How to Incorporate Artifacts to Meet Your Standards and Needs

- The Traveling Trunks program is designed to meet Kansas Social Studies standards and benchmarks while integrating English Language Arts/Best Practices and Literacy Expectations skills.
  - Revisit the TEACHER HOW-TO GUIDE and the TRUNK CONTENTS pages for ideas on how to teach this, for lesson expansions, and worksheets for students.

- Students use primary sources (the artifacts) and other primary and secondary sources (research) to evaluate historical evidence and build knowledge, interpret, and explain history.
  - Each artifact has a cheat sheet found in the TRUNK CONTENTS section in the binder. These include each artifact’s history with past and present adaptations and uses (not just for the 1920’s).

- Look at the SAMPLE COMPELLING QUESTIONS for your grade on the following pages for integrating the standards you need into this program.
  - Idea! Ask the students to bring a “family artifact” from home. Have them fill in another Artifact identification Sheet. Emphasize that their family heirlooms have just as much value as those donated to museums by people like themselves.

Connects with past learning:

In researching and learning about commonplace 1920’s artifacts, the student compares and contrasts characteristics of the artifacts and what they represent in their own lives, communities, state, region, and the country. The student will discover how the artifacts relate to important and/or common people, concepts of the day, and the use of goods and services.

The skills and content taught with using the trunk artifacts (primary sources), particularly when used in conjunction with ELA standards and the Best Practices and Literacy Expectations, directly tie into skills that further students’ abilities to analyze and interpret, draw conclusions, communicate context, and reflect on past, present, and future.
Connects with future learning:

The skills gained and the knowledge acquired will be useful in continual comparison of “then vs. now”, historical and cultural knowledge, concepts, and significance to provide a foundation to explore contemporary events.

When explored in-depth, this program’s use of primary sources, coupled with their research, utilizes critical thinking, problem-solving, previous knowledge, and decision-making skills. This affords a better understanding of the complex personal, domestic, and international issues that can directly impact student’s future experiences, knowledge, and reasoning.

### Curriculum Correlations

<table>
<thead>
<tr>
<th>Focus Content</th>
<th>Focus Standards</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Grade – Families</strong></td>
<td>Rights and responsibilities</td>
<td>2.1, 2.2, 2.3, 2.4</td>
</tr>
<tr>
<td><strong>Second Grade - Then and Now (Past and Present)</strong></td>
<td>Continuity and change</td>
<td>4.1, 4.2, 4.3, 4.4</td>
</tr>
<tr>
<td><strong>Third Grade - Communities (Local History)</strong></td>
<td>Identities, beliefs, and practices</td>
<td>3.1, 3.2, 3.3, 3.4</td>
</tr>
<tr>
<td><strong>Fourth Grade-Kansas and Regions of the United States</strong></td>
<td>Dynamic relationships</td>
<td>5.1, 5.2, 5.3, 5.4</td>
</tr>
<tr>
<td><strong>Fifth Grade-United States History (Beginnings through at least 1800)</strong></td>
<td>Choices have consequences and all of the above</td>
<td>1.1, 1.2, 1.3, 1.4 and all of the above</td>
</tr>
<tr>
<td><strong>Middle Level – Kansas History and US History (Progress and Reform (1860s –1920s) Good Times and Bad (1920s –1940s))</strong></td>
<td>All standards</td>
<td>1.1-5.4</td>
</tr>
<tr>
<td><strong>Upper Level – US History Renaissance to Present</strong></td>
<td>All standards</td>
<td>1.1-5.4</td>
</tr>
</tbody>
</table>
4th Grade – Examples of Compelling Questions

History: (Standard 1) What choices did families make to survive or help others during WWI, the Great Depression, or WWII?

Artifact Example: White enamelware (in all Trunks) was a modern, cheap, and plentiful kitchen material in the 1920’s. It was often scrapped with other metals during WWII making antique enamelware much harder to find today.

Artifact Example: Hair crimper or waver (in Trunk 2). Women’s roles and societal expectations of them were changing in the 1920’s. Bobbing and crimping one’s hair was the new style and practical during WWI when women needed it out of the way while working in munitions factories. It was a strong statement of independence by younger women from their mothers after the war and fit well within their new, expanded job opportunities.

(Standard 2) How did Charles Lindbergh and Amelia Earhart become cultural symbols locally and nationally for their historic flights?

Artifact Example: The Lindbergh toy airplane (in Trunk 2) is an example of how an individual becomes a symbol for their city, state, and country. Both pilots created a much-loved can-do spirit of exploration and adventure, inspiring millions of boys and girls and instilling local and national pride. Businesses across the nation picked up on this by creating anything and everything “Lindy” or “Amelia” to take advantage of the country’s enthusiasm for their heroes.

Geography: (Standard 1) Why did people choose to leave their homeland to move to Kansas or another region in the U.S. and what are the consequences? Searching for a better life, business opportunities, escaping oppression and/or war, fleeing from famine and/or disease, etc. Consider which artifacts would be useful or treasured enough to bring with the immigrants. Compare and contrast these with what is or might be brought today. Discount all electronic devices!

Artifact Example: Seed Packets, Darning Egg, Photographs, Toy Soldiers (in all Trunks). Traditionally, in many Western European countries the oldest son inherited the farm. Younger adult siblings inherited nothing or very little. Many younger sons came to this country for its fertile land and brought seeds with them from the “old country.” Explore German Mennonites bringing Turkey Red Wheat seeds from Russia to Kansas in the 1870’s. This hearty wheat variety was perfect for Kansas soil conditions and weather. It provided early immigrants with an economic “boost” during their first years in Kansas. (German (Prussian) Mennonites had fled to New Russia, beginning in 1789, seeking religious freedom and exemption from military service. The Russian government allowed them these privileges to farm their newly acquired land. The special privileges were set to end by 1880, resulting in many leaving Russia for other countries, including the US).

Economic: (Standard 4) How has the production of goods and services changed in Kansas over time?

Artifact Example: Choose any artifact! These artifacts come from the 1920’s. What needs led to their development? What products came before and after them? Are they or some version of them still used today?
**5th Grade – Examples of Compelling Questions**

**History:** (Standard 4) Compare and contrast how and why early Europeans came to the New World with immigrants who came (and are coming) in subsequent immigration waves (Europeans from the late 1800’s to early 1900’s and now from all parts of the world). *Searching for a better life, pursuing business opportunities, escaping oppression and/or war, fleeing from famine and/or disease,* etc. Consider which artifacts would be useful or treasured enough to bring with them. What is or might be brought today?

Artifact Example:  *Seed Packets, Darning Egg, Photographs, Toy Soldiers (in all Trunks).* Traditionally, in many Western European countries the oldest son inherited the farm. Younger adult siblings inherited nothing or very little. Many younger sons came to this country for its fertile land and brought seeds with them from the “old country.” Explore German Mennonites bringing Turkey Red Wheat seeds from Russia to Kansas in the 1870’s. This hearty wheat variety was perfect for Kansas soil conditions and weather. It provided early immigrants with a welcome economic “boost” during their first years in Kansas.

**Cultural:** (Standard 3) How are societies shaped by different perspectives, beliefs, ideas, and diversity?

Artifact Example:  *Montgomery Ward Catalog, Photographs, Toy Soldiers (in all Trunks).* As the world became “smaller” through new inventions and technology, people in the 1920’s became fascinated with different nationalities and cultures. This wasn’t always positive. Negative attributes were ascribed to African Americans, Asians, and even Europeans. The Dutch and Scots were thrifty. The French were snobby and the Germans were hard workers. Check out the website [www.nationalstereotype.com](http://www.nationalstereotype.com). Ask students if they have heard different nationalities stereotyped – their own or others. Discuss. Another avenue to take is 1920’s school segregation. Explore this topic. When, why, and how did this begin to change? Note the local connection to Topeka and “Brown v. Board of Education.”

**Economic:** (Standard 5) How did geography impact settlement in Kansas versus other areas in the U.S.? How does this impact the goods or products available? Explore natural resources, economics, supply and demand, etc.

Artifact Example:  *Hand cultivator (in Trunk 2) and seeds (in all Trunks).* Many immigrants came to Kansas and the Midwest for the rich soil and became farmers. Generally, in Kansas in the 1920’s the farther from the city you lived, the more land you had. Eastern Kansas farmers grew a variety of vegetables and fruits. In Western Kansas, farmers mono-cropped with machinery specific to a particular crop. Picture the wheat fields along I-70 on the way to Colorado. Truck farmers tended to live closer to the city on somewhat hilly, small acreage (10-20 acres). Farmers growing one or two main crops, such as wheat, needed larger swaths of land like those available in Western Kansas.
Middle Level – Examples of Compelling Questions

**History:** (Standards 2 and 3) Explore the idea of the government’s duty to help the needy and self-sufficiency during the 1920’s. Explore the role the everyday Kansan might have played in WWI and WWII. For example, WWI and WWII Victory Gardens or WWII’s scrap-drives (tin, rubber, paper, metals, etc.). Have students look into how kids helped during drives (ex. Boy Scouts, “Paper Trooper”, and schools) and determine which artifacts might have been sacrificed for the war effort.

Artifact Example: Seed Packets (in all Trunks). Seeds for personal gardens can offset the need to buy produce; self-sufficiency and cost-effectiveness during the war effort; importance of how you care for the land, where your food comes from, and how it is grown; farmers in the 1920’s and 30’s used many pesticides (Paris Green, arsenic, etc.) which mirrors contemporary dialog surrounding pesticide use today.

Enamelware Cup (in all Trunks). Many artifacts from all Trunks are made of metals and paper which could have been sacrificed for the war effort.

(Standard 4) How has the idea of women and their rights both changed and remained the same since the mid 1800’s? Explore how the roles and mindsets of women during the 1920’s with women’s suffrage and the 19th amendment, entertainment, changing public and private lives, rights, roles, etc. These and other social changes highly impacted society in the 20’s.

Artifact Example: Chemise (in Trunk 1) shows changing fashions, from heavy corsets and curves of the Victorian era to 1920’s shapeless and loose-fitting boyish silhouette. This mimics changing roles of women-less restrictions, taking on traditionally male roles, and empowerment. Montgomery Ward Catalogs (in all Trunks)-find examples showing the main roles of women in the 1920’s (nurse, teacher, mother, secretary). Are there other portrayals of women? Look at ads, who are they geared toward? Example: Home goods and cosmetics soared in popularity-relates to mass production/decreased prices and consumer-driven popular culture.

**Economic:** (Standard 5) Why do economies go bad? Explore the dynamic relationships among events that led to the Great Depression or the relationship of state to nation to world. Explore a reform, successful or not, that was inspired by events of this time period (consider historic, economic, political, and geographic contexts).

Artifact Example: Montgomery Ward Catalog and Money (in all Trunks). Examine the artifacts in context and through hindsight of the many interconnected triggers of the Great Depression.

- The Roaring Twenties show many factors that contributed to the Great Depression, such as a false sense of confidence in the economy (particularly those dealing in stocks). The US was a primary exporter of goods and loans to a war-torn Europe and these countries began defaulting on their payments. There was an increase in income inequality and a market full of products portraying a false sense of prosperity. A large migration of people from farms to the city changed the demands of businesses, opportunity, and the workforce.
- These factors set off a chain reaction that by the end of the 20’s and into the early 30’s closed factories, led to a withdrawal of investments, falling profits, failing banks, work force cuts, increasing poverty, and massive unemployment. A severe drought, heightened by poor farming practices, further fueled the negative economic cycle.
- Introduced in 1930, the Smoot-Hawley Tariff Act increased taxes on imports to help the American economy. It lead to foreign companies ending their exports to the US altogether and hurting the economy further.
Upper Level – Examples of Compelling Questions

Economic: (Standard 1) How did economic choices made in the 1920's lead to the stock market crash and the Great Depression? Look into the Federal Reserve System during this time, its history, and regulation and changes with money. How might a prediction of an impending recession affect consumer choices?

(Standard 2) What are the responsibilities of government in regulating an economy?

Artifact Example: Money (in all Trunks). Some economic choices include an overconfident public buying stocks on margin/credit, government raised interest rates, agricultural recession, and panic after the crash. The Federal Reserve (America’s fourth central bank which ironically is not federal, has no reserves, and is not even a bank) was established in 1913 as the nation’s central bank and issued currency which standardized the note’s size and design in 1929. It made many mistakes that directly contributed to the Great Depression. See: www.federalreservehistory.org/essays/great_depression

History: (Standard 3) Explore the major influences and circumstances that brought the economy to where it was in the 1920’s – for example, the end of WW1 caused production of goods to slow and unemployment to rise, labor unions grew, labor strikes (ex: Boston Police Strike). Are you seeing evidence of labor unions, political movements, economics, or inequality in ads? Why or why not? Who benefited from an industrialized society? How did it change the way people lived? Can you see any evidence of social change in the 1920’s?

Artifact Example: Montgomery Ward Catalog (in all Trunks) Find examples that explore the public or common views regarding marketing, payment plans, products for men vs. women, popular culture, products for urban vs. rural families, etc. Are these similar or different today? Evident particularly in ads geared toward women: undergarments, cosmetics, the general clothing styles for women, and kitchen tools to make their lives/work at home easier and more modern. Look into children’s toys to see examples of how different cultures were represented.

(Standard 5) What artifacts can be used to explore the dynamic relationships of the individual, culture, or society to the broader economy or nation in the 1920’s? Do you see change, progress, or regression from earlier time periods? How has that changed with today’s outlook?

Artifact Example: Montgomery Ward Catalog (in all Trunks) and marketing: the delivery of an idealized standard of living to a diverse society according to various needs and tastes, an increase in the demand for goods and encouragement for customers to use them, and marketing that controls the cost of distribution. Look at the toys section to find cultural content: race and culture-related content, toy soldiers (Revolutionary War), “Musical Prohibition Camel” music box plays “How Dry I Am” (Prohibition), Lindy airplanes (public figure), popularity of technologies - presses, engines, transportation, tools, electric movie projector, etc. (Not each catalog has all of these examples).