

STANDARDS:

- 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Individuals, Society and Culture)
- 2.1.7 Read about and summarize historical community events using libraries and a variety of information resources*.
- 3.1.4 Give examples of people, events and developments that brought important changes to the regions of Indiana. (Individuals, Society and Culture)
- 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana. (Individuals, Society and Culture)
- 5.1.19 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying
 - who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.
- 6.3.10 Explain that cultures change in three ways. Culture diffusion, invention and innovation

OBJECTIVE:

The students are able to compare and contrast their present day experiences with old time toys, Indiana immigrant experiences, and their personal items/specifically old toys, through several resources; including their textbook, research on the internet, trunk content from the museum, and a field trip to the museum.

INTRODUCTION:

The students review what they know about immigrants.

- Students write a pre-evaluation what they think the toys will look like when they go to the museum.
- Students will use internet to view toys from back when immigrants came to the United States.

PROCEDURE:

With the pre-evaluation paper complete, the students will have a small understanding of what toys they will most likely see at the museum.

1. While visiting Wabash County Historical Museum the students will go on a scavenger hunt throughout the museum
2. Teacher provides a handout for the scavenger hunt (attached)

3. Teacher instructs students to use the back of this handout to explain toys they found in the museum that could be toys, but were not listed in the scavenger hunt
4. After the Scavenger hunt, they will look at the toys in the trunk and the teacher will explain how the toys and games work
5. After teacher demonstration and explanation, students are given time to play with the toys themselves.

CLOSURE:

Students will create a Venn diagram to compare and contrast.

- Compare toys they play with and the ones they saw at the museum
- Students are able to see the similarities and differences between the two time periods
- Classroom discuss to share different points of view that they saw

ASSESSMENT:

Part 1 of the assessment is the pre-evaluation paper prior to the trip to the museum. Part two of the assessment is creating the Venn diagram.

Wabash County Historical Museum

Old Time Toys Scavenger Hunt

Directions: Look for the following old time toys in the museum and beside each toy write the time period the toy or object was used. When you are finished, on the back of this handout write about toys you found that immigrants could have used that are not listed below.

- Slate board
- Deck of cards
- Doll house
- Shovels
- Toy trains
- Dolls
- Bow and arrow
- Antlers
- Stones
- Horse shoe
- Clothes (dress up)
- Football
- Helmets
- Ice skates, hockey stick, hockey puck
- Toy car
- Shuffle board
- Telephone
- Musical instruments: bugle, tuba, flute, violin, drum, piano
- Bell
- Buttons
- Type writer

Current Toys

Old Time Toys

