

# Museum-To-Classroom Educator Guide

## *Change & Continuity*



# Welcome



The State Historical Society of Iowa designed this virtual classroom lesson for elementary-level educators to instruct about children's play, work, and schooling changes from early Iowa to today. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards.

This guide includes a table of contents of the virtual classroom lesson, chapter summaries, extended activity instructions, vocabulary lists, and additional resources. Some of the activities include Read Iowa History

lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy, and Iowa history.

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## How to Use the Virtual Classroom Lessons

To open the Virtual Classroom Lessons provided through Sway, click on the link provided on the iowaculture.gov website. The link will bring you to a Microsoft Sway presentation. From here, it is navigable as a powerpoint presentation.

### ***Navigating the Table of Contents***

Once in virtual lesson, there are three buttons in the bottom right corner. The first button is a graphic of bullet points beside lines. Selecting this button will bring you to the virtual lesson's Table of Contents. After clicking on the Table of Contents button (bullet points with lines beside it), you will see the headlines and can click on any of the icons to jump to that section. Each of these headlines has a corresponding summary in the "Chapter Descriptions." The arrows located next to the Table of Contents button will take you one slide backward and forward respectively.

### ***Viewing Images***

Most images in the lessons have captions. The captions give further details to the images and source locations. If you click on the caption, it will expand to show you the full caption. You can also click on the image to enlarge it. To read the full caption on an image, click on the text and it will expand to show the rest. To get out, tap the top right hand corner "X."

### ***Sharing and Exporting***

For exporting options, look to the top right corner. The share button gives you a stable sharing link so others may access this virtual lesson. For the optimal viewing experience, make sure the Settings tab (gear shift middle icon on the top right corner) is set to "Default." The button with three centered dots (...) allows you to print, download this virtual lesson into a PDF/Word document or switch the lesson from slides to a continuous scrolling page.

For flashcards activities, tap the center of the card throughout (applicable for some Sways). To enlarge, click the enlarge button in the bottom right corner.

## Objectives and Standards

### **Objectives**

- I can analyze sources: images, video and texts.
- I can identify children's jobs in Iowa and analyze how they changed over time with new inventions and child labor laws.
- I can describe various childhood jobs and items used in children's play.
- I can assess payment differences between men, women, and children in factories and mines.

### **Iowa Core Social Studies Standards**

No.	Standard
<b>SS.4.4.</b>	Construct responses to compelling questions using reasoning, examples, and relevant details.
<b>SS.4.9.</b>	Analyze how rights and laws influence interactions between groups in society.
<b>SS.4.10.</b>	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.
<b>SS.4.21.</b>	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights.
<b>SS.4.22.</b>	Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.
<b>SS.4.24.</b>	Develop a claim about the past and cite evidence to support it.
<b>SS.4.25.</b>	Analyze the impact of technological changes in Iowa, across time and place.

## Change & Continuity Chapter Summaries

This section overviews each chapter of the Change & Continuity Virtual Classroom Lesson. It includes a brief section description, artifacts and activities that are included within this Virtual Classroom Lesson.

### ***How Have Children's Lives Changed Over Time?***

Investigate how children's work, play, and school change because of time and associated environmental changes.

#### ***Children at Work***

Learn about how early Iowa child labor laws allowed for children to work in factories, mines, and other fields.

- *Video: Children's Roles Over Time with State Curator, Leo Landis*
- *Artifact 1: Washing Machine*
- *Activity 1: Child Labor in Iowa: Guess Who I am?*

#### ***Children at Play***

Compare play from early Iowa to today and how each deal with teaching moral behavior and physical abilities.

- *Video: Children at Play with State Curator, Leo Landis*
- *Artifact 2: Toy Tractor*
- *Activity 2: Create a Toy Chest*

#### ***Children at School***

Students will learn about indigenous education, early European settlers' education, 20th century education, segregation in school, and education today.

- *Video: History of Education in Iowa with State Curator, Leo Landis*
- *Artifact 3: School Slates*
- *Activity 3: Innovative Iowans Activity*

# Activity 1: Child Labor in Iowa: Guess Who I am?

## Activity Summary

Jobs in Iowa have changed with time and innovation. Students will explore and research different jobs once typically held by children in the past.

## Student Objectives

- I can identify and mock perform early childhood Iowa jobs.
- I can research and present my findings with my group to the class on Iowan jobs.
- I can describe how these jobs have changed or been eliminated with new inventions.
- *Standards: SS.4.25. SS.4.24.*

## Materials Required

- Provided Worksheet
- Writing Utensil
- Internet Connection for Research

## Activity Instructions

### Step 1: Hired

Students can work individually or in a small group. Students either choose or are given a child occupation to research.

### Step 2: Brainstorm

Students will begin by brainstorming ideas about the occupation.

### Step 3: Research

Students will research the selected occupation to answer the provided questions on the worksheet.

### Step 4: Discuss

Following researching the different occupations, students will share their findings with the class or small groups. For a more active conclusion, students may act out their occupation and let other students guess the correct answer like charades.

## Extension Activity

- While researching, try to find a picture of people doing the selected job.
- Share your research with another group and listen as they share their research
- Write a short story about someone doing the selected job. Who is this person and how would you creatively describe their work?
- Create a job advertisement for the selected job. Research newspaper job ads from the past for inspiration.

## Activity 1: Child Labor in Iowa: Guess Who I am?

**Activity Directions:** Select an occupation typically held by children in the past from the list below. Using the provided worksheet below, research the job and answer the provided questions.

### Child Occupations

- |                          |                                |
|--------------------------|--------------------------------|
| 1. Ploughman             | 8. Sell Candy or Magazines     |
| 2. Coal Miner            | 9. Delivery Boys               |
| 3. Lumber Worker         | 10. Cigar Rollers              |
| 4. Hired Farm Hand       | 11. Farmer                     |
| 5. Bowling Alley Worker  | 12. Seamstres (Making Clothes) |
| 6. Peddle Goods (Seller) | 13. Service Job                |
| 7. House Cleaners        | 14. Clothes Washer (Laundry)   |

Name(s): \_\_\_\_\_

Child Occupation: \_\_\_\_\_

Job Description (use this space to describe the type of work and tasks)

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Does this job still exist today?

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How has this job changed over time?

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Sources Used for Research

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## Activity 2: Create a Toy Chest

### Activity Summary

Toys have changed over time. Students will research historic toys from the State Historical Museum of Iowa's collection and create a toy chest of artifacts.

### Student Objectives

- I can assess what early Iowan children played with.
- I can describe what early Iowan children did for play time and contrast it with what current Iowan children do for play.
- *Standards: SS.4.25. SS.4.22.*

### Materials Required

- Paper
- Writing materials such as pens and markers

### Activity Instructions

#### Step 1: Research

Students will look through this virtual classroom lesson or search the State Historical Museum of Iowa's online collection to find at least 5 different toys Iowan children played with in the past.

#### Step 2: Create Toy Box

On the sheet of paper, students will create their "toy chest". Draw a large rectangle almost the same size of the paper and label with their name.

#### Step 2: Draw

After selecting and researching the selected toys, students will draw, color, and label the toys on their paper toy chest.

#### Step 3: Compare and Contrast

On the back side of the paper, students will compare and contrast the selected toys in their toy box to their favorite modern toys.

### Extension Activities

- Use a cardboard box instead of paper to create a toy box. Drawings can be cut out and placed inside.



*This is an example of a written toy chest.*

*If a cardboard box is not available, students can draw the toys on a piece of paper, separating the early toys from the modern.*

## Activity 3: Oral History Interviews

### Goldie at Home: Innovative Iowans

**Activity Overview:** The State Historical Society of Iowa is home to numerous oral history interviews with Iowans. Collecting oral history is a way to record memories and first-hand accounts from an individual with personal knowledge of a historical event. It allows history to be combined with storytelling, which is giving a human's perspective on history. This Goldie at Home: Innovative Iowans activity asks you to become a historian and record the past through a recorded oral history interview.

#### Connection to Iowa History

Iowa's history has been recorded in many different forms by historians over the years. Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the [Iowa Women's Archives at the University of Iowa Main Library](#). The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.



#### Tips for Oral History Interviews

- Choose how you want to record the interview. Will you digitally record with a cell phone or take notes?
- Start the interview with a specific topic in mind such as their childhood or a specific historical event they may have experienced during their lifetime.
- To begin asking about a topic, consider opening with a large question such as "Tell me about..." This encourages a more open-ended answer, so you can ask follow-up questions.
- Try to avoid yes or no questions. Ask questions that allow the interviewee space to elaborate.
- Allow the person time to talk. Do not interrupt. Wait until they are finished, and then ask follow-up questions.
- Having an outline of questions is helpful, but listen to the person and follow their train of thought. Build upon what they are saying. Follow-up questions are great to continue the conversation.

#### Instructions

- 1 Select.** Choose the person you would like to interview. It could be a family member, neighbor, teacher – anyone you might be interested to talk with.
- 2 Research.** Prior to the start of the interview, do some research about the person or the topic you would like to focus on. This will help guide questions.
- 3 Prepare and outline.** Using the provided [Oral History Interview Guide](#), prepare a general outline of the interview including questions you would like to ask the person. This does not need to be followed exactly, but it will be helpful to ensure you stay on topic.

#### Materials

- [Oral History Interview Guide](#)
- Pencil or pen
- **Optional:** Recording device

*Instructions continued on next page*



# Goldie at Home: Innovative Iowans

## Instructions continued

- 4 **Reach out.** Set up a time with your chosen interviewee for the interview. It is helpful to send your outline to the interviewee beforehand so they can be prepared. This is also a good time to explain why you are requesting an interview and what you plan to do with the material following the interview.
- 5 **Interview.** During your time with the interviewee, be prepared to follow the outline but allow the interviewee to speak openly and freely. Be respectful of their time.
- 6 **Thank them.** Following the interview, send a thank you note to the individual you talked to.
- 7 **Compile notes.** Go over your notes and transcripts from the interview. If you would like, send a copy to the interviewee.
- 8 **Write.** Mold your interview into a biographical sketch about the person. Consider conducting interviews with other people and compiling the interviews together to create a combined oral history from various perspectives.
- 9 **Questions to Spark Learning**
  - Why do you think collecting oral history is important?
  - Why is it important to learn about history and historical events from people with different backgrounds and life experiences?
  - If you could interview one historic Iowan from the past, who would it be and why?
- 10 **Additional Resources**

Explore these resources below to learn more about preserving oral histories.

  - [Oral History Association](#)
  - [StoryCorps](#)
  - [The Smithsonian Folklife and Oral History Interviewing Guide](#)
  - [Iowa Labor Oral History Project](#)
  - [Library of Congress: Veterans History Project](#)

# Oral History Interview Guide

**Date of Interview** \_\_\_\_\_

**Who is the interviewer?** \_\_\_\_\_

**Who is being interviewed?** \_\_\_\_\_

**What topic are you covering?** \_\_\_\_\_

## Question Section

Use this space to write your prepared questions for the interview. Consider starting with broad questions such as “where were you born” or “what was your childhood like” and moving into more direct questions.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary List

This vocabulary list has been collected from some challenging words in the Change & Continuity Virtual Classroom Lesson and are defined here for reference throughout the presentation.

### Acre

An acre is a common measurement for land. It is equal to 43,560 square feet, which is about the size of an average football field.

### Continuity

The quality or state of being unending.

### Cultivate

To cultivate is to prepare land for the raising of crops, such as tilling or plowing the ground.

### One-room Schoolhouses

One teacher taught all the children, from grades (typically) first to eighth, in one room. Teaching reading, writing, math, history, and geography, the teacher had a handful of students to 40 or more.

### Literate

Capable of reading and writing in a language.

### Service Jobs

Providing a job to a person/group/organization, paid but not product-based jobs, examples include housekeeper, nurse, teaching, etc.

## Additional Resources

Additional Resources	
Title	Summary
<a href="#">Schools: Comparing Long Ago, Today and Other Cultures</a>	The State Historical Society discusses school progress in Iowa, discussion questions, and primary sources.
<a href="#">Iowa's Corn and Agriculture Industry</a>	The State Historical Society discusses Iowa agriculture progress, discussion questions, and primary sources.
<a href="#">Child Labor in U.S. History</a>	University of Iowa's provides a timeline of child labor laws and some historical images of child labor.
<a href="#">Kids at Work</a>	Iowa PBS gives an example of men's, women's, and children's wages in 1892 and how children supported their families.
<a href="#">The Goldfinch: Iowa History for Young People</a>	It is an Iowa history magazine for children, ages 8 to 13; it was published quarterly by the State Historical Society of Iowa from 1975-2000. Each issue focused on a theme (ranging from Immigrants to Diaries, from Home and Family to Iowa's Kid Heroes) and includes articles, games, photos, and fiction. Print back Issues are available.
<a href="#">Iowa Public Television's "One-Room Schoolhouse," 1979</a>	Video of the operations of a one-room schoolhouse typical of childhood in early Iowa.
<a href="#">Farmers and Farm Life</a>	Iowa PBS covers pioneer life, government assistance, and agricultural innovation.

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