenship: 3, 5, 6, 17, 18, 19, 21, 22
- 6th grade Reading: Strand III, 10–13
- 6th grade Writing: 1–6
Politics and Persuasion: Election Campaigns

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

Because of the increase in the number of voters, candidates had to change the ways they conducted campaigns. It became common practice for candidates to "treat" voters to elaborate barbeques, where they would make speeches and campaign promises. By the mid 1830s, nationally-based political parties, capable of mobilizing voter support for candidates at the state and local level,
Campaign Buttons
History museums such as the Ohio Historical Society collect political campaign memorabilia. A museum worker assembled an interesting Web site of Presidential campaign mementos. Campaign buttons were first used during the presidential elections of 1896. See http://www.cyberbee.com/campaign/buttons.html for thumbnail images of campaign buttons from 1896 through 2000.

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

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

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

Social Studies Connections: Show students Transparency 17 of a political scarf used in Theodore Roosevelt’s 1904 Presidential campaign. How could a scarf help someone get elected? Do the words and images on the
scarf offer any clues? Follow these questions with a discussion about political campaigns. How does a person who decides to run for public office get other people to support him or her? Students may be familiar with television advertisements. Ask them what other methods candidates might use to attract the support of voters.

**Make It Happen**

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

1. Have each group choose candidates for president and vice president. Students should select a campaign manager who will see that all campaign strategies are implemented. Each group will also select a poll watcher to help with the vote count after the election.

2. Divide the two large groups into smaller working groups. Each working group will focus on a different aspect of the campaign: writing speeches, making posters, making hats and other campaign materials. The groups will brainstorm slogans, nicknames, and themes for their campaigns.

3. Students will need at least one class period to create their campaign materials. Ask each group to decorate a different part of the classroom.

4. Make digital photographs of the candidates in their hats and of campaign posters. Students may use these images on their posters and ribbons or buttons.

5. For the mock Election Day, put a podium at the front of the room. Students will wear and display campaign materials including hats, ribbons, and flags. Students may wave their flags and applaud their respective candidates. Invite the candidates to deliver their speeches.

6. After the speeches, pass out the ballots (slips of paper) and ask students to vote. Invite the poll watchers to the front of the room to watch you count the votes. Declare the winner of the election. You may want to invite the candidates back to the podium to give brief acceptance or concession speeches.

**Apply and Reflect**

1. The Vincent Voice Library at Michigan State University features audio files on each president from Benjamin Harrison through George W. Bush. Ask students to visit the Web site at [http://www.lib.msu.edu/vincent/presidents/index.htm](http://www.lib.msu.edu/vincent/presidents/index.htm). Have students listen to an audio file of William McKinley delivering a campaign speech in 1896. Then ask them to listen to the audio file of George W. Bush.
Have students take notes and write a paragraph describing the different ways or styles of speech that they heard. Ask volunteers to share their ideas with the class.

2. Compare elections before radio and television with elections today. Have students work in groups. Ask the groups to discuss the following: how have political campaigns changed since 1896? How are campaigns today similar to earlier campaigns? After students have had time to reflect on these questions, have student groups make Venn diagrams that list the characteristics of the Election of 1896 in one circle, the characteristics of the Election of 2000 in a second circle, and the common characteristics of both elections in the overlapping circle.

3. Ask students to work in the groups they were in during the mock election. Each group will select digital photos for a Web exhibit. If possible, ask students to scan the text of their speeches. Have a volunteer in each group go to http://www.historyhunt.org/lab.htm, and click on the Build a Web Page button.

**Assessment (100 points total)**

<table>
<thead>
<tr>
<th>(20) Class participation</th>
<th>(20) Presidential speeches exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>(20) *An Ohioan Runs for</td>
<td>(10) Venn diagram</td>
</tr>
<tr>
<td>President* handout</td>
<td></td>
</tr>
<tr>
<td>(20) Group work for mock</td>
<td>(10) Group work on Web exhibit</td>
</tr>
<tr>
<td>presidential election</td>
<td></td>
</tr>
</tbody>
</table>

**Extensions**

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

**Hunt 3: Passages**

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

**Learning Outcomes**
At the end of this lesson, students will be able to
- find historical clues in photographs and images.
- use primary sources for evidence about the past.
- understand how citizens take part in civic life in order to promote the common good, including supporting education.
- use a variety of sources to organize information and draw inferences.

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

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

**Season**
Any time of year

**Time Needed**
Four class periods

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

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

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

Holidays, Celebrations, and Anniversaries

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

A 1911 calendar
(Clark County Historical Society)
Passages and Artifacts

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

Discussion Starter: Thinking about Artifacts and Images

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

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

Make It Happen

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

1. Ask students to research their school history in the school library or media center, the public library, the local historical society, and the local newspaper.

2. If possible, locate a collection of school yearbooks or scrapbooks about the school's history. Assign each student in the class to review a year in the school history and to write five interesting facts or quotes and to identify an interesting photograph for that year.
3. Encourage students to review a variety of source material, including newspapers, photographs, maps, directories, official histories, personal memories, and memorabilia to document the school’s history.

4. Invite former teachers as well as alumni to share their memories, memorabilia, photographs, and documents with your class. Identify prospective visitors through networks of teachers, administrators, and families. Write a press release describing your project and asking for volunteers and submit it to the local newspaper. Put together a list of at least five guests who are willing to visit your classroom. Try to identify the guests in old school yearbooks.

5. Divide your class into small groups. Ask each group to write a letter inviting a guest to visit your classroom. Tell students to explain to each prospective guest that the visit will be taped as an audio recording. Students should also ask guests to bring any memorabilia or photographs that are relevant to the history of the school. Send out the letters. Make copies of the Interview Release Form handout. Have students ask guests to sign the release forms.

6. Ask students to brainstorm a list of questions they would like to ask of prospective visitors.

7. Assign students to work in pairs to practice asking interview questions.

8. When guests come for a classroom visit, introduce them to the students. Invite guests to share their memories and artifacts with the class.

9. After their presentations, have students ask those interview questions that have not been answered yet. Record and photograph each guest’s visit. Spread the guest’s photographs and memorabilia out on a table for students to look at. Arrange to scan selected images. Return any materials that you have borrowed.

10. Send the visitor a thank-you note signed by the class.

11. Ask students to write reports on each visit. Like a newspaper article, the report should describe who, what, when, where, how, and why. Encourage students to use quotes and description in their reports.

12. Ask students to post their reports online. Have them go to http://www.historyhunt.org/lab.htm, and click on the Build a Web Page button.

**Apply and Reflect**

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

1. Assign students the task of listening to and summarizing parts of each interview. Have them take notes. As a class, compile the main
points from students' notes on the board. Keep a copy of this list and a release form for each interview. For your exhibit, use excerpts from student reports, the outline of the interview tapes, and the teacher's transcripts, as well as digital photographs and scanned images.

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

**Assessments (100 points total)**

(20) Report on interview  
(10) Contributions to the exhibit project  
(10) Participation  
(10) Reading an Object handout  
(10) Reading an Image handout  
(20) Yearbook assignment  
(10) Web exhibit work  
(10) Letters

**Extensions**

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

Hunt 4: Scrapbook (online)

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

Learning Outcomes
At the end of this lesson, students will be able to
• understand the importance of calendars and celebrations.
• appreciate the importance of cultural diversity.

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

Materials
• Construction paper in white and colors
• Glue or stapler

Season
Any time of year

Time Needed
Three to five class periods

Curriculum Connections
• Citizenship: Ohio history, Economics, cultural celebrations
• Mathematics: Computing, interpreting data
• Reading
• Writing

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

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

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

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

Nickelodeon—an individualized, coin-operated movie viewer; customers could see movies for a nickel on these machines
Arcade—an amusement center that has coin-operated games
Entrepreneur—someone who starts a new business to make a profit
Projector—a machine that projects or places moving images on a screen, usually in theaters

Questions to Consider:
How were nickelodeons different from the early moving picture theaters?

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

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

Read More About It:
Interview Tips

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

1. Make sure that the questions are open ended. If you ask, "Did you go to amusement parks?" your narrator may say only yes or no. If you ask "What were the amusement parks like when you were growing up?" or "What did you do for fun in the summer?" you will get a longer answer.

2. Do not answer your own question. For example, you don't want to say, "You went to amusement parks, didn't you?"

3. After the narrator answers each question, ask a follow-up question such as: What was it like? Can you tell me more about that? Can you describe that for me?

4. Listen carefully. You want to collect the narrator's stories.

5. Be polite. Your narrator is doing you a favor by sharing memories and helping with your interview. Make sure that you explain the project before the interview and that you thank the narrator at the end of the interview.

6. Write down or record the answers during the interview. Don't rely on your memory. It's good to try to get the narrator's own words whenever possible.

7. Tell the narrator how the information will be used. Make sure that you have permission to use the interview information.
Name _____________________________

Interview Release Form

Teacher's Name ________________ School ________________

Student's Name ________________ School Telephone ________________

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

Signature ________________ Date ________________

Read More About It:

The Tree That Would Not低头: Blue Jean, Scholastic, Inc. 1995

Name ________________

Interview Questions

Question 1: ____________________________
Response: ____________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Question 2: ____________________________
Response: ____________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Question 3: ____________________________
Response: ____________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Question 4: ____________________________
Response: ____________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Read More About It:

See you want to be President final 3: George Bush look the look

Hunting for Everyday History
An Ohioan Runs for President

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

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

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

McKinley won the election, receiving 7,102,246 votes. Bryan received 6,502,925 votes. Bryan was popular in the West and the South while McKinley was popular in the states of the North and the Midwest.
Glossary:
Election—a contest between two or more people; the winner becomes an elected official
Voter—a citizen who chooses candidates in elections
Candidate—a person who is competing for elections or reelection to public office
Campaign—the way a candidate competes in an election to win the support of voters
Party—a group of people organized around an idea or a person for the purpose of running a nation
Position—an idea or opinion; a candidate usually tells voters how he or she will solve a problem or issue if he or she is elected
Democrat—a member of the Democratic party in the United States
Populist—Populist Party; active in the 1890s
Republican—a member of the Republican party in the United States

Writing Prompts
What positions did William Jennings Bryan support?
____________________________________________________________________
What positions did William McKinley support?
____________________________________________________________________
How did William Jennings Bryan campaign for election?
____________________________________________________________________
How did William McKinley and his supporters campaign?
____________________________________________________________________

Read More About It:
Name ____________________________

Reading an Object

Directions: Answer the following questions.

What is the size and shape of the object?

What material or materials is it made of?

What are the parts of the object?

How are the parts of the object put together?

What are the colors of the object?

How is it decorated?

What markings or words do you see on the object?

What is the condition of the object?

What do you learn from the markings on the object?

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

How is the object used?
Name ____________________________

Reading an Image
Directions: Answer the following questions.

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

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

What is written down about the image?
____________________________________________________________________

What is the subject of the image?
____________________________________________________________________

What can you learn about the subject from the image?
____________________________________________________________________

What location is represented?
____________________________________________________________________

Who is in the image?
____________________________________________________________________

What are the details that you observe in the image?
____________________________________________________________________

Who do you think made this image?
____________________________________________________________________

Why was this image made?
____________________________________________________________________

When do you think this image was made?
____________________________________________________________________