# Baseball Glove

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
</table>

**Measurements**

- Height: 8 1/2"
- Length: 7 7/8½ “
- Width: 1 ¾”

### Related Images

- Google Patents, Pitchingmachinepro.com
# Baseball Glove

## About

The baseball glove is the only piece of baseball equipment that wasn't originally part of the game. In the beginning years of the sport, players used their hands to catch the ball. Since the ball was thrown underhand this wasn’t a problem because the ball didn’t pick up the speed that it did later when balls were thrown overhand harder and faster. As hand injuries increased, use of the glove became a necessity even though it was considered un-masculine.

The first documented use of the baseball glove was in 1875 when St. Louis outfielder and catcher, Charlie Waite, wore a flesh colored glove on the field. He was hoping not to draw attention to its use, but players, the crowd and baseball officials did notice. By the end of the nineteenth century, baseball gloves were part of the uniform for every organized club in the country. In 1895, they entered the National League and American Association of Baseball Clubs book of rules in 1895 with a restriction mandated on their weight and circumference.

Early baseball gloves were fingerless, only protecting the palm of the hand. Padding was added by players and eventually by manufacturing companies along with fingers sewn together. The next biggest innovation came in 1920 when St. Louis Cardinals pitcher Bill Doak designed a glove with rawhide straps between the thumb and first finger to create a deeper pocket for catching the ball. Doak patented his idea and sold it to Rawlings Manufacturing Company.

## Lesson Expansion Ideas

1. Who are inventors? What qualities or characteristics make them stand out from the crowd? Look at the early designers of the baseball glove. Did they have these qualities? What were the factors that brought about the introduction or design changes to the baseball glove over the years? Was it a person or a team of individuals from different walks of life who created the finished product?

2. Design a timeline of the important facts about the baseball gloves invention. Introduce other dates in baseball history around the baseball gloves invention. Introduce other important inventions during the same time period (1870’s – 1930). Introduce dates relating to the history of the U.S. Discuss how the baseball glove’s invention ties in (or does it?) with other events in the history of the sport, politics, other inventions and our country.

3. Where does the phrase "All American" come from? Why is it connected to baseball? Does that still apply today?

## References and Resources

Invention of the Baseball Mitt: https://tinyurl.com/y8oh7huk
https://en.wikipedia.org/wiki/Baseball_glove
http://www.thepostgame.com/blog/throwback/201107/fascinating-history-baseball-glove
Videos of baseball glove history: https://tinyurl.com/yxp4nnzk
<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brush Shawnee Town 1929 ID #: 2014.1.148</td>
<td><img src="image1.jpg" alt="Brush Image 1" /> <img src="image2.jpg" alt="Brush Image 2" /></td>
<td>Clothes brush with black-painted wooden handle and fairly soft natural bristles. Handle is shaped.</td>
</tr>
</tbody>
</table>

### Measurements
- Height: 2 1/2”
- Length: 6 3/4”
- Width: 2”

**Related Images**

![Related Image 1](image3.jpg)  
![Related Image 2](image4.jpg)  
![Related Image 3](image5.jpg)  
![Related Image 4](image6.jpg)
A clothes brush is a tool designed to remove surface dirt, dust, lint, and hair with a light to help maintain and preserve clothing. Using a light and swift motion to brushing clothing will prolong or eliminate trips to the dry cleaner. First one must brush against the nap of the material to remove trapped dust, then brush with the nap for a smooth finish. Dipping the bristles in water can be used to slightly dampen the cloth to freshen up the clothes. The whole process takes around 5 minutes (1).

Bristles are made of natural fibers, such as boar's hair (wild pig), and should last a lifetime. Synthetic fibered brushes, while less expensive, have less give, are prone to scratching fibers, and will wear out relatively quickly. Different materials and different garments require different instructions to brush. Tightly woven fibers often do not need much brushing as dust does not have a place to stick, while other fibers can be brushed after each use.

While it is unknown when the clothes brush was invented, it was a common tool in the 18th through the early 20th centuries. Factory production versus home-made clothing (although this continued well into the 1930’s) became more commonplace beginning in 1831 with the advent of the power-driven sewing machine (3). Laundering tools and machines also evolved in the early 1900’s, including creation of dryers, including those with lint traps by the late 1930’s. These took some of the clothing care and lint-removal work away from the individual (2). The lint roller was first patented in 1944, but is often credited to Nick McKay, Sr. in 1956.

1. Discuss similarities or differences, and their implications to life or the environment, to the way people procure and take care of their clothes today versus in the past. For example, in the 1920’s it was common to sew your own clothes, reuse fabric, mend, and wash by hand, air dry, and iron. In today’s culture of fast fashion (cheap, abundant, non-ethically sourced, and low quality) and with washer/dryers, many people do not take care of their clothes the way people did in the past, including without mending, brushing, or ironing.

2. Who would have used a clothes brush in past? A butler, maid, the owner of the clothing, etc. What socio-economic factors are involved, what class of people used them? Do you use one now or what generations used them? Why or why not?

References and Resources
2. Lint roller history: https://tedium.co/2017/07/11/lint-roller-history-dryer-lint/

See also:
Video on how to use a clothes brush: https://tinyurl.com/yynarz7j
"A Butler's Guide To Running a Home and Other Graces" by Stanley Ager, a former butler and valet from ~1920-1970.
## Buttonhook

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Buttonhook</strong></td>
<td></td>
<td>Metal buttonhook with two-colored wooden handle (possibly two different types of wood). Top of handle is flattened.</td>
</tr>
<tr>
<td>Shawnee Town 1929</td>
<td><img src="image" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>ID #: 2018.1.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Measurements
- Length: 6”
- Diameter: ½”

### Related Images
- ![Related Image 1](image)
- ![Related Image 2](image)
- ![Related Image 3](image)
- ![Related Image 4](image)
About

The buttonhook was an instrument used to facilitate buttoning shoes, gloves and clothing from the 1880’s to the 1930’s. The buttonhook was inserted into the buttonhole (hook end) and then the hook was placed around the shank of the button. The button was pulled through the buttonhole. Once you acquired the art of using it, the buttonhook made dressing much easier and quicker. Victorians loved buttons! Their clothing and shoes could have as many as fifty.

The buttonhook come in many shapes and sizes since the array of clothing such as jackets, gloves, spats, and even corset was numerous along with the number and size of the buttons. The handles were metal, horn, ivory, wood, plastic, silver, etc. Buttonhooks were sometimes used as promotions with the company’s name and or logo inscribed on the handle. They are highly collectible and there is actually a Buttonhook Society in Great Britain that holds annual meetings.

An interesting and unusual use for buttonhooks is tied to their use as an examination tool by doctors on Ellis Island to determine whether new immigrants to the U.S. had a highly contagious eye infection, Trachoma. This could lead to blindness and death. Doctors used the buttonhook to lift the eyelids and check for the infection. If discovered the doctor would mark the immigrant’s clothing with chalk with the letters “Ct” to indicate that the person needed to be checked more thoroughly for trachoma. Those with the disease were sent back to their home country. In many cases, this divided families at their entry into the United States – some returning overseas and some staying to settle in this country.

Lesson Expansion Ideas

1. Have the students practice using this buttonhook on their own clothing. It would be good to ask a few of them to bring in clothing with lots of buttons.

2. Such a small insignificant tool with such an amazing history! Ask the students to research what it was like as some of our ancestors disembarked at Ellis Island. Have them look at their treatment. What examinations did they have to go through? Research an alternative use for buttonhooks associated with “buttonhook men,” immigration in the early 1900’s and the eye disease, Trachoma.

3. Can you find another tool that has multiple uses or has evolved to be used in a completely different way?

References and Resources

https://www.thebuttonhooksociety.com Official website of the Buttonhook Society
https://en.wikipedia.org/wiki/Buttonhook
"The Buttonhook" poem by Mary Jo Salter, through National Archives photograph of Ellis Island inspectors examining immigrants with buttonhooks: https://prologue.blogs.archives.gov/2014/10/14/the-buttonhook
http://historyandotherthoughts.blogspot.com/2013/06/button-hooks.html
https://www.ellisisland.se/English/ellisisland_immigration3.asp
https://en.wikipedia.org/wiki/Trachoma
Short film demonstrating how to use a buttonhook on a Victorian shoe: https://www.american-duchess.com/how-to-use-a-victorian-buttonhook
Chemise

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemise</td>
<td></td>
<td>Short white cotton step-in undergarment with ribbon detail on the neckline and a three button closable section near leg holes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height: 8 1/2”</td>
</tr>
<tr>
<td>Length: 7 7/8½ “</td>
</tr>
<tr>
<td>Width: 1 ¾”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodhousekeeping.com, Victoriana.com</td>
</tr>
</tbody>
</table>
## About

A chemise is a step-in type of undergarment or lingerie, like a slip. It is often knee-length, loose-fitting, and has a straight or slightly triangular silhouette.

Women’s undergarments (due to changing fashions) have changed throughout time and have included loincloths, corsets, petticoats, pantaloons, lingerie, girdles, thongs, and shapewear (1). “The term chemise was first used to describe an outer garment in the 1780s, when Queen Marie Antoinette of France popularized a kind of informal, loose-fitting gown of sheer white cotton, resembling a chemise in both cut and material.” (2).

Heavy corsets and curves of the Victorian era were replaced by a shapeless and loose-fitting silhouette in the 1920’s, mimicking the desired boyish look. The undergarments of this era also lacked a silhouette but was often cotton, linen, or silk and could be trimmed in lace. They were often delicate colors, such as creams, peach, soft pink, coral, or yellow; these colors worked to look “invisible” under a flapper dress. They could be made, purchased alone, or purchased as a set with garters, slippers, and a cap to protect the hair when dressing (1).

## Lesson Expansion Ideas

1. Women’s fashions and undergarments have changed frequently throughout history. Have men’s fashions? Why or why not?

2. Examine the washboard artifact in this trunk alongside the chemise. The washboard says "lingerie" on it. Why? What does this type of garment suggest? *The delicacy or perceived delicacy of an undergarment should be washed more carefully than other garments.*

## References and Resources


# Darning Egg

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
</table>
| Darning Egg  
Shawnee Town 1929  
ID #: 1998.1168.1 | ![Photo](image1.png) | Black enameled darning egg with a round, flat head and turned handle. Metal ring, split slides over sides of head to hold cloth tight for darning. Stamped on side of ring – “PAT’D DEC. 18. 1900”. |

<table>
<thead>
<tr>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height: 4 1/2&quot;</td>
</tr>
<tr>
<td>Diameter: 2 1/8&quot;</td>
</tr>
</tbody>
</table>

## Related Images

![Related Images](image2.png)
# Darning Egg

## About

A darning egg is a smooth rounded wooden tool that is slipped into a sock. It stretches the sock to mimics the shape of a foot for holes to be more accurately mended using a sewing technique called darning. Darning is often done by hand, with a needle and thread, that is sewn in rows and filled in (by weaving over and under) to create a mesh-like patch that closely matches the original weave of the garment. (1 - See video).

While darning eggs are often used for socks, they can also be used for any number of knitted or woven garments with wear and tear where patching is impractical. They date back to the 1600s and were common household objects in the 1800’s and 1900’s. Darning eggs are traditionally made of a hardwood, may or may not have a handle, and are sometimes painted with designs. Some late 19th and early 20th century darning eggs also opened to house small sewing kits with pincushions, needles, thimbles, and scissors. Darning eggs may also be called darning balls, gourds, lasts, or mushrooms (2).

## Lesson Expansion Ideas

1. Why might someone in the 1920’s use a darning egg versus buy new socks?  
   *Clothing was expensive and often cloth was difficult to buy. People, through necessity, repaired and patched their clothing and darning was one of the many methods for doing so to save money and prolong the life of their socks and clothing.*

2. Does someone in your family ever repair socks? Other clothes? Why or why not?

3. What do we do with old clothing today? Where does it go when we get rid of it?

## References and Resources

1. Two-minute video showing how to repair a hole in a sock using a darning egg, by Dritz Sewing:  
   https://www.youtube.com/watch?v=Y2pC8Hgf6XE

### Doll

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doll</td>
<td><img src="image1.jpg" alt="Photo" /></td>
<td>1929 Effanbee Patsyette doll. Toy girl doll (a) with removable shoes (b,c), undergarment (d), shirt (e), socks (f), and shoes (g).</td>
</tr>
</tbody>
</table>

#### Measurements
- Height: 10"  
- Width: 4 1/2"  
- Depth: 2 1/2"

### Related Images

- ![Ebay](image2.jpg)
# Doll

## About

A doll is a toy modeled as a small human; dolls are often a little girl and include clothing and accessories to dress and play. The Patsy doll is known as the first realistically proportioned child doll, made in 1928 by the Effanbee Doll Company. This company was founded in 1912 as is currently owned by Tonner Dolls.

Patsy was very popular and had a whole family created, the Patsy family dolls; Patsy’s little sister is called Patsyette. Patsy dolls range in size and were later made in hard plastic and vinyl. Most Effanbee dolls have molded hair, but some had wigs over that in the 1930s.

This doll is a composition doll, or a doll made partially or completely out of a composite material of sawdust, glue, and starch/resin/flour. This type of material composite was invented in the 19th century but was only just becoming common and marketed as unbreakable in the early 1900s.

## Lesson Expansion Ideas

1. Have a conversation about doll versus human proportions, impressions on kids, body image, or other possible implications? Effanbee Dolls versus Barbie Dolls?

2. Why might someone collect dolls? The collector thinks they are cute, enjoys history, fashion, sewing and costuming, nostalgia, decorative, family inheritance, hoarding, therapeutic, learning, etc.

3. What do your students collect and why? What makes it collectible? How has marketing influenced popularity? Tags with names, birth certificates, etc.

4. Research doll mechanics-blinking eyes, bending knees, "growing" hair vs. painted hair, etc.

## References and Resources


# Enamelware Cup

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
<th>Measurements</th>
</tr>
</thead>
</table>
| Enamelware Cup  
Shawnee Town 1929  
ID #: 2018.2.186 | ![Image](image1.jpg) | Enamelware drinking cup. White with rolled black rim and handle. | Height: 4”  
Diameter: 2” at base, 2 1/2” at top  
Width: 4 1/2” |

## Related Images

- Mysoulfulhome.com, oldandinteresting.com

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**Related Images**

1. ![Image](image2.jpg)
2. ![Image](image3.jpg)
3. ![Image](image4.jpg)
Enamelware Cup

<table>
<thead>
<tr>
<th>About</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enamelware is also known as porcelain, Graniteware, Agateware, speckleware, and nickel-steel ware. Enamelware is stamped from thin sheets of iron, steel, or aluminum, and coated with enamel/porcelain (which is made from clay) which is fused in a very hot oven (2). White was the most popular color, but a wide variety of colors was possible.</td>
</tr>
<tr>
<td>Coating cookware with enamel was first developed in the 1760’s in Germany to create safer and more convenient cookware, such as to keep poisons or rust tastes from leaking into food. Enamelware came to America from Europe around 1850 and was the first mass-produced American kitchenware (ladles, baking tins, pots, etc.) (1). By the 1890’s agate nickel-steel ads claimed a “chemist’s certificate” proving it free of “arsenic, antimony, and lead” (1). Enamelware production even extended beyond the kitchen and included street signs and medical equipment.</td>
</tr>
<tr>
<td>The heyday of enamel kitchenware lasted from the mid 1800’s through the 1920’s due to its light weight, attractiveness, ease to clean, and affordability. In the 1930’s, new types of affordable and popular kitchenware emerged, made from materials like aluminum, stainless steel, Pyrex, and plastic. Many enamelware pieces were lost to World War II scrap-metal drives (2).</td>
</tr>
<tr>
<td>Enamelware was not considered precious as they were plentiful, so few producers stamped their maker’s mark on the bottom. Early enamelware producers in America include The Stuart &amp; Peterson foundry in Philadelphia, Lalance &amp; Grosjean in New York, and Frederick &amp; the St. Louis Stamping Co., in Missouri. The early 1900’s saw many legal disputes and patents, particularly as metalworking had improved metal sheeting and a variety of spouts, handles, and other designs added to the variety of enamelware goods available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Expansion Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there anything on the market now, in our kitchens, that carries the same promise of safety as there was with the &quot;chemist's certificate&quot; in early enamelware?</td>
</tr>
<tr>
<td>2. Has our growing understanding of the environment affected what we use in our kitchens or households today?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References and Resources</th>
</tr>
</thead>
</table>
# Fountain Pen

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fountain Pen</td>
<td></td>
<td>1920's oversized Espey red veined fountain pen</td>
</tr>
</tbody>
</table>

**Shawnee Town 1929**  
ID #: 2018.1.119

**Measurements**  
- Length: 5 1/2"
- Diameter: 5/8"

### Related Images
- [Artofmanliness.com](http://Artofmanliness.com), [Houstonia](http://Houstonia), [Improving English](http://Improving English), [www.vintagepens.com](http://www.vintagepens.com)

---

**TWO GREAT AMERICAN WRITERS**  
**MARK TWAIN**

*With a single Wirt pen, I have traveled the journey’s living for many years. With it, I could have given each*  
*Mark Twain*

**PAUL E.W. WIRT**  
**FOUNTAIN PEN**

**THE BEST**  
**SOLD ON ITS MERITS THE WORLD OVER FOR TWENTY-FIVE YEARS**

Improved, beautiful line in fifty styles.  
Clean, efficient, durable, and reliable.  

*Send for Catalogue. All dealers, or address Box 104, Bloomsburg, Pa.*
A fountain pen is a writing utensil that contains an ink reservoir that can be refilled. The liquid ink passes through a feed to the nib by gravity and capillary action (liquid rising in small spaces), allowing just enough ink to pass through to the nib, the part of the pen that meets the paper. Fountain pens were an advancement of the quill with a separate ink well, which requires the user to dip the quill into the ink, increasing the likelihood of drips or stains on the paper and hands.

Writing and written communication have been around since at least ancient Sumer (in Mesopotamia), between 3400 and 3300 B.C.E. (1). Writing is very important and can be used for personal and business correspondence, legal documents, personal identification, etc., so having reliable writing utensils is essential. The earliest need for improved writing options are seen in 973 C.E. in writings from Northwest Africa. Even Leonardo da Vinci made drawings for better pen options in the 16th century. Fountain pens were first manufactured in the 1600's with the first patent in 1827. It took many centuries and many adjustments to make a well-working fountain pen, and from around 1850 to 1900, there were many improvements including pen caps, retractable nibs, self-filling reservoirs, and non-corroding nibs (2).

In 1938, the first successful ball point pen was invented by László József Bíró, a Hungarian-Argentinian. Ballpoint pens started taking over fountain pens and saturating the market by the 1940’s and 1950’s, such as by manufacturers Paper Mate and BIC (3). While ball point pens are very common today, many people still use fountain pens, as there are many benefits over ball point pens, including requiring less pressure to write with, they are seldom discarded and therefore economical, and the width of the nib will change the width of the line, adding style to letters.

### Lesson Expansion Ideas

1. What do you think, “The pen is mightier than the sword” means? Coined by English author Edward Bulwer-Lytton in 1839, he suggests that written communication is a more effective tool than direct violence.

2. Who is John Hancock and what is a John Hancock? John Hancock, the man, was a leader in the American Revolution and a politician. He was the first person to sign the Declaration of Independence in 1776, which stated that the 13 American colonies were free from British authority. A John Hancock is an informal reference for your signature.

3. Who uses fountain pens today? Why would they do so?

### References and Resources

# Lunchbox

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunchbox Shawnee Town 1929 ID #: 2018.2.150 a-e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oval metal (possibly tin) lunch pail or box (a) has wire bail with black painted wooden handle. Two inner compartments (b and c) with same metal. Lid (d) matches bottom of pail and has hollow extension on top to hold cup (e) which fits snugly upside down on extension. Cup has self handle. Lid (d) has convex top.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Measurements**

- Height: 4 1/2"
- Width: 5 5/8"
- Length: 10 1/2"

## Related Images
# Lunchbox

## About

Lunch boxes, pails, or tins had their origin in the mid to late nineteenth century when American industrial workers carried their lunch in plain metal buckets. Pails with lids and several compartments followed during this time. The worker was able to separate his stew, cold vegetable or bread and butter and a hot drink all in one container with multiple compartments. In the early twentieth century, tins used as coffee or tobacco were adapted to hold children’s school lunches. When factory-baked cookies and crackers came on the market and became popular, parents saved the tins they came in which had very attractive designs to hold their children's lunches.

In the 1920’s, new designs were introduced and marketed for the first time as “lunch boxes.” This led to the creation of the lunch box with cartoon, movie, game, comic book, nursery rhyme and fairy tale characters featured on them. The 1950’s was the golden age of lunch boxes! Lunch pails/boxes served an obvious need for those students who lived too far away to go home for lunch or where lunch time was short.

Lunch could include cheese, bread and butter (churned at home possibly by the children with milk provided by their family cow), nuts, fresh fruit such as strawberries, boiled eggs, stew or soup. Hot foods could be re-warmed on the schoolhouse’s massive wood-burning stove all morning. In 1904, the vacuum bottle (or Thermos as it came to be known) was first manufactured for commercial use as a means for keeping drinks hot.

## Lesson Expansion Ideas

1. In the classroom, have the students do a small exhibit with their own lunch pails/boxes and this 1920’s artifact and talk about the differences in look, design, popularity of design (who’s most popular on their lunch boxes now?), etc. What does your lunch box tell people about you? What are some of the new lunch boxes? (Bento from Japan, Neoprene lunch boxes (made from the same material as wet suits), and flat, envelope style “boxes” that mold to the shape of your sandwich.

2. What about the contents? Have them find out what foods were popular in the 1920’s, particularly foods for children. Ask them to research which foods were created in the 1920’s. Do they eat these foods now? Do they have any of them in their lunch boxes now? Do they eat in a cafeteria or do they bring their lunch?

3. Marketing! How has the lunch box been used over the years to publicize or promote companies and their products? Is it a good marketing tool? Why or why not?

## References and Resources

Smithsonian lunchbox exhibit: [http://americanhistory.si.edu/lunchboxes/index.htm](http://americanhistory.si.edu/lunchboxes/index.htm)


The River Market Antiques and Lunch Box Museum: [http://therivermarketantiques.com](http://therivermarketantiques.com)

Lunch box history timeline: [https://tinyurl.com/y5qzwga6](https://tinyurl.com/y5qzwga6)

### Marbles

**Shawnee Town 1929**  
ID #: 2018.1.129

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marbles</td>
<td><img src="image1" alt="Photo" /></td>
<td>Set of marbles. 20 marbles and 1 shooter.</td>
</tr>
</tbody>
</table>

**Measurements**
- Shooter: 3 1/4”
- Medium: 2”
- Small: 1 3/4”

**Related Images**
- BoredPanda, Toy and Miniature Museum

![Related Images](image2)
Marbles

About

Marbles get their name from one of the main materials they were once made of: marble. Marble games have existed around the world, from early civilizations (Aztecs, Native Americans, Ancient Egyptians, Greeks, Romans), and marbles as we know them today was began in the mid 1800’s in Germany and were played in America into the 1960’s (1). Today, playing with marbles is not common, but groups of enthusiasts and marble artists still exist (check out Moon Marble Company in Kansas).

Early marbles were made of clay, stone, nuts, and flint. As early as the 9th century marbles were made of glass and mainly produced in Germany. These marbles were made one at a time by hand until the late 1800’s when new tools and molds were developed. In 1884, American Sam Dyke created a device to mass produce clay marbles; these marbles are called commies because they were so common (search the patent numbers listed below). Mass production of marbles, for the first time in history, made the prices drop dramatically, allowing children to be able to afford their own toys. Dyke’s American Marble and Toy Manufacturing Company became the largest toy company in the U.S. during the 19th century. In 1904 the company’s building burnt to the ground and many little boys scavenged the ruins and collected marbles until the police were called in (2).

In America by the late 1920’s and 30’s, the "Golden Age of Marbles", marbles were at the peak of their popularity. American machine-made glass marbles, such as from Akro Agate Company in Ohio and Peltier Glass Company in Illinois, supplanted German handmade imports (WW1 permanently shut down many German marble mills). Billions of marbles were produced in the 20th century as materials were plentiful and cheap and machines made production quick (1).

<table>
<thead>
<tr>
<th>Lesson Expansion Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Look closely at the painting “Children’s Games” by Petier Bruegel the Elder in 1560 and try to spot a marbles game. What other games do you see? What games do you see that you still play today? Google Art Project allows you to zoom in very close. <a href="https://artsandculture.google.com/asset/children%E2%80%99s-games/CQEeZWQPOI2Yjg">https://artsandculture.google.com/asset/children%E2%80%99s-games/CQEeZWQPOI2Yjg</a></td>
</tr>
<tr>
<td>2. Marbles come in various sizes, measure some. Why are they different sizes, what are their different names, how are they used? Marble size chart: <a href="https://moonmarble.com/skins/skin_1/images/marbleSizeChart_2.pdf">https://moonmarble.com/skins/skin_1/images/marbleSizeChart_2.pdf</a></td>
</tr>
<tr>
<td>3. Glass marbles come in many colors and designs. Art project: do a marbling activity on paper and cut them into circles to mimic marbles. <a href="https://artfulparent.com/how-to-marble-paper/">https://artfulparent.com/how-to-marble-paper/</a></td>
</tr>
</tbody>
</table>

References and Resources

2: [http://www.americantoymarbles.com/akronhist.htm](http://www.americantoymarbles.com/akronhist.htm)

Moon Marble Company: [https://www.moonmarble.com/](https://www.moonmarble.com/)
KC’s Toy and Miniature Museum: [https://toyandminiaturemuseum.org/](https://toyandminiaturemuseum.org/)
Video on how to play marbles: [https://www.youtube.com/watch?v=ewqFhNw9k7g](https://www.youtube.com/watch?v=ewqFhNw9k7g)
## Money

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td></td>
<td>1923 large note, one dollar bill, silver certificate. &quot;R37578250B&quot; and &quot;T92409721D&quot;.</td>
</tr>
<tr>
<td>Shawnee Town 1929</td>
<td></td>
<td>ID #: 2018.1.114 and 2018.1.221</td>
</tr>
</tbody>
</table>

### Measurements
- Height: 3 1/8"
- Width: 7 3/8"

### Related Images
- Business Insider, Gizmodo
**Money**

**About**

Select American currency history facts:
The first $2 notes are nine days older than America, authorized on June 25, 1776.
The Civil War in 1861 prompted the issuance of notes, nicknamed “greenbacks” because of their green color.
The National Banking System was established in 1863, creating a set of Federal guidelines for regulating banks and their issuance of currency; at this point currency was created by private banknote companies in a variety of designs and sizes.
The Federal Reserve Act of 1913 establishes the Federal Reserve as the nation’s central bank and issues a new currency called Federal Reserve notes.
In 1929, to lower manufacturing costs, all Federal Reserve notes are made 30% smaller to 6.14 x 2.61 inches and design varieties are decreased and standardized for each denomination.
In 1957 “In God We Trust” is added to all currency.
From 1996 to present there have been a number of redesigns to currency (1).

**Lesson Expansion Ideas**

1. Current Events: Research, discuss, and debate the design changes and controversy over American notes set to circulate in 2020. May include reasons to replace Andrew Jackson (his role in the "Trail of Tears") and how to feature various notable women (2).
2. Explore the many illustrated changes in American currency since its inception (3 and 4).
   Design your own individual or classroom currency.
3. Let students pose a question about U.S. currency, then explore and try to find the answer at the U.S. Department of Treasury, Bureau of Engraving and Printing website (4). This site has everything: info on history, serial numbers, laws, lifespan of notes, engravings, how money is made, where money is made, etc.
4. Explore the Dollars in Detail guide (5) and/or a current bill to see new methods of security/counterfeit deterrence-security thread, portrait watermark, color shifting numerals, etc.

**References and Resources**

1. The history of American currency: https://www.uscurrency.gov/history
5. Dollars in Detail, guide to authenticate currency: https://www.uscurrency.gov/sites/default/files/downloadable-materials/files/CEP_Dollars_In_Detail_Brochure_0.pdf
## Montgomery Ward Catalog

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
</table>

### Measurements
- Height: 13 1/4"
- Width: 9 1/4"

## Related Images

Shawnee Town 1929 Archives, Thelabelman.com

![Related Images](image2.jpg)
Montgomery Ward Catalog

### About

Many of the early "box" stores such as Wards, Sears, and Penneys started as mail order businesses with the express purpose of making it easier and cheaper for farm families to purchase items. In the 1870's, the country was 75% rural and trips to the big city were few and far between. Aaron Montgomery Ward established his company in 1872 and began distributing the world's first mail order catalog that same year as a single sheet of paper listing 163 items. It was mailed to members of the Grange, a farmer's cooperative. The Illinois Grange decided to name Ward its purchasing agent which gave him access to their mailing lists. By 1897, the catalog was nearly 1,000 pages. That same year, Ward had more than one thousand employees; his annual sales were about $7 million; and his company was Chicago's biggest postal customer.

By 1904, each catalog weighed 4 pounds. Mail order catalogs carried everything imaginable from corsets to coal scuttles. You could even purchase prefabricated houses with approximately 12,000 pieces coming by rail. Imagine the excitement in little farming communities when the train arrived with all the supplies for building a house! At first, customers had to go to town to pick up their orders at the Post Office (often located in the general store or another business). After the Post Office began Rural Free Delivery (RFD) in 1896 and added parcel post delivery in 1913, the postal carrier delivered orders to the house. Children as well as adults poured over catalogs for hours, looking at the things they dearly wanted to purchase, but many times couldn't afford. Mail order catalogs were called "wish books" for good reason, especially at Christmas when that holiday's special catalog became "dog-eared" from extensive use by every member of the family!

### Lesson Expansion Ideas

1. Select a catalog page that depicts common household items. Research one that is unfamiliar. Is it still in use or has it been replaced by something else nowadays? Why?
2. Have the student select five items from the catalog that they might like to purchase if they lived in the 1920's. Have them research what similar items would cost now. Using 1/10th of their present allowance, would they be able to purchase the 1929 items they selected?
3. Clothes shop for shoes, undergarments, socks or stockings, hat, coat, dress or trousers and shirt. Compare the cost for an outfit in the Twenties to the cost for a similar outfit today.
4. Give each student a sum of money to spend and ask them to Christmas or birthday shop in the catalog for a friend or family member. What would they buy and why? How far did their money go?

### References and Resources

- Microfilm of Sears catalogs at the Kansas Museum of History Library, Topeka, KS
- https://www.searsarchives.com/history/history1900s.htm
- https://www.searsarchives.com/catalogs/history.htm
- http://www.civilization.ca/cpm/catalog/cat1000e.html (civilization.ca is a Canadian website. It contains an amazing variety of information on the mail order industry, a timeline, products, customer loyalty, women's fashion, etc.)
- https://www.familytreemagazine.com/premium/history-matters-mail-order-catalogues
- https://www.countryliving.com/shopping/news/a40276/mail-order-catalogs
<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
</table>
| Paper Doll  
Shawnee Town 1929  
ID #: 2018.1.48 | ![Photo of the paper doll](image1.jpg) | Paper doll on a page torn from an unidentified magazine not dated (probably from the 1920’s)  
Heading: Margery May’s Big Sister  
Un-cut paper doll of a woman with dress, coat, 2 hats and bridal dress and veil. |

**Measurements**

- Height: 13 7/8”
- Width: 10 3/8”

**Related Images**

- Myowlbarn.com
- Mzfixit
- Tom Tierney
Paper Doll

The Margery May series of paper dolls (Margery and her friends and relatives, including her brother) were designed by Mary Emma Mussellman, an early twentieth century fashion illustrator and paper doll creator. This series appeared in Woman’s Home Companion magazine. It was introduced in February, 1920.

Paper dolls were popular from the mid-nineteenth to the mid-twentieth century. Technology played a part in their popularity and availability when the cost of printing dropped and printed goods proliferated. The first American paper doll accompanied a book published in 1812, “The History and Adventures of Little Henry.” The dolls portrayed various scenes from the book. As paper dolls increasingly in magazines and newspapers, they became a popular, inexpensive children’s toy and a wonderful advertising tool as mother’s purchased magazines so that their child could have the next paper doll in the series. Oftentimes the paper dolls’ clothing reflected the high fashion of the day and gave children something to aspire to in their actual lives. Little girls vicariously lived the lives of women with expansive clothing budgets and exotic life styles.

Children who couldn’t afford paper dolls, often cut out models and clothing from Montgomery Ward and Sears catalogues and created their own, adding color with crayons. With the advent of television and movies, paper dolls took on the persona of popular stars and television characters. One source commented that they lost their popularity in the 1950’s when the Barbie Doll was introduced and little girls could play with a three-dimensional doll with a vast wardrobe.

Lesson Expansion Ideas

1. Paper dolls are a type of “popular culture.” Have your students research that term and how paper dolls fit the definition. Ask them to identify other types of popular culture that they and their families have at home. How do these articles fit the popular culture definition.

2. What can paper dolls tell us about fashion in the time period in which they were printed. Ask them to research three paper dolls illustrations (with clothing and possible toys, etc.) from different time periods. Using only these illustrations and no other resources, what do they tell us about those time periods. Do they adequately represent all of society? Why or why not?

3. How have the playthings that children used in the 1920’s (time period for Margery May paper dolls) and now changed? What are the main differences? Have children changed also? How and why?

References and Resources

1. Article on a paper doll artist: http://tatteredandlostephemera.blogspot.com/2012/01/m-emma-musselman-paper-doll.html

2. The Paper Collector: http://thepapercollector.blogspot.com/


### Photographs

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shawnee Town 1929</td>
<td></td>
<td>Black and white photographs. Some have written descriptions on the back.</td>
</tr>
</tbody>
</table>

**Measurements**

- Height: 4 1/2"
- Width: 2 3/4 "

### Related Images

- Getty Images, KSCH, Shawnee Town 1929 Archives, The Spruce
Photographs

Photography as we know it today began in the 1820’s with early photographs taken by French inventor Joseph Nicéphore Niépce (1). The methods produced during this time required exposure to light for up to 15 minutes, so one had to sit perfectly still. In 1855, James Clerk Maxwell invented color photography, but the first image was taken by Thomas Sutton in 1861. As portraiture was the main use of photography, practical improvements like being stable, portable, and affordable were more important than having color. Some coloring methods, such as autochrome in 1907 or hand coloring b&w photos were often not affordable or practical. Color photography became more widely available after WWII (2). In 1888, the Kodak Company sold the first commercial camera. The consumer would take photos and send the film back to the company to print (3).

In the early 1900’s, William H. Martin of Ottawa, Kansas is known as the father of exaggerated postcards, many of which feature farm scenes, such as massive pumpkins, huge ears of corn, etc. These postcards were “hugely successful throughout the Great Plains states where agriculture was the life’s blood of rural America.” Over 7 million were produced and made Mr. Martin a millionaire; it was so successful that other companies copied his idea. This type of illusion is made by taking two black and white photos, a wide shot and a close-up, cutting out the close-up, and gluing it over the wide shot. Eventually, Martin sold his company and it was moved into Kansas City and was renamed The North American Postcard Company (4).

In 1939 during WW2, photographers began shooting life as it happened versus staged images, and is now the style frequently used in photojournalism. In 1948, Polaroid introduces instant image development, taking less than a minute. It was initially fairly expensive but became more affordable in the 1960’s at the height of its popularity. Polaroid ended instant photographs production in 2008 (3). Nikon cameras (SLR-style), made by Japanese company Asahi in the 1950’s, had interchangeable lenses and accessories. Smart cameras, or "point and shoot" of the 1970’s and 80’s could make controlled decisions like shutter speed and focus. In the 1980’s and 90’s digital media began to replace film. The first camera phone was created in 2000 (3).

Lesson Expansion Ideas

1. Invite students to observe, reflect, and ask questions about a photo. (Try to answer who? what? when? where? why? and how?) For example: Identify and note details. What do you notice first? What people, objects, words are shown? How are they arranged? Why do you think the image was taken? When do you think it was made? Who do you think was the audience for the image?
2. Why was it uncommon to smile in early photography? It wasn’t the norm to smile in photographs like it is today. In the 1800’s exposure time could take up to 15 minutes-it is hard to stay still and hold a smile for that long! How long can your class hold a pose and a smile?
3. Create your own pinhole camera: https://kids.nationalgeographic.com/explore/books/pinhole-camera/
4. Create your own exaggerated photo/postcard by combining elements of two photographs.
5. Look at the development of cameras and the pieces needed. Look at William Jackson and how he photographed Yellowstone.
6. Where are "negatives" today? How do we store images today?

References and Resources

2. Brief history of color photography: https://tinyurl.com/y2d5elus
3. Brief history of photography: https://tinyurl.com/y262nl92
## Seed Packets

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
</table>

### Measurements
- Height: 5"
- Width: 3 1/4"

### Related Images

**Shawnee Town 1929 Archives, Thelabelman.com**
Seed Packets

About
Seed packets are designed to house seeds for sale to amateur gardeners. Antique seed packets utilize an illustrated image, the common and botanical name of the seed, and the company printed on the front with instructions for planting on the back. Burt’s, Burpee, Ferry Seed, and Card Seed Company were some of the predominate companies producing seed packets.

Card Seed Co. packets come in four different sizes and a variety of styles. 1920’s seed packets have a black border and vegetable over a black triangle with row crops in the background. The same seed packet images are often used on different company’s packets. This was due to lithographers printing large sheets of the images first and later adding the company’s name as they were ordered. Schmidt Lithography Company and Genessee Valley Lithograph Company are two examples (1).

“Until 1924, US farmers received seed from the federal government's extensive free seed program that distributed millions of packages of seed annually. At its high point in 1897, over 2 million packages of seed were distributed to farmers.” In 1930, there was not a lot of seed competition and seed companies worked to establish a market and increase sales versus protecting seed breeds and selling variety (2).

Lesson Expansion Ideas
1. Explore the differences among heirloom, hybrid, and open pollinated seeds. http://blog.seedsavers.org/blog/open-pollinated-heirloom-and-hybrid-seeds

2. What are common planting directions? Space needed between plants, how deep to plant, height of mature plant, soil, water and sun needs, indoor/outdoor, planting/germination/harvest needs and time frame, etc.

3. Name the parts of a plant; what do each of these parts do? Roots, leaves, stem, flowers, fruit, seeds.

References and Resources

2. Seed Companies overview: https://en.wikipedia.org/wiki/Seed_company

## Toy Soldiers

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Toy Soldiers</strong>&lt;br&gt;Shawnee Town 1929&lt;br&gt;ID #: 2018.1.131, 141</td>
<td><img src="image" alt="Toy Soldiers" /></td>
<td>Cast iron metal toys, infantry soldiers, riflemen, machine gunner, truck. WW1 uniforms. &quot;England&quot; stamped on bottom of the soldier.</td>
</tr>
</tbody>
</table>

### Measurements
- Height: 2 1/4"
- Width: 2"

## Related Images
- Global Volunteers, Mclaepessoa, Pieter Kuiper
# Toy Soldiers

## About

A toy soldier is a miniature human figure representing a military or combat character, often used to play with and recreate battles. The standard toy soldier scale is a 1:32 scale, or approximately 2.25 inches tall. Metal soldiers, often called tin soldiers, are made primarily of tin, lead, composite, or plastic. Based on the colors and details in their uniforms will show which war and country the soldier represents. To make a metal toy soldier, two halves of a mold with the soldier design are clamped together. The metal is heated to 300°C/570°F and poured into the mold. After it solidifies, the mold is cracked open and the soldier removed; it can then be painted.

Historically, both small and full-scale armies have been made, not always as toys but for ritual purposes to guard the dead, such as in Egyptian tombs from 2500 BCE and China's Terracotta Warriors from 246-208 BCE. “Across Medieval Europe, generals and monarchs had miniature armies crafted for them in silver, porcelain, or wood for use during war-strategy sessions.” (1). Soldiers as children’s toys began in the 18th century in Europe and mass producing (assembly line) toy soldiers began in Germany in 1775 (2). In 1893, hollow-casting for lead was created, making it cheaper and lighter to produce toy soldiers.

American toy soldiers in the 1920’s often featured U.S. fighters, such as WW1 troops, Revolutionary War troops, and Native American warriors, and were often sold in five and dime shops (1). By WWII, toy soldier production was halted due to a shortage of metal, and in 1938 toymakers Bergen Toy and Novelty Co. began using plastic injection-molding systems, again making their production cheaper and lighter. In the 1950’s The American toy company Marx created bulk unpainted green plastic figures, known as “army men”, typically depicting WWII and Vietnam-era weaponry. In 1966, international concerns over lead poisoning and new laws ended the production of metal toy soldiers in favor of plastic (3).

## Lesson Expansion Ideas

1. How do you play war games today? Do you use toy soldiers or video games? What war is it; real or imaginary? How have war games changed over the years?

2. Compare toy soldiers' uniforms, equipment, and arms. How are they the same or different?

3. Look at a toy soldier, the one in this activity or from home, and see if the uniform and equipment are accurate to the war they relate to.

## References and Resources

1. Collecting Toy Soldiers: https://www.collectorsweekly.com/toys/toy-soldiers

2. Toy Soldier National Geographic Society's Exhibit Overview: https://tinyurl.com/yyz3u42n

3. Toy Soldier History: https://www.toysoldierco.com/resources/toysoldierhistory.htm

See Han’s Christian Andersen’s 1838 fairy tale *The Steadfast Tin Soldier*
## Trunk, Suitcase

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Trunk, Suitcase**       |       | **Shawnee Town 1929**  
ID #: 2018.1.111  
| **Measurements**          |       | Height: 8"  
Length: 25"  
Width: 13 1/2"                                                                                                                                           |

### Related Images

- [Google Patent US3653474A, Smithsonian.com](#)
# Trunk, Suitcase

<table>
<thead>
<tr>
<th>About</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the 18th and 19th centuries, early suitcases were large and heavy boxes (trunks) made of wood, leather, and an iron base. Many were waterproofed with canvas or tree sap to survive leaky steamship travel, called steamer trunks. Tourism was mainly for the rich, and hired hands, servants, railway porters, and hotel bellhops would have carried the luggage, not the owner.</td>
</tr>
</tbody>
</table>

By the end of the 19th century, migration and mass tourism (not just for the wealthy anymore) increased and the luggage business was booming. Luggage was now predominately carried by its owner, so more styles and lighter/portable sizes were produced. Early “suitcases” (or “dress-suit case” or “suit-case”) were literally a case for suits. Materials consisted of leather, wicker, or cloth stretched over a wood or steel frame, corners capped with brass, and often had a handle (1). |

Automobile expansion in the 1920's utilized cheap and simple cardboard containers with clasps for the back of automobiles; cardboard and plastic symbolized “modern” materials and convenience. In the 1930's, “During the Great Depression farmers who worked fields away from home were called “suitcase farmers.”” (1). |

More familiar luggage we see today, hard rounded plastic luggage, started in the 1960's and included zippers and wheels, see Sadow’s 1970 (patent accepted 1972) patent (2 and 3). They often come in “carry-on” sizes, linking luggage with the latest widespread form of travel, aviation. Before plane travel became common, luggage with wheels did not catch on, such as a wheeled trunk patent from 1887 and a wheeled suitcase in 1945. |

<table>
<thead>
<tr>
<th>Lesson Expansion Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How does travel (steamship, railroad, car, plane, walking) affect luggage shape, size, and design? What do different types of luggage say about the history of human movement?</td>
</tr>
</tbody>
</table>

2. What type of luggage is Shawnee Town’s Traveling Trunk? Is it actually a trunk, how do you know? **It is a portable suitcase; it is made of cardboard which dates it to the early 20th century, and more specifically the 1920's.** |

<table>
<thead>
<tr>
<th>References and Resources</th>
</tr>
</thead>
</table>


## Washboard

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washboard</td>
<td></td>
<td>Wooden frame; corrugated metal wash board. Printed on top panel: “National Washboard Co.”</td>
</tr>
</tbody>
</table>

**Measurements**

- Height: 18"
- Width: 8 1/2"
- Depth: 1 1/8"

### Related Images

- Washboard Patent, Israel Free Image Collection Project
Washboard

About
A washboard is a tool for hand washing clothing, regularly used throughout the 1800’s and early 1900’s. It is traditionally constructed with a rectangular wooden frame with corrugated wood or metal sheet (the metal sheet version was first patented in 1833 by Stephen Rust (Old and Interesting)). Clothes are first soaked in hot soapy water in a washtub or sink, then squeezed and rubbed against the ridged surface of the washboard to force soap through the cloth to carry away dirt. Then the clothes are then rinsed, rung, and hung up to dry.

In the 1920’s, doing the family’s laundry was a woman’s chore and would take many hours and even an entire day to clean off the week’s dirt from the family’s clothes, not to mention an additional day of pre-soaking and a final day of ironing. It was strenuous work and people looked to make the laundering process easier (Google Patent search “D06F3/02”).

In 1927, Maytag developed a motor-powered washing machine (See video link below). The first fully automatic electric washing machine was manufactured in the 1940’s, just as more and more people outside of cities were getting electricity to their homes and farms. Most of today’s washers and dryers use microprocessor-controlled technology, first developed in the late 1970’s, to automate the washing and drying laundry, making it a very easy chore today (Popular Mechanics).

Lesson Expansion Ideas
1. Take a poll of your students. Do their mothers still do most of the household’s laundry? If so, why do you think that may be?

2. Then and now - How clothes were/are washed, lasting brands like Maytag, etc.

3. Why do we wash clothes? *Cleaning away dirt and bacteria = good hygiene and good health.*

4. Discuss environmental impacts of discharging untreated wastewaters. This became apparent at the end of the 1800’s during the Industrial Revolution and is still a major issue today.

5. This washboard artifact shows the words "Lingerie, do not rub hard" on it. What does this mean and why would it be here? *Wash delicates carefully.*

References and Resources
2. 1926 application for a washboard patent with schematic drawing and explanation of object: https://patents.google.com/patent/US1630170A/en
4. Video of 1927 Gas-powered Maytag washing machine in use, made by 805ROADKING: https://www.youtube.com/watch?v=8qpDgSktoE8
5. Washing machine history and timeline: https://tinyurl.com/y3fea76q