

Goldie's HISTORY KITS



Children's Lives: Comparing Long Ago to Today

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY
OF CONGRESS
TEACHING
WITH PRIMARY
SOURCES

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct on the history of children's lives over time. It includes the corresponding 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. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

This Goldie's History Kit provides four books related to the games and toys children played with over time. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme, children's lives, through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding children's lives over time from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Additional Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

Register for Free Goldie's History Kit [Merchandise](#)

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#).

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

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 you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.




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

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, instructions and Goldie's History Kit Connections (see below). 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 your own.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

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 student worksheets are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

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. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).

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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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 lowans 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 lowans 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 and participate in a "simulation" of being an investigator or detective to start to understand how children's lives and play have changed over time. Using the anchor image for the inquiry, students will analyze it to consider 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](#). This 1893 photograph shows a boy and girl at a train station. The boy sits on a bench wearing a large cape, holding a walking stick, while the girl sits on a small trunk and holds a doll and parasol.

Instructions

- 1 Post the following questions on the board: How have children's lives changed over time? How has play changed over time? Explain to the students that in order to answer the questions they will become investigators as they look at the photograph.
- 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, included in the source background above. Explain to students that a caption is a short explanation about the photograph.
- 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?

Materials

- ["Children Waiting for the Train" image](#)
- Pencil or marker
- [Analyze an Image worksheet](#)
- [Children's Lives T-Chart](#)

Instructions continued on next page

Children Waiting for the Train, June 30, 1893

Instructions continued



Goldie's History Kit Connection: Refer to the [History Mystery Child's Dress](#) and [Suit](#). Discuss the questions that accompany the objects to learn more about how children dressed over time.

- 5 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

PART 1



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 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. The Manzanar Relocation Center was one of 10 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.



Goldie's History Kit Connection: Refer to the books [Anybody's Game](#), [The Field](#) or [Teddy](#). To add context for students to better understand how play has changed over time, select the book(s) that will best resonate with your students.

- 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.

Materials

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

Instructions continued on next page

Children at Play Images

Instructions continued

- 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.
- 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 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?



Goldie's History Kit Connection: Refer to the [History Mystery Doll Carriage](#), [Toy Drum](#) and [Toy Carpet Sweeper](#). Discuss the questions that accompany the objects to learn more about toys over time.

- 10 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.
- 11 **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 or game they play and a toy or game children played long ago, remind them to think about the historical images. Have the words, “Same” and “Different” written on the board. After the students list the toys and games, ask the whole class: Are these toys and games the same or different? Circle the word according to their response.

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

PART 2



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



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

Children in Beijing, China, Play "Blind Man's Bluff," ca. 1924

PART 2



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

PART 2



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

PART 2



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

PART 2



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?



Goldie's History Kit Connection: Refer to the book, [Toys and Games Then and Now](#), to add context for students to better understand how toys and games have 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](#).



Goldie's History Kit Connection: Refer to the [History Mystery Toy Train Car](#) and [Toy Iron Stove](#). Discuss the questions that accompany the objects to learn more about toys over time.

Refer to the [Think Like... card for Ralph Lohr and C.C. Hakes \(toymakers\)](#) and [Louis A. Parsons](#) (wrote a thank you note after receiving a new toy). Discuss the questions that accompany the cards to interpret the sources in additional ways.

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

Instructions continued on the next page

“Games” Essay from *The Goldfinch*, April 1989

Instructions continued

- 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 or game you learned about today. How has it changed?
 - Would you rather have the long ago or today version of the toy or game? And why?

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.

Why play games?

Why do kids play games? They play for entertainment. Many outdoor games are good exercise, too. Kids also learn



SHSI, Foster Collection

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

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



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? 

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 toy or game from either long ago or today that they think should be used or 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 the highlighted 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.



Toy



Play



Transportation



Communication

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

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.).

Toy
An object to play with.

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 life 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.

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

Children's Lives: Comparing Long Ago to Today



KINDERGARTEN

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Children’s Lives: Comparing Long Ago to Today

Introduction

A “**read aloud**” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. The Children’s Lives: Comparing Long Ago to Today Goldie’s History Kit provides four books related to children at play and popular games and toys. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What’s Included

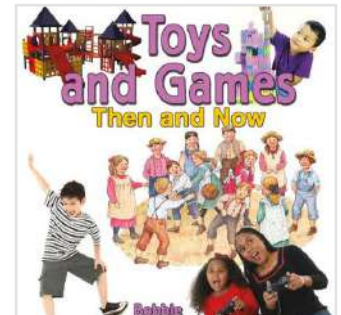
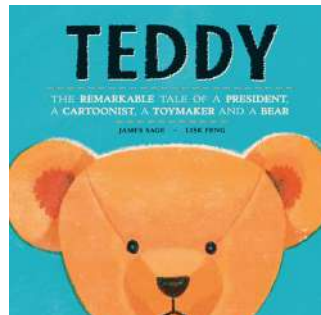
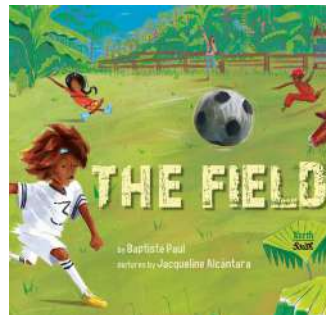
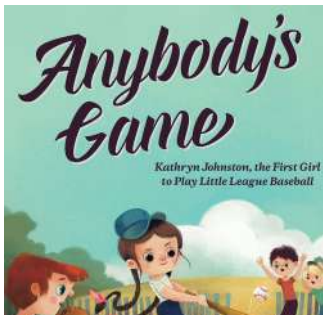
Each Read Aloud Activity Features

- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

Books

This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, “Children’s Lives: Comparing Long Ago to Today,” why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Anybody’s Game: Kathryn Johnson, the First Girl to Play Little League Baseball* by Heather Lang
- *The Field* by Baptiste Paul
- *Teddy: The Remarkable Tale of a President, a Cartoonist, a Toymaker and a Bear* by James Sage
- *Toys and Games Then and Now* by Bobbie Kalman



Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

Children’s Lives: Comparing Long Ago to Today

Kindergarten

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Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie’s History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book’s content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic (Children’s Lives: Comparing Long Ago to Today) with a brief explanation. You can use the [background essay](#) and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students’ attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the [Read Iowa History lesson plan](#) and the topic, Children’s Lives: Comparing Long Ago to Today.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: “What do you think will happen next?” or “Why would (X) do this? What would you have done if you were (X)?”
- Don’t be afraid to follow participants’ lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

Children's Lives: Comparing Long Ago to Today

Kindergarten

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
 - **Example:** In early days, with most Iowa families on the farm, siblings 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. You can use the books that show how toys have changed over time to relate to how playtime has also changed in Iowa.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

Children's Lives Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit comparing children's lives from long ago to today. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards

No.	Description
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Iowa Core Social Studies Standards

No.	Description
SS.K.7.	Describe ways in which students and others are alike and different within a variety of social categories.
SS.K.9.	Compare and contrast rules from different places. (21st century skills)
SS.K.17.	Compare life in the past to life today.

Anybody's Game: Kathryn Johnson, the First Girl to Play Little League Baseball

Heather Lang

Author

2018

Year of Publication

Historical Biography

Book Genre/Type

Book Description

In 1950, Kathryn Johnston wanted to play Little League, but an unwritten rule kept girls from trying out. So she cut off her hair and tried out as a boy under the nickname "Tubby." She made the team – and changed Little League Baseball forever. This is an inspiring and suspenseful story about what it means to want something so badly you'll break the rules to do it – and how breaking the rules can lead to change. The author's notes include an explanation of the legal fight for girls to play in Little League and a timeline of events. (32 pages)

Why This Book

This book demonstrates how play has changed over time but is not always equal. Throughout the story, the main character demonstrates determination to improve her playing skills and change her appearance to be accepted as a baseball player. This book demonstrates that sometimes rules need to be broken in order to create impactful change, even if it takes over 20 years. The book offers perspective of a determined girl who broke the rules to change the history of playing Little League Baseball.

Text-Dependent Questions

- 1 Kathryn, the main character, was not allowed to play Little League Baseball, so she had to pretend to be a boy to try out for a team. Is this fair? Why or why not?
- 2 This book takes place in 1950, which is a long time ago. The rules have changed now so that girls can play on Little League teams, but it took a long time, over 20 years, for that rule to change. Why does it sometimes take a long time for change to happen?
- 3 Why did Kathryn's Little League coach let her stay on the team after she told him she was a girl? Would you have made that same decision? Why or why not?
- 4 During her first game, Kathryn was booed by people in the stands because she was a girl, but she didn't give up. Why would Kathryn keep playing against all the odds?

The Field

Baptiste Paul

Author

2018

Year of Publication

**Historical Biography
(Storybook)**

Book Genre/Type

Book Description

The world's most popular and inclusive sport – fútbol (soccer) – is highlighted in this book along with its universal themes: teamwork, leadership, diversity and acceptance. Creole words (as spoken in St. Lucia, the author's birthplace island in the Caribbean) add to the story and are a strong reminder of the sport's world fame. Bright and brilliant illustrations capture the grit and glory of the game and the beauty of the island setting where this particular field was inspired. (32 pages)

- [Listen to the digital recording of the book \(read by author\)](#)

Why This Book

Throughout this book, diversity, teamwork and shared experiences are on display. While game conditions may change from one location to the next, fútbol's (soccer's) ability to bring together groups of people remains the same. This book demonstrates fútbol's appeal across the globe and celebrates the diversity of children playing the game. With the integration of Creole words (with pronunciations) with English, this book shows that through game play we are more alike than different.

Text-Dependent Questions

- 1 How is the game play in this book similar to how you play with your friends and family? How is it different?
- 2 Some of the words in this book are Creole, a language spoken on St. Lucia, which is an island in the Caribbean. How were you able to understand what was happening in the book?
- 3 How does teamwork play a role in the book? Why is teamwork or good sportsmanship important when playing games?
- 4 What does this book tell you about children that live in different countries? How are those children similar to you? How are they different?

Teddy: The Remarkable Tale of a President, a Cartoonist, a Toymaker and a Bear

James Sage

Author

2019

Year of Publication

**Historical Fiction
(Storybook)**

Book Genre/Type

Book Description

This book uses a mix of mainly fact and a bit of speculation to explain the history of teddy bears, how they got their name and how they became a popular toy. The book is based on one of President Theodore Roosevelt's hunting trips where he decided not to harm a bear cub. The story is shared with a cartoonist at the *Washington Post*, who created an illustrated description of the scene. The cartoon inspired candy store owners to sew a toy bear from scraps and place the bear in their store window with a sign that said "Teddy's Bear." The toy became so popular, they opened a factory to keep up with the demand. This story is told simply and is accompanied by colorful illustrations that reflect a era from long ago. An author's note explains which parts of the story are fiction, and includes a copy of the cartoonist's original image, a photo of one of the first teddy bears and a 1950 advertisement for the "original" style bear. (40 pages)

Why This Book

This book demonstrates how an invention of a toy impacted the history of play and has been adapted over time. The invention of the teddy bear in 1902 was connected to a story of one of President Theodore Roosevelt's hunting trips, which was illustrated by a newspaper cartoonist and created by a candy store owner. This demonstrates how popular culture and news headlines impact and lead to change that influences children's lives. The book includes two pages of author's notes with photographs of the original cartoon, teddy bear and advertisement from the candy store turned toy maker's company, the Ideal Novelty and Toy Company.

Text-Dependent Questions

- 1 Think about all the people that helped share the story and shape the teddy bear – a president, a cartoonist and a candy store owner. Who played the most important role? Why?
- 2 Do you have a teddy bear or other stuffed animal? How is your toy similar to the original teddy bear? How is it different?
- 3 The original teddy bear was made by hand out of scraps of fabric and filled with fine wood shavings. Discuss what materials stuffed animals are made from today. Why do you think the materials changed over time?
- 4 Why do you think teddy bears became so popular long ago, in the early 1900s? What toy is popular now? Why do you think children like to play with different toys at different points in history?

Toys and Games Then and Now

Bobbie Kalman

Author

2014

Year of Publication

**Informational
(Illustrated Text)**

Book Genre/Type

Book Description

This book compares the pastimes and playthings of the past to the modern games and toys children use today. It helps students understand how today's toys and games are different from those in the past. Simple text and engaging pictures aid students in their comparison of time periods. (24 pages)

Why This Book

This book takes toys and games that are used and played today and compares them to the past. This comparison allows students to understand how change over time takes place and how the change impacts the ways that toys are used, as well as how games and sports are played today.

Text-Dependent Questions

- 1 Select a toy and discuss how the toy has changed over time. What inventions or scientific advancements have allowed toys to change?
- 2 Select a sport that is still played today. How have the rules changed over time? Why do you think the rules were updated or changed over time?
- 3 Select a game that you're familiar with and discuss how it changed over time. Why are changes necessary over time?

HISTORY MYSTERY

HISTORY MYSTERY

EDUCATOR MATERIALS

Children's Lives: Comparing Long Ago to Today



KINDERGARTEN

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Children's Lives: Comparing Long Ago to Today

Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme, Children's Lives: Comparing Long Ago to Today. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme, Children's Live: Comparing Long Ago to Today

What's Included

This History Mystery Activity Features

- Photographs of seven objects
- Videos of select objects (four)
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. Some objects also include videos. All images and videos for History Mystery are available on the USB flash drive included in this kit and also in the [Google Drive folder](#).

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

Children's Lives: Comparing Long Ago to Today

Kindergarten

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Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the Read Iowa History lesson plan. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. If they have not already read it or had it read to them, please read aloud the background essay about children's lives over time. 	<ul style="list-style-type: none"> After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. Following this time, pose the questions connected to the object to your students. Remember to connect the objects to the kit topic and the lesson currently in progress.

Children's Lives: Comparing Long Ago to Today

Kindergarten

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the background essay about children's lives over time. 	<ul style="list-style-type: none"> • It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Child's Dress ([Object Video Available](#))



Description

This is a child's dress from around 1885. The main body of the dress is made with green moire silk with blue silk trim, and lined with glazed chintz. It has blue-covered buttons on the back, lace around the neckline and a zig-zag hemline. The belt with bow has hook and eye closure. The attachable bustle has bows down the front and blue silk fringe around the hem. It also has two hair ribbons, which are green. The dress was machine sewn with exception of the ribbon trim attachment.

Object Significance

This child's dress depicts formal children's clothing around 1885 which reflect adult fashions of the time. Children's outfits, such as this dress, were reserved for special occasions and holidays throughout the year where games would be played.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think young children would have special clothes for holidays and parties?
- 3 Describe how it would feel to play while wearing a dress like this.

Child's Suit ([Object Video Available](#))



Description

This child's suit pants and jacket are made of green wool with a belt. It is a sailor-style design to mimic sailor uniforms in the early 1900s.

Object Significance

This outfit was created for a young boy in the early 1900s and mimics sailors' outfits during that time. This outfit would be durable for playtime and games because of the wool fabric.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think sailor style suits were popular for young boys?
- 3 Does this suit look like anything you wear today? Why or why not?

Doll Carriage ([Object Video Available](#))



Description

This doll carriage was handmade for Elsie Madson Klove by her grandfather, Hans Madson, in the 1880s. Hans owned a wagon shop in Northwood, Iowa, located in Worth County.

Object Significance

This wagon is an example of a child's toy in the 1880s. The toy was handmade for Elsie Madson Klove by Hans Madson, her grandfather, who owned a wagon shop. The handcrafting by someone who was familiar with wagons is evident in the design of the carriage, from the wheels, to the body of the carriage, to the canopy.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 A long, long time ago this toy was handmade for a little girl by her grandfather. What parts of the wagon look like they were made by hand? What makes you say that?
- 3 How is this toy similar to toys you play with? How is it different?

Toy Drum



Description

This toy drum would have been made and used in the first half of the 1900s. It would have been used by children who want to play with a musical instrument. It is decorated with American flags and gold eagles, with bands of gold around the edges. It is held together with string and metal brackets.

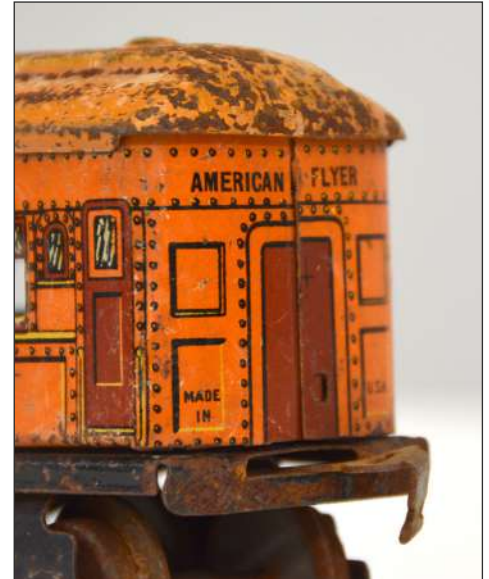
Object Significance

This drum is an example of a toy that would have been used by children to make noise, play music or learn an instrument. The drum is decorated with American flags and gold eagles, with gold bands around the edges. The top and bottom of the drum are held together with string and metal brackets.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This is a toy that was meant to make noise. Why do you think noisy toys might be popular with children?
- 3 How is this toy similar to toys you play with? How is it different?

Toy Train Car



Description

This toy train was owned and used by John Robert Brady (1922-2003) during the 1930s in Oskaloosa, Iowa, located in Mahaska County. During his childhood, John played with this train car that was part of a set and made of metal. This car – the Paul Revere – is 7.5 inches long and has a light bulb inside that would have illuminated as he played with the train set on the tracks.

Object Significance

This train car is an example of a mass produced toy that was popular with children. The toy train car, which could have been part of a set, was used by John Robert Brady during his childhood in the 1930s. The train car has a light bulb inside that would light up as John played with the train on the tracks, and it would have been interchangeable with other train cars.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This toy is made out of metal. What material are most of your toys made out of? Why do you think most children's toys today are not made out of metal?
- 3 How is this toy similar to toys you play with? How is it different?

Toy Carpet Sweeper



Description

This toy carpet sweeper was made by Bissell Co. and sold at Blotchy Bros. Department Store, located on E. 5th Street, in Des Moines. The handle and sweeper are made of wood and attached to a rectangular base that features the Blotchy Bros. logo. There are two red wheels with a black wheel in between on each side of the sweeper. The black wheel would have had brushes, but all of the bristles are worn off.

Object Significance

This toy was used in the 1880s and sold at a department store. It was made by Bissell, a company that still makes vacuum cleaners, and sold by Blotchy Bros. Department Store in Des Moines, which is no longer in business. The toy carpet sweeper was made for young children to mimic what adults did in the household.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 The toy was made to look like a real carpet sweeper. Why do you think toys were designed to look like items that adults would use?
- 3 How is this toy similar to toys you play with? How is it different?

Toy Iron Stove [\(Object Video Available\)](#)



Description

This toy stove, which is about five inches tall, is created out of iron and is painted black. The stove comes with two frying pans, two pots, one with a movable wire handle and the other with a fixed side handle, and a coal scuttle with a movable wire handle. The oven door also opens. The toy stove is modeled after a coal-burning stove that many families would have had in their homes.

Object Significance

This toy stove would have been used by children, most likely girls, in the first half of the 1900s to play with dolls and mimic what they saw their parents do in the household. The toy stove is modeled after a coal-burning stove that many families would have had in their homes, before natural gas and electric stoves.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 In what ways would children play with this stove?
- 3 How is this toy similar to toys you play with? How is it different?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and [Google Drive folder](#).

Analyze an Object

1	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.
2	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.

Continued on next page.

Analyze History Mystery Objects

3	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
4	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
5	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>

THINK LIKE ...

EDUCATOR MATERIALS

Children's Lives: Comparing Long Ago to Today



KINDERGARTEN

Goldie's
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

THINK LIKE ...

Children’s Lives: Comparing Long Ago to Today

Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding children’s lives over time from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Louis A. Parsons, Ralph Lohr and C.C. Hakes). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

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What’s Included

Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
 - Definition of card description (ex: the job of a geographer)
 - Questions to guide the connection between the card and the topic
 - Brief biography of a notable Iowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic, not just Children’s Live: Comparing Long Ago to Today. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about how children’s lives have changed over time as an historian may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

Children's Lives: Comparing Long Ago to Today

Kindergarten

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a Think Like... card you would like to use. If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate. Provide students with the Think Like... questions and display connected primary source image (if applicable). Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> Separate your students into groups. Assign each group a different Think Like... card from the kit. Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. Following their answers, open the discussion to the class for other ideas or answers regarding the questions. Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... Louis A. Parsons Card

Think Like Louis A. Parsons

- What's one of the best toys you've received?
- Croquet is a game played outside. What are the benefits of playing with toys outdoors? Are there any drawbacks?
- Louis was excited to share his new game with his friends. What are the benefits of sharing toys and games with your friends? Are there any drawbacks?

Louis A. Parsons, Student in Burlington, Iowa, 1888

Louis Parsons ([Transcript of Parsons' letter, page 45-46](#))
320 Gunnison St., Burlington, Iowa.
June 9, 1888.

Miss Laura Norton,
930 Sherman Drive, Detroit Mich.

Dear Friend:

The beautiful croquet set you sent me, arrived this morning in fine condition. Oh how good of you, to remember me so generously! Had you heard the exclamations of surprise and delight, when the pkg. was opened, you would know how fully, your choice gift is appreciated.

Among the many whom these balls and mallets will give such pleasure and benefits are Jessie, Madge, Veve, Lelia, and Rone, for they are inclined to spend too many hours in the house.

Think Like... Ralph Lohr and C.C. Hakes Card

Think Like Ralph Lohr and C.C. Hakes

- Why would toymakers create toys that make noise or use bright colors?
- Toys long ago were made out of different materials than toys are today. Why do you think that is?
- The Peter-Mar toy company was named after the owner's children. What would you name a toy company? And why?



Ralph Lohr and C.C. Hakes: Founders of Peter-Mar Toy Company

The Peter-Mar toy company was started in Muscatine, Iowa, in the 1940s. The company was named after the founder's children – Peter and Mary – Peter-Mar. The toy company produced wooden toys using scrap lumber because supplies were limited due to World War II.

The company made tractors in a variety of colors and green farm carts and wagons to help children understand what farming was like in Iowa. Peter-Mar also created other types of toys, like multi-colored trolleys and Ferris wheels. Their products were known for their craftsmanship and durability.

Think Like... a Geographer Card

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



Ira Cook (1821-1902)

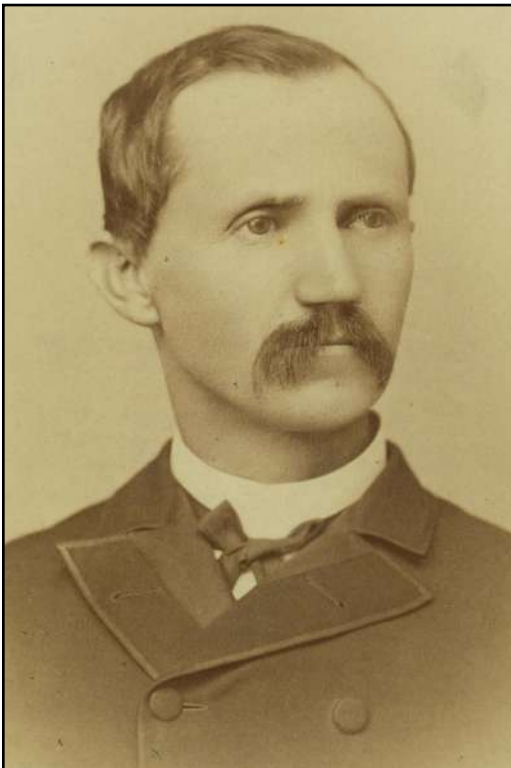
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



Voltaire Twombly (1842-1918)

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



Louise Noun (1908-2002)

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.

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



George Gallup (1901-1984)

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.K.1.	Recognize a compelling question.	X			
SS.K.2.	Identify the relationship between compelling and supporting questions.	X			
SS.K.3.	Construct responses to compelling questions using examples.	X			
SS.K.4.	Take group or individual action to help address local, regional, and/or global problems.				
SS.K.5.	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
SS.K.6.	Describe students' roles in different groups of which they are members including their family, school, and community.				
SS.K.7.	Describe ways in which students and others are alike and different within a variety of social categories.		X		X
SS.K.8.	Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)				
SS.K.9.	Compare and contrast rules from different places. (21st century skills)		X		X
SS.K.10.	Give examples of choices that are made because of scarcity.				
SS.K.11.	Explain the difference between buying and borrowing. (21st century skills)				
SS.K.12.	Distinguish between appropriate spending choices. (21st century skills)				
SS.K.13.	Create a route to a specific location using maps, globes, and other simple geographic models.				
SS.K.14.	Compare environmental characteristics in Iowa with other places.				
SS.K.15.	Explain why and how people move from place to place.				
SS.K.16.	Distinguish at least two related items or events by sequencing them from the past to the present.			X	
SS.K.17.	Compare life in the past to life today.	X	X	X	
SS.K.18.	Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.	X		X	
SS.K.19.	Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.				

Iowa Core Literacy Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.K.1	With prompting and support, ask and answer questions about key details in a text.		X		
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.		X		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		X		
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		X		
RL.K.10	Actively engage in group reading activities with purpose and understanding.		X		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	X			
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X			
RI.K.10	Actively engage in group reading activities with purpose and understanding.	X			
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.	X			
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X			
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.	X			
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		X		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X			

**Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.*

Goldie's History Kit - Children's Lives: Comparing Long Ago to Today Manual

Book 1: *Anybody's Game: Kathryn Johnson, the First Girl to Play Little League Baseball* by Heather Lang

Book 2: *The Field* by Baptiste Paul

Book 3: *Teddy: The Remarkable Tale of a President, a Cartoonist, a Toymaker and a Bear* by James Sage

Book 4: *Toys and Games Then and Now* by Bobbie Kalman

History Mystery Object Photos

- Child's Dress
- Child's Suit
- Doll Carriage
- Toy Drum
- Toy Train Car
- Toy Carpet Sweeper
- Toy Iron Stove

7 Think Like... Cards

- Louis A. Parsons
- Ralph Lohr and C.C. Hakes
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Videos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Children's Lives: Comparing Long Ago to Today Manual

Goldie's History Kit Container