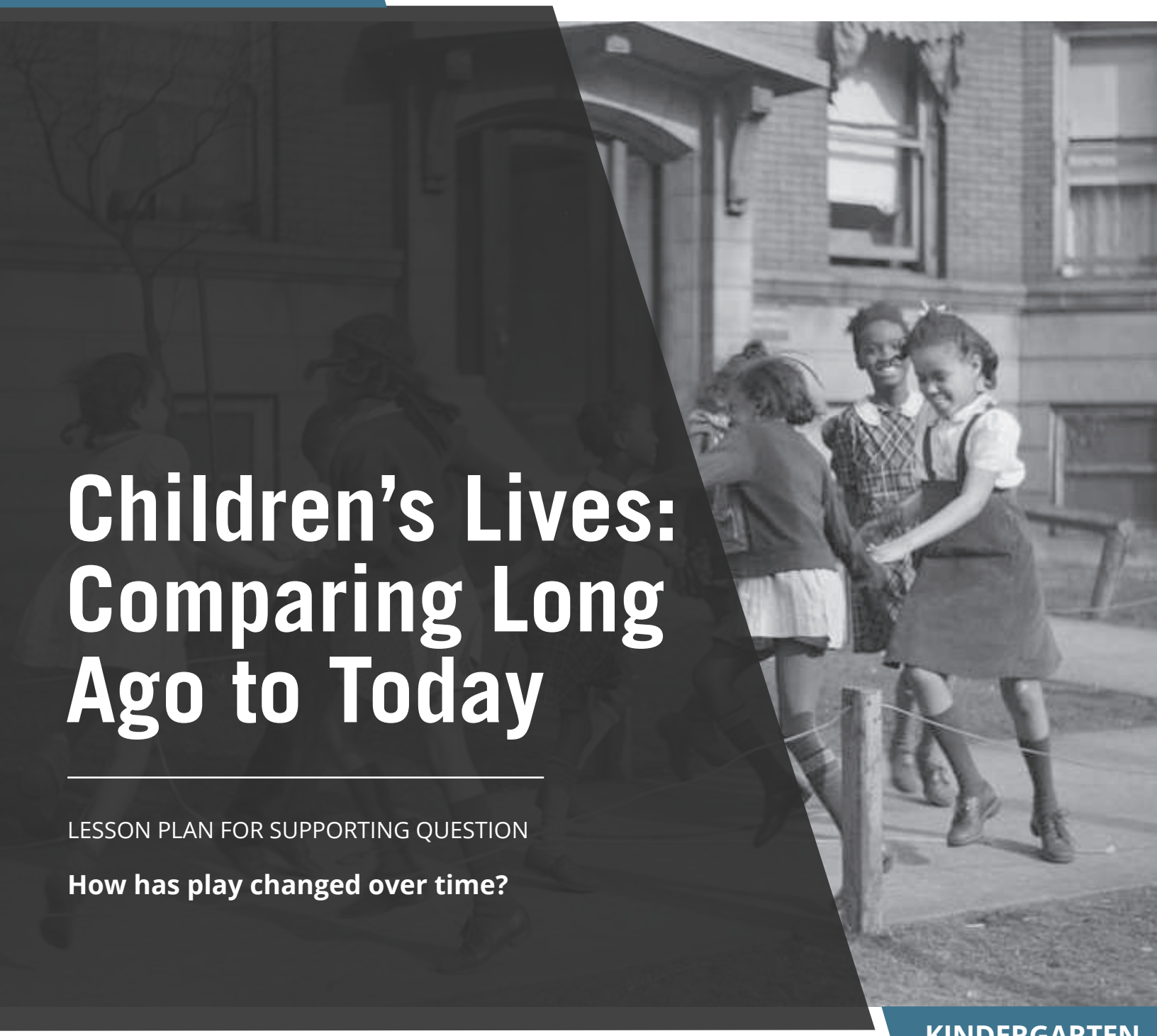
READ IOWA HISTORY

EDUCATOR MATERIALS



Children's Lives: Comparing Long Ago to Today

LESSON PLAN FOR SUPPORTING QUESTION

How has play changed over time?

KINDERGARTEN

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as they see fit for their students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials") for this topic.

Courtesy of Library of Congress, Vachon, John, "Children playing with boats, Grundy Center, Iowa," April 1940

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Children's Lives: Comparing Long Ago to Today

Kindergarten

Overview

This unit engages students to analyze historical images while integrating the 5 W's questioning practices. Students will explore children's lives in the home, toys, games and culture. For children on the Iowa frontier, most homes had to produce nearly all their own needs. Children learned to contribute to the family's survival at an early age, toys and games changed with the times, and as the culture changed, especially with new technologies, families adapted and childhood changed. This unit will provide an opportunity for children to compare what life was like long ago to their own life today.

Unit Compelling Question

How have children's lives changed over time?

Unit Supporting Question

How has play changed over time?

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Compelling and Supporting Questions

Kindergarten

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the **K-5 Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

How have children's lives changed over time?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) How has play changed over time?
2) How has communication and technology changed over time?
3) How has transportation changed over time?

Read Iowa History: Children's Lives: Comparing Long Ago to Today

This Read Iowa History lesson addresses "How have children's lives changed over time?" and "How has play changed over time?" and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.K.17.	Compare life in the past to life today.
SS.K.18.	Given context clues, develop a reasonable idea about who created the primary source or secondary source, when they created it, where they created it, or why they created it.

Iowa Core Literacy Standards	
No.	**Standard**
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Objectives

- I can analyze a historical image and the source.
- I can follow the rules and discuss toys of long ago and today.
- I can ask and answer questions.
- I can draw and write about toys and games.
- I can compare life long ago to today.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about children's lives over time. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Too often we look back at the way people lived and evaluate the past in terms of the technology that dominates our lives today. We ask: Imagine life without automobiles or electric lights or running water. No refrigerators, washing machines, radio, television, or movies? No computers, CDs, cell phones or credit cards? How did they survive? If that is how you want to approach the past, ask yourself this: what invention do we not have that will make Iowans of the future look back and wonder how made it through the day?

A better approach is to look at how people of any age adapted to what they had around them. For children, the best place to start is to look at their homes. For children on the Iowa frontier, most homes had to produce nearly all their own needs. Children learned to contribute to the family's survival at an early age. Most Iowans lived on farms that raised much of their own food, and children became an important part of the family team. They gathered eggs, worked in the garden, carried in wood and water and perhaps cared for younger brothers and sisters. As girls got older, they learned to cook, sew, preserve food for the winter, do the washing and tend to the sick. Boys helped their father with the livestock, planting and harvest, hunting, and maintenance of buildings and fences. Their opportunities for education were limited to whatever a near-by school offered. When there were heavy demands for their help on the farm, like during corn picking, older boys especially helped at home and went to school only when they could.

Life for children in town usually experienced home improvements before their farm cousins. Many towns installed electric systems in the years shortly before or after 1900 that brought electric lights, appliances, and other conveniences. Town children were more likely to have the opportunity to attend high schools and engage in school activities like music and sports. Automobiles brought big changes in children's lives on both the farm and in town. Farm children could get to school and back home more easily, and their families were not so isolated. All families found travel to neighboring towns for entertainment and shopping easier. Instead of producing so much of their own food and clothing, families were able to purchase more goods from local stores, relieving family members, including children, of some time-consuming responsibilities but making them more dependent on the father's income. The invention of computers, the Internet and cell phones greatly enhanced opportunities for everyone in the family, and children could connect with friends and the outside world in ways that pioneer families could not have imagined.

Toys and games changed with the times. In early days, with most Iowa families on the farm, brothers and sisters **played** games with each other. Often they made up their own games and the toys that went with them. They played outside in good weather when they had free time from chores. Through the 20th century, industries grew up devoted exclusively to children's entertainment. Today, you can buy games, expensive sports equipment, foods like breakfast cereals and snacks marketed especially to young children or watch TV shows or movies made for young viewers. Schools expanded and required children's attendance until age 16 or graduation. More and more young people attend college. When homes produced much of what they needed to survive, there were many large families of 8-10 children or even more. As more families began living in towns and cities and families needed to purchase what they needed, smaller families with two to three children became the norm.

Children's lives reflected the opportunities and culture in which they lived. As the culture changed, especially with new technologies, families adapted and childhood changed.

Vocabulary Words

- Toy
- Transportation
- Play
- Communication

Children Waiting for the Train, June 30, 1893

Unit Compelling Question

How have children's lives changed over time?

Unit Supporting Question

How has play changed over time?

Overview

Students will be introduced to the compelling question, participate in a "simulation" of what a day at school would be like long ago and analyze the anchor image for the inquiry. They will be considering who, what, when, where and why throughout the process.

Source Background

This image is first in the inquiry because it has many elements of "childhood" present, even though it is 120 years old. Children, toys, transportation and communication are all represented, allowing you, the educator, to refer back to the image and compelling question in the **primary source set**.

Instructions

1. Explain to students that for the day the classroom is going to be set-up like one from long ago (similar to what students experienced in a one-room schoolhouse). Post the following question on the board: How have children's lives changed over time? Explain to them that their job is to be an investigator and keep track of changes they notice in class.

2. Display the **"Children Waiting for the Train" image**. Point out to students how just like an author of a book, there is an author of a photo and this person is called a photographer. Read the image's caption, which is included in the Student Materials PDF. Explain to students that a caption is a short explanation under an image that gives information about it.

3. Display the **"Analyze an Image" worksheet** to students. The teacher will record the class discussion on the document.

4. Record questions students have about the image. Here are some questions to help you facilitate the class discussion:
   - Who do you think is in the image?
   - What do you think is happening in the image?
   - What do you see in the image?
   - Where do you think this image was taken?
   - When do you think the image was taken?
   - Why do you think someone took this image?

Instructions continued on next page

Materials

- **"Children Waiting for the Train" image**
- Pencil or marker
- **Analyze an Image worksheet**
- **Children's Lives T-Chart**

Children Waiting for the Train, June 30, 1893

Instructions continued

5. Near the end of the day, go back to a modern-day class setting and instruction. Ask students to partner up and to share about their experiences.

6. **Formative Assessment:** At the end of the day, as you all are thinking about the image and experience of the day, ask students the following question: What are differences and similarities of today from long ago? Record their answers on a **T-chart**. Continue adding to the T-chart throughout the other parts of this Read Iowa History unit.

Children Waiting for the Train, June 30, 1893

Courtesy of Library of Congress, Gatch, W.M., "Waiting for the train," 30 June 1893

Children Waiting for the Train, June 30, 1893

This is an example worksheet that corresponds with the instructions in Part 1 to analyze the photo of the children at the train station. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Analyze an Image

Who?	
What?	
When?	
Where?	
Why?	
Questions I have...	

Children's Lives T-Chart

This is an example T-chart that corresponds with the instructions to analyze the photo of the two children waiting for the train, but also will be used throughout all three parts of this unit. This blank version of the T-chart is for you, the educator, to fill out, add notes and utilize. A student version of this chart is available for reproduction in this topic's Student Materials PDF.

T-Chart

Life Long Ago	Life Today

Children at Play Images

Unit Compelling Question

How have children's lives changed over time?

Unit Supporting Question

How has play changed over time?

Overview

Students will review the compelling question and be introduced to the supporting question. They also will determine their favorite thing to play with (game, toy) and analyze primary sources related to toys, games and play to determine similarities and differences to the lives of children from the past.

Source Background

Source 1: The portrait is of two young girls with doll, covered by a blanket, laying in their baby buggy. The photograph was taken in Shenandoah, Iowa, in 1890.

Source 2: This photograph was taken in 1903 and shows two children playing in Tennessee. One of the children is being pulled in a cart by a dog.

Source 3: In this photo, taken in Beijing, China, the children are playing "blind man's bluff" which is like the game of tag. In blind man's bluff, the child who is "it" is blindfolded and has to find and tag the other players.

Source 4: The image shows three children from Grundy Center, Iowa, playing outside with toy boats.

Source 5: The children in this photo live in Chicago, Illinois. They are playing "ring around the rosie" on the sidewalk.

Source 6: This image, taken by renown American photographer Ansel Adams, shows Yaeko Nakamura looking at puzzles with her daughters, Louise Tami and Joyce Yuki Nakamura in a store within the Manzanar Relocation Center in 1943. They are being assisted by the store clerk, Fred Moriguchi. The Manzanar Relocation Center was one of 10 American camps where Japanese Americans were incarcerated during World War II from December 1942 to 1945.

Instructions

1. To help students continue to answer the unit compelling question, direct them to the unit supporting question: How has play changed over time? Begin by posting the question on the board.
2. Have students pair up to share answers to the following question: What do you like to play? Distribute the "Comparing Children's Play" worksheet to students and have crayons and colored pencils available for them to use.
3. Using the **"Comparing Children's Play" worksheet**, read aloud the prompt in the left box: Draw what you like to play. Give students a few minutes to draw toys they use today.

Instructions continued on next page

Materials

- Six primary source images (multiple copies)
- Plastic sleeves
- Dry erase markers
- **"Comparing Children's Play" worksheet**

Children at Play Images

Instructions continued

4. Now, students are going to analyze the images of children at play. Before class, put each image into a heavy duty plastic sleeve. Pair students or give each child one image with a dry erase marker. You will take copies of the photos and put all the images on the board or chart paper as a collage.

5. Ask students to observe (look) at what they see in the photo in front of them.

6. With their marker, ask students to circle: Who is in the image? Point to each image and read the title of the primary source. Then have students share who is in their image and circle their answers on the collage images at the front of the room on the board or chart paper.

7. Ask students to circle: What do you think is happening in the photo? What is something you see in the photo? Point to each image and have students share what they think is happening in their image. Circle their answers on the collage images.

8. Ask students to circle: Where do you think this photo was taken? Point to each image and have students share where they think the photo was taken. Circle their answers on the collage images.

9. Ask students to circle: When do you think the photo was taken? Point to each image and have students share when they think the photo was taken. Circle their answers on the collage images.

10. Here are some follow-up questions to ask students once they are finished using their dry eraser markers:
    - Why do you think someone took these photos?
    - What questions do you have about your image? (Record questions on board or chart paper.)
    - What did children in the past like to play? Is that the same or different than what you like to play with today?

11. Refer back to the **"Comparing Children's Play" worksheet**. Read aloud the prompt in the right box: What did kids like to play long ago? Give students a few minutes to draw their answers on the worksheet.

12. **Formative Assessment:** Write on the board the following sentence: Today I like to play _____, and long ago, kids liked to play _____. Go around the room and ask students to name a toy they play and a toy children played long ago, remind them to think about the historical images. Have the words, "Same" and "Different" written on the board. After the student lists the toys, ask the whole class: Are these toys the same or different? Circle the word according to their response.

Portrait of Two Young Girls with Doll in Baby Buggy, 1890

Courtesy of State Historical Society of Iowa, W.H. Brewer, Shenandoah, 1890

Children Playing with a Dog and Cart in Tennessee, ca. 1903

Courtesy of Library of Congress, "In Sunny Tennessee," ca. 1903

Children in Beijing, China, Play “Blind Man’s Bluff,” ca. 1924

Courtesy of Library of Congress, “Chinese Children at Play (Blind Man’s Bluff),” Keystone View Company, ca. 1924

Children Playing with Boats in Grundy Center, Iowa, April 1940

Courtesy of Library of Congress, Vachon, John, "Children playing with boats, Grundy Center, Iowa," April 1940

Children Play "Ring Around the Rosie" in Chicago, Illinois, April 1941

Courtesy of Library of Congress, Rosskam, Edwin, "Children playing 'ring around a rosie' in one of the better neighborhoods of the Black Belt, Chicago, Illinois," April 1941

Yaeko Nakamura and Family Buy Toys from Fred Moriguchi at Manzanar Relocation Center, 1943

Courtesy of Library of Congress, Adams, Ansel, "Mrs. Yaeko Nakamura and family buying toys with Fred Moriguchi, Manzanar Relocation Center," 1943

Comparing Children's Play Worksheet

This is an example worksheet that corresponds with the instructions in Part 2 to have students draw toys they use today versus long ago. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A student version of this worksheet is available for reproduction in this topic's Student Materials PDF.

Children's Play Today & Long Ago

Draw what you like to play	Draw what kids liked to play long ago

"Games" Essay from *The Goldfinch*, April 1989

Unit Compelling Question

How have children's lives changed over time?

Unit Supporting Question

How has play changed over time?

Overview

Students will make connections between the primary source images from Part 2 and supporting text from *The Goldfinch*. This comparison will help students answer the supporting question: How has play changed over time?

Source Background

The Goldfinch was an Iowa history magazine for children. Each issue focused on a theme. The selected article in this edition looked at the games played by children at the turn of the 20th century.

Instructions

1. Review the supporting question with students: How has play changed over time?
2. Explain to students that you will all continue to investigate the question by comparing the **images from Part 2** with text resources.
3. Read aloud the **"Games" essay from *The Goldfinch***.
4. Another resource you can use to help them answer this question is the video, **100 Years of Toys**. This brief video shows popular toys by the decade, beginning in 1900.
5. Ask students how play has changed over time. Use the "Games" essay and "100 Years of Toys" video, so students can add more to their idea of how play has changed over time through two more resources.
6. Add any new ideas to the **T-chart** that compares life long ago to today.
7. **Formative Assessment:** Students will partner up to answer the following questions. They will then share their answers to the class.
   - Choose an interesting toy you learned about today. How has it changed?
   - Would you rather have the long ago or today version of the toy/game? And why?

Materials

- **"Games" essay from *The Goldfinch***
- Six primary source images from Part 2
- **100 Years of Toys**
- **Children's Lives T-Chart**
- **Suggested Book:** *Toys and Games: Then and Now* by Robin Nelson

Games

by Katharyn Bine Brosseau

HAVE YOU ever played Cat's Cradle? The two boys in the photograph are playing this traditional string game in Iowa Falls about 1900. Cat's Cradle, like many children's games, is part of folklife. Children learn such games from their family and friends.

Traditional games have simple rules, so that kids of many ages can play. Many traditional games, like Leapfrog and Follow-the-Leader, need at least two players, but can be more fun with more people. In games like Red Rover, kids have to choose teams and play against one another.

Children in Iowa didn't play baseball in the mid-19th century (it wasn't invented yet). But they did have fun playing Leapfrog, Red Rover, and Follow-the-Leader.

SHSI, Foster Collection

These Iowa Falls boys play a traditional string game called Cat's Cradle about 1900.

Why play games?

Why do kids play games? They play for entertainment. Many outdoor games are good exercise, too. Kids also learn how to cooperate with others, how to solve problems, and how to get along with others. Some games even teach kids how to behave. Simon Says, an old traditional game, teaches kids to copy others' actions when they don't know what to do. Captain May I (also called Mother May I) shows kids how to be polite when asking others for favors.

A game's rules can change over the years. Kids have created many versions of tag. In all the versions, one person is "it" and must try to touch one of the

Courtesy of State Historical Society of Iowa, Brosseau, Katharyn Bine, "Games," Iowa Folklife - The Goldfinch, Vol. 10, No. 4, pp. 11-12, April 1989

SHSI, Foster Collection

Three boys spy on an Iowa Falls tea party around the turn of the century.

players. In touch tag, the person touched becomes "it" and tries to touch another person. One version of tag is freeze tag. Players who have been touched must stand "frozen" until they are touched by another player. Kids also play TV tag, a version where a player is "safe" from the "it" person if they name a television show just as they are touched.

Games you play

Think about the games you play. Who taught them to you? When you meet new kids, do you learn new games? List the games that you play, and think about their rules.

Imagine how you would teach other kids to play your games. Have you ever made up your own game? Do your games require equipment, like marbles, a jump rope, or a ball?

Do you think video or computer games are a part of folklife?

Courtesy of State Historical Society of Iowa, Brosseau, Katharyn Bine, "Games," The Goldfinch: Iowa Folklife, Vol. 10, No. 4, pp. 11-12, April 1989

Lesson Summative Assessment

Unit Compelling Question

How have children's lives changed over time?

Unit Supporting Question

How has play changed over time?

Assessment Instructions

1. Bring students back to the chart paper/board of **primary source images from Part 2** and the **Children's Lives T-Chart** that compares life from long ago to today. Have students discuss how play has changed over time with a partner then share out examples to the whole group.
2. Students will then work to answer the question: How has play changed over time? They will do this by writing a class letter to another teacher (such as the physical education teacher who they likely associate with games and play) to tell them how toys and games have changed over time.
3. Each student will then individually draw a picture and write a sentence to explain a game from either long ago or today that they think should be taught to other kids in the school.
4. You will collate and bind their work into a book-like presentation with the class letter on top for students to give to the other teacher. If you choose the P.E. teacher, they may want to use some of these games with their own classes of students.

Assessment Scoring Options

Proficient	Draws and explains whether a game is from long ago, today, or both long ago and today and gives evidence why it is a game to teach kids today. Express ideas to be added to the letter to give to the PE teacher.
Developing	Some ideas and understanding, but unable to give ideas for PE teacher letter, complete drawing and/ or evidence of why it should be taught to kids today.
Beginning	Unable to write/draw or contribute any ideas to the letter in the given time and/or ideas are very inaccurate.

READ IOWA HISTORY

Toy

READ IOWA HISTORY

Play

READ IOWA HISTORY

Transportation

READ IOWA HISTORY

Communication

Toy

An object to play with.

Play

To take part in something fun and enjoyable.

Transportation

The ways people move themselves from place to place (walking, bus, car, train, boat, etc.).

Communication

The ways people exchange ideas (sounds, words, symbols, writing etc.).

Additional Resources for Educators

Children's Lives: Comparing Long Ago to Today Primary Source Set
This is the digital collection of primary and secondary sources that this Read Iowa History unit was based on. This source set focuses on how children's lives - such as toys and play - have changed over time.

"Wonderful Story 7 Long ago and Now" Video
This brief video gives illustrated examples of how like was different long ago versus today. This includes examples such as transportation, cooking and cleaning.

"Long Ago and Today" Video
This video has kindergarten students reading a play about the past and the present.

***The Goldfinch: Iowa Folklife* (Vol. 10, No. 4, pgs. 11-12, April 1989)**
This Iowa history magazine for children was published quarterly by the State Historical Society of Iowa from 1975-2000. Each issue focuses on a theme and this particular volume highlighted immigration in Iowa and included articles, games, photos and fiction. The featured article in this edition looked at the games played by Iowans at the turn of the 20th century.

***Toys and Games: Then and Now* by Robin Nelson**
This book briefly describes how toys and games have changed through the years, including such topics as how playgrounds differ and how today's toys relate to those of the past.