

A Child's World

Second Grade Tour

Teacher Resource Guide

Wichita-Sedgwick County Historical Museum

204 S. Main

Wichita, KS 67202

(316) 265-9314

Teacher Instructions

For the Optional **Pre-Study** and **Post-Tour** Student Questionnaire

Before presenting any material in this Teacher Resource Guide, give the Pre-Study Student Questionnaire on the next page in the manner most appropriate for your students. Score and save the questionnaires.

As soon as possible after your tour, give the same Student Questionnaire again. Score these questionnaires. Match each student's Pre-Study and Post-Tour Student Questionnaires. Compare pre-study and post-tour results.

Name _____ Date _____

Student Questionnaire

Word Box

antique	china	plastic	fur	bisque	glass	slate	chalk
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1. Draw a picture of an old fashioned doll.

2. What would an old fashioned doll have been made of?

3. What would a new doll today be made of?

4. In old fashioned times, what did girls wear to school?

jeans and tee shirts

dresses

5. Which toys did they have in old fashioned times?

ball

Nintendo

marbles

Tour Instructions

A 60-minute tour for a single class of no more than 30 2nd grade students includes a 30-minute tour of the exhibit and 30 minutes of related play activities: button shoes and clothing, slate and chalk, tops, marbles, and dolls' tea party.

The class should be divided into two equal groups prior to your arrival. Students should use the Main Street entrance and gather quietly in the entry hall under the supervision of the accompanying adults to await the start of the tour.

After being welcomed by the docents, the groups will follow the docents to the second floor, where they will separate, each following a docent to a different area. Halfway through the tour time the groups will exchange places so that all students experience the entire tour.

Classroom Preparation

1. Give the optional Pre-Study Student Questionnaire and score the responses.
2. Review the pre-tour preparatory material in this guide with your students to familiarize them with the theme of the tour.
3. Present the pre-tour vocabulary so that these words will be meaningful during the tour.
4. Utilize the pre-tour activity sheets to reinforce the tour theme and vocabulary.
5. Review the concept-artifact list and relate the tour theme and artifacts to the concepts being studied in class.
6. Explain the tour format (one group tours the exhibit while the other group participates in the activities, then the groups exchange places) and museum manners (being good listeners, not touching the exhibits, raising hands, taking turns talking, and staying together).
7. Consider borrowing Museum Kit #18.1, "Going to School, 1880s," from the Library Resource Center. (Phone: 973-5150, Fax: 3973-5179, E-mail:LRC@usd259.net)

Tour Arrangements

1. Notify the Museum (265-9314) of any special needs of your students or time constraints for your tour.
2. Copy the Information for Drivers and site map for your driver(s). Request that adults remain with the class to assist with the tour.
3. Divide the class into two equal groups, both including boys and girls.
4. Prepare different colored **name tags** for each group. Print large first names. Chest-high necklace tags stay on better than tape or pins.
5. Notify the Museum as soon as possible if you will be late or unable to come. This is especially important in bad weather, as our volunteer docents make every effort to get to the Museum to meet your class, and we need to notify them as early as possible if you won't be coming.

Tour Instructions *(continued)*

Classroom Follow-up

1. Discuss what students recall from the tour.
2. Utilize the post-tour activity sheets of your choice.
3. Give the optional Post-Tour Student Questionnaire. Score and compare to Pre-Study Questionnaires.
4. Complete and return the evaluation form. We appreciate your comments and suggestions.

✓ **Note:** Due to time and space limitations and the fact that most merchandise is not intended for children, the Museum Shop is not included in the class visit.

Information for Drivers

Thank you for agreeing to drive a group of students to the Wichita-Sedgwick County Historical Museum, 204 S. Main (265-9314).

Directions

A map is included on the next page to help you find the Museum and parking. Parking can be congested, so allow time for this. The tour is scheduled to take one hour.

Parking

Parking is usually available in the municipal lot south of the Public Library, especially in the southwest corner, and these 10-hour meters take dimes and quarters. If metered parking is not available, there is a parking garage at Market and William that charges \$3.00. **If finding a parking place will make your students late, please deliver them to the Main Street (west) entrance and then park your car and rejoin them.**

Unloading

Please use the Main Street (west) entrance to the Museum unless instructed otherwise. Students are expected to gather quietly in the entry hall, under the supervision of the accompanying adults, to meet their docents and await the start of the tour.

When letting students out at the Museum, make sure that they get out of the car onto the curb, not into the street. Pull to the curb on the east side (right lane) of Main Street at the Museum's west entrance. Students may wait inside with the docents until everyone has arrived. If the group has already begun the tour when you return after parking, you will find them on the second floor, to the right of the stairway.

During the Tour





Please stay with your group during the tour, as your help is appreciated in keeping the group together and lending a hand with the activities if the docent requests it. If you bring a young child with you and find that you need to leave the group to quiet or occupy the youngster to avoid distracting the students on tour, please do so, but stay near enough to be aware of the conclusion of the tour.

Thanks!

We appreciate your help in making possible this special learning experience. Thank you, and come visit us often.

Driver's Map



MAP KEY		Unloading Point Pull to the right-hand side to let students off.		Handicap Entrance
		Museum Students enter at Main Street door.		Parking Area

Pre-Tour Vocabulary List

Please review the following words with your students in preparation for your tour.

antique

an item made in an earlier time, technically at least 100 years ago

bisque

fine, unglazed baked clay of which dolls were often made

china

fine, glazed baked clay, originally imported from China, of which dolls were often made

composition

a plaster-like mixture of which dolls were often made

embroidery

ornamental needlework

metronome

an adjustable clock-work device to mark tempo in music

museum

an organization that saves and exhibits important objects

papier-mache

a paper pulp mixture used for modeling

parasol

a light umbrella carried as a sun shade

slate

a hard, smooth gray rock used for early chalkboards

Victorian

characteristic of the time Victoria was Queen of England, 1837 – 1901

Concept-Artifact List

A number of topics and artifacts discussed during your museum tour can be related to the first grade curriculum. The following concepts are matched with some of the artifacts that relate to them. Please see also the Alignment with Standards for the Child's World First Grade Tour, found on the Museum web site at www.wichitahistory.org/education/

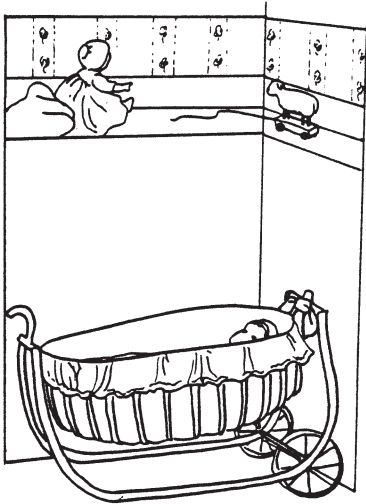
Concept	Artifacts
<i>Neighborhood</i>	
home environment	Victorian parlor setting
sidewalks, parks	doll buggies, bicycle, scooter, pedal car
school	school room setting
<i>Farm</i>	
animal husbandry	barnyard & dairy barn toys
contrast urban & rural	compare barnyard setting to downtown
<i>Self-concept</i>	
I am special	child-scale toys & furniture
I am learning	dressing display, piano lesson display
I can create	dolls' tea & mud pile settings
<i>Change</i>	
difference between past & present	antique toys made of different materials
<i>Transportation</i>	
how we move people & things	high wheel bicycle, wheeled toys
real & imaginary transport	Buck Rogers spaceship, trains, cars, planes
<i>Geography</i>	
continents, poles, oceans, equator	globe in school display case
map reading	site map for visit to Museum

Exhibit Outline

Title Panel

*"The world is so full of a number of things,
I'm sure we should all be as happy as kings."*

– Robert Louis Stevenson



A New Baby

The setting depicts a doll in an antique cradle furnished with linens and clothing from 1915. The wall illustration is a hand painted adaptation of a page from *Baby's Journal*, 1916. The accompanying text is an excerpt from a poem by Flora Duncan Isely, a Wichita poet active in the 1920s:

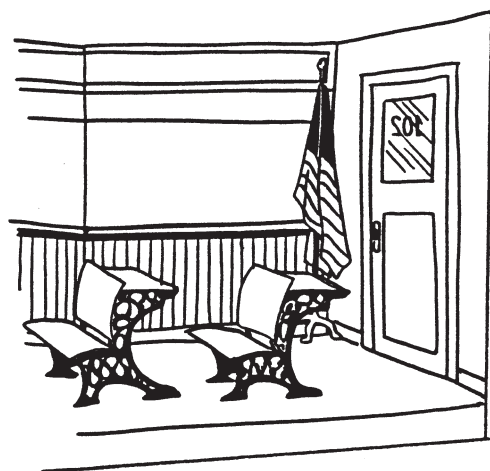
*"We have a baby now that we didn't have before,
I can hold it by myself too when I ask them any more.
It has dresses on it now and a lot of other things
With flowers sewed on with thread and pink ribbon for
the strings."*

– Flora Duncan Isely

School Memories

An exhibit case and vignette depict a turn-of-the-century school room. The case contains a globe, teacher's bell, and school items from Wichita dating from the late 19th and early 20th centuries. The classroom setting has two small desks, a bookcase, and wall furnishings, including a chalkboard salvaged from a Wichita school. On the board is a nursery rhyme written by teacher and student as a handwriting exercise:

*"Come hither, then, good little boy
And learn your alphabet;
And then a pair of boots and spurs
Like Papa's you shall get."*



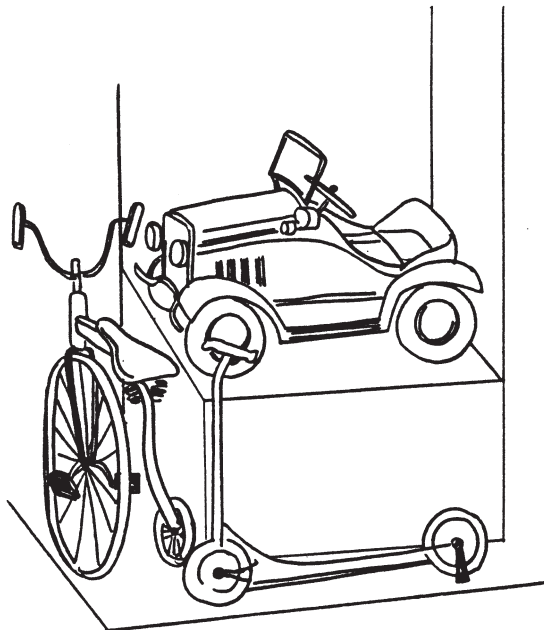
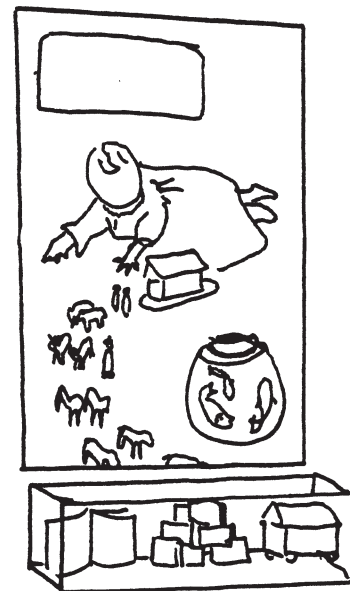


Music Lessons

A parlor setting of about 1890 includes an antique piano, authentic carpeting and portieres, and a photomural taken in 1887 of a Wichita family at their piano. The case contains a metronome, cornet, and photograph of a Wichita music group.

Noah's Ark

An illustration from *Mother Goose* shows a baby at play with the animal cut-outs of a Noah's Ark set. The small exhibit case holds an 1865 Noah's Ark with animal blocks and an 1885 book of *Noah's Ark ABC*.

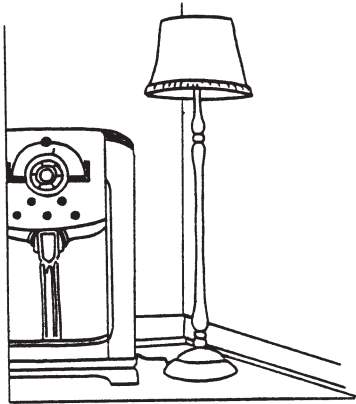


Active Play

An open case displays a 1930 Buick pedal car, scooter, and 1880s high wheel bicycle and smaller toys, including tops and marbles.

Antique Dolls

A platform displays doll carriages from 1900 to 1920 and a 1900 doll trunk with accessories. The adjacent cases hold a variety of antique dolls made of china, bisque, papier-mache, wax, and composition dating from the 19th century.



Radio

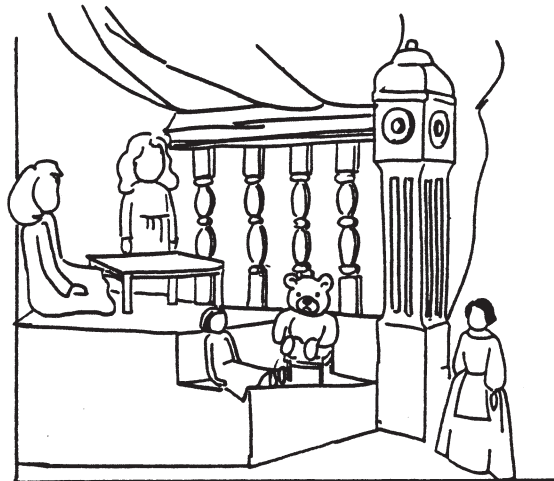
A living room setting displays a 1938 Westinghouse cabinet radio capable of receiving short wave and police band broadcasts. A tape recording plays excerpts of programs popular with children in the 1930s and 1940s. A wall case contains 1930s toys and books associated with radio heroes and a log of programs available locally in 1937.

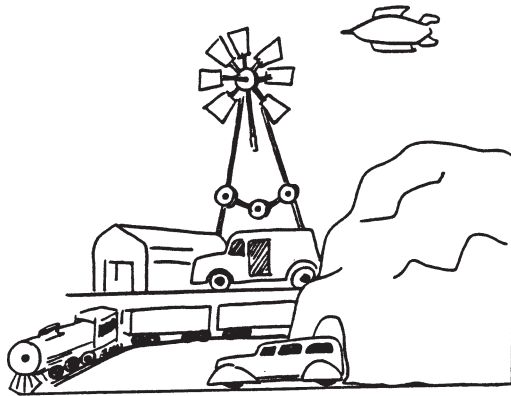
Dolls' Tea

Turn-of-the-century dolls are arranged in a tea party setting on a Victorian stairway. The verse describes similar make-believe play:

*"We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows."*

– Robert Louis Stevenson





Mud Pile

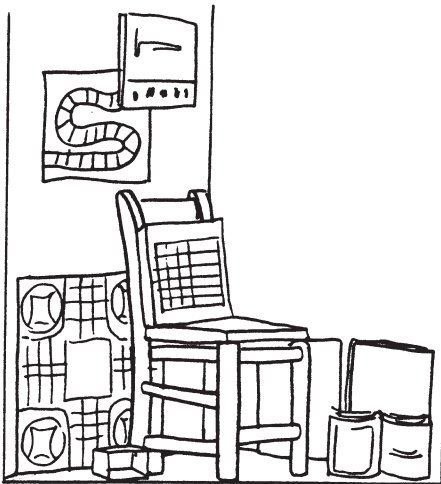
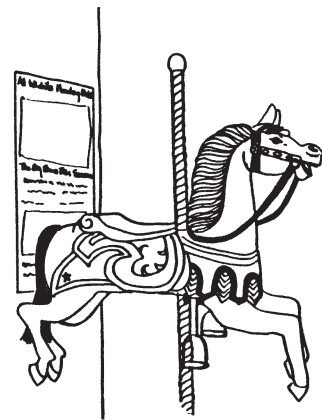
A case contains a mud pile mound as a typical setting for play with metal toys. The verse is:

*"I called the little pool a sea;
The little hills were big to me;
For I am very small.
I made a boat, I made a town,
I searched the caverns up and down,
and named them one and all!"*

– Robert Louis Stevenson

Carousel Horse

A restored pole-mounted carousel horse made about 1910 by the C. W. Parker Company of Abilene, Kansas, is shown alongside a circus ad from the 1883 *Wichita Daily Times*.



Games and Storybooks

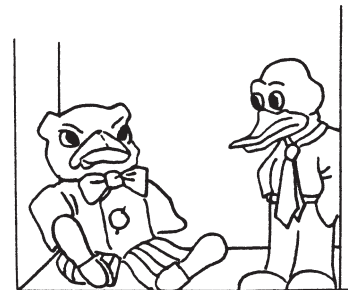
A case displays Parcheesi, Checkers, Obstacle Race Game, and Electric Questioner games with several illustrated storybooks. A rainy day illustration is accompanied by this text:

*"Summer fading, winter comes –
Frosty mornings, tingling thumbs,
Window robins, winter rooks,
And the picture story-books."*

– Robert Louis Stevenson

Hoots and Quacks

The case displays cartoons and puppets of Ben Hammond's Hoots and Quacks characters created for the *Wichita Eagle*.

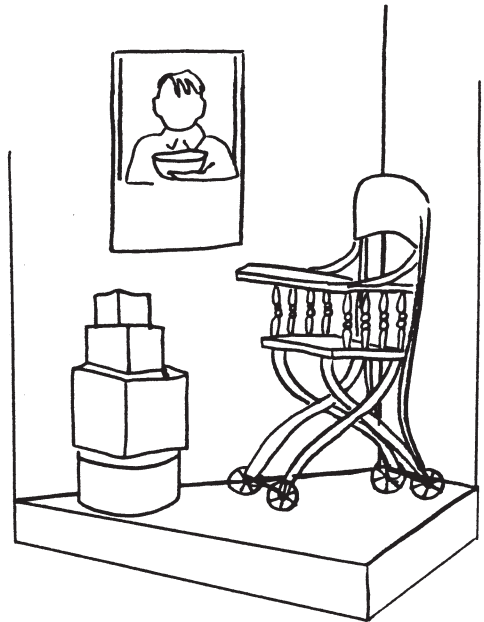


Mealtime

A 1900 high chair with utensils accompanies food tins and a 1916 Kellogg's Corn Flakes ad. The verse is:

*"Animal crackers, and cocoa to drink,
That is the finest of suppers, I think;
When I'm grown up and can have what I please
I think I shall always insist upon these."*

– Christopher Morley



Dressing

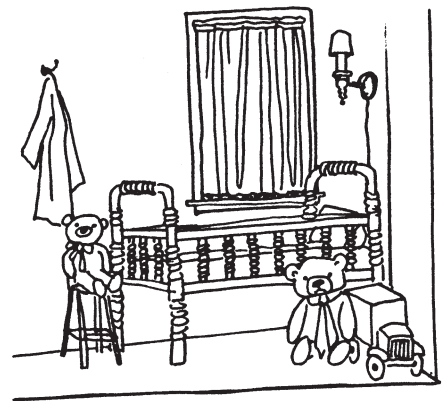
A photo of young Elnor Hartle taken in 1893 is accompanied by the original dress and other 1890s accessories.

Bedtime

Antique spool baby bed, early storybooks, and toys are arranged in a corner of a child's room, accompanied by the verse:

*"Slumber hold me tightly till I waken in the dawn,
And hear the thrushes singing in the lilacs round the lawn."*

– Robert Louis Stevenson



Closing Panel

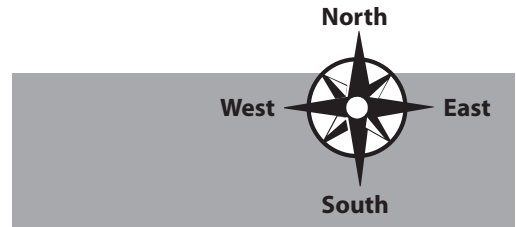
The wall illustration is adapted from Baby's Journal, 1916.

*"Now in the elder's seat
We rest with quiet feet,
And from the window-bay
We watch the children,
our successors, play."*

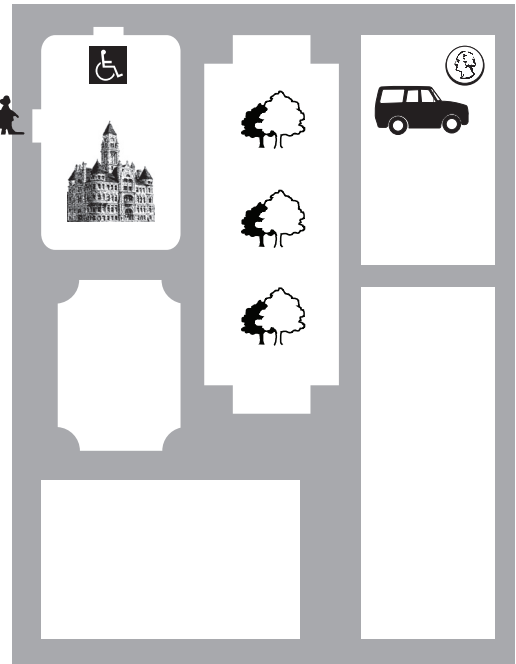
– Robert Louis Stevenson

Pre-Tour Student Map

Going to the Historical Museum



William Street



Main Street

English Street



Legend

Museum	Enter Museum	Library	City Park	Car Parking	Traffic Light	Handicap Access

Pre-Tour Word Scramble

Unscramble these words using the Word Box.

1. skboo

7. teBys

2. inopa

8. rka

3. taksse

9. esrblma

4. mseag

10. qtinaeu

5. mmuues

11. draoi

6. deracl

12. okclc

Word Box

antique	games
radio	piano
cradle	books
museum	Betsy
skates	marbles
clock	ark

Pre-Tour Discover the Verse

Discover the verse. Using the alphabet below, write the letter of the alphabet that comes **before** each letter.

"Xf ibwf b cbcz opx

"We have _ _ _ _ _

uibu xf ejeo'u ibwf cfgpsf,

_ _ _ _ _ ' _ _ _ _ _ ,

J dbo ipme ju cz nztfm g upp

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

xifo J btl uifn boz npsf."

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ ."

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Post-Tour Circle What You Saw

Many years ago, children played and had activities much like you do today.

1. Circle the items you saw in the school display:

clock desk skateboard bell horse
bed globe bicycle dolls

2. Circle the items you saw in the parlor and the music case:

family pictures car piano metronome
horn doll radio

3. Circle the items children many years ago played with outside:

pedal car books scooter bed
tops baseball bat ice skates

4. Circle the items you saw in the bedroom:

dishes teddy bear books school bell
bed night light

5. Circle the items that children long ago did for fun indoors:

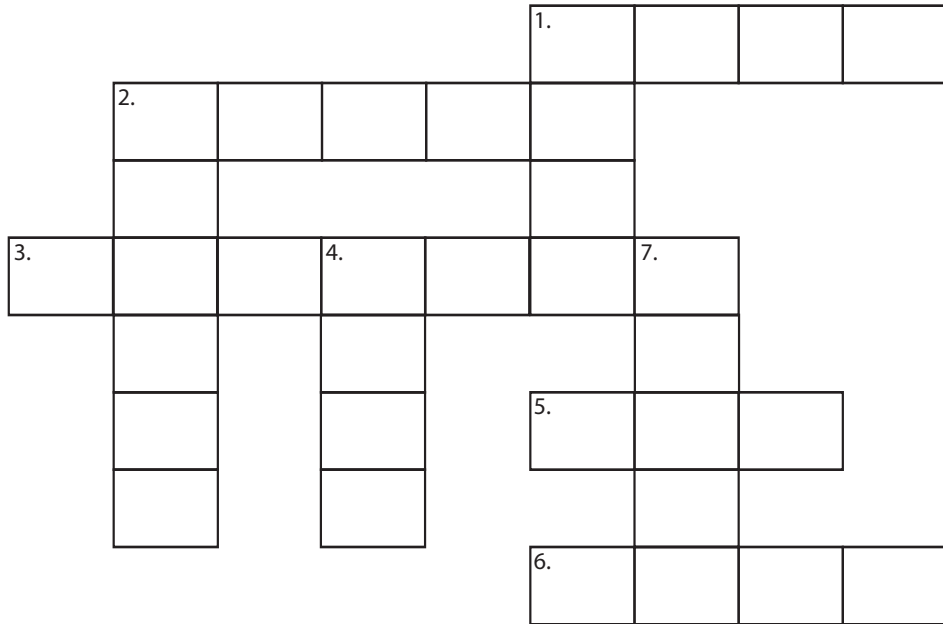
checkers books baseball radio
dolls bicycle tea set

6. Circle the items that children wore many years ago:

button shoes lace T-shirts sneakers ribbons
sweat pants sailor shirts

Post-Tour Crossword Puzzle

Learn about the Historical Museum in this crossword puzzle.



Across

1. _____ is a kind of cloth
2. tea set made of _____
3. knuckle down to play _____
5. spin a _____
6. write at a _____

Down

1. chalk writes on a _____
2. baby sleeps in a _____
4. animals live in a _____
7. cook on a _____

Word Box

cradle	desk
stove	silk
marbles	barn
slate	china
top	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

Post-Tour Solve the Puzzle

A dolls' tea set of many years ago was usually made of plastic.

If true, write T in space 1. If false, write H. (*Answer: False; write H.*)

Many years ago, Buck Rogers was a super hero to whom children listened on the radio.

If true, write M in spaces 11 & 16. If false write A.

Children today wear hightop button shoes.

If true, write E in spaces 12 & 15. If false, write U.

Hoots and Quacks are two puppets.

If true, write C in space 8. If false, write Q.

Many years ago, foods like marshmallows could be purchased in tin boxes.

If true, write S in spaces 3 & 13. If false, write O.

Betsy is the name of the Carousel Horse.

If true, write I in spaces 2 & 7. If false, write A.

Many years ago, school bells were rung by hand to announce the time for school to begin.

If true, write R in space 6. If false, write S.

Long ago, natural fibers such as cotton, silk, and wool were used for clothing.

If true, write O in space 5. If false, write H.

Long ago, boys wore jeans and T-shirts to school just like you do today.

If true, write R in space 4. If false, write T.

Reading books and playing games such as Checkers and Parcheesi were outdoor activities.

If true, write M in space 14. If false, write E.

A metronome ticks out the rhythm for practicing musical instruments.

If true, write L in space 10. If false, write B.

Children many years ago used slate boards and chalk in school.

If true, write A in space 9. If false, write F.

Post-Tour Name That Artifact Game

Divide the class into 2 teams. Alternating between teams, offer a clue to identify an item. If the item is identified after the 1st clue, the team earns 3 points; after the 2nd clue, 2 points; after the 3rd clue, 1 point.

1. It is white and has slits in the sides.
It has soft things in it.
It is used for a baby. (*cradle*)
2. It is metal with a wooden handle.
It makes a loud sound.
It was used in school in the early days. (*teacher's bell*)
3. It is made of very smooth stone.
It has a wooden edge around it.
We can write on it. (*slate or chalkboard*)
4. It is made of wood and ivory.
It is a large piece of furniture.
It is used to play music. (*piano*)
5. It is a toy like a box on wheels.
It has lots of pieces that fit into it.
It is meant to be a big boat. (*Noah's Ark toy*)
6. It has one large wheel and one small wheel.
It is used outdoors.
It is meant to be ridden. (*high-wheel bicycle*)
7. It is a round shaped toy.
It is made of wood.
It is spun with a string. (*top*)
8. It is a large box with drawers inside.
It is for storing things.
It has dolls' clothes in it. (*dolls' trunk*)
9. It is a stuffed animal.
It is sitting up high on a railing.
It has a long tail. (*monkey in dolls' tea exhibit*)
10. Its name is Betsy.
It is an animal.
It is painted many colors and has a real tail. (*carousel horse*)
11. It is a make-believe machine for travel.
It is silvery metal.
It is named after an early radio hero. (*Buck Rogers spaceship*)
12. It is something to wear on your feet.
It does not have laces.
It might seem hard to fasten. (*button shoe*)

Answer Page

Word Scramble

1. books
2. piano
3. skates
4. games
5. museum
6. cradle
7. Betsy
8. ark
9. marbles
10. antique
11. radio
12. clock

Solve the Puzzle

1. H (false)
2. I (true)
3. S (true)
4. T (false)
5. O (true)
6. R (true)
7. I (true)
8. C (true)
9. A (true)
10. L (true)
11. M (true)
12. U (false)
13. S (true)
14. E (false)
15. U (false)
16. M (true)

Discover the Verse

"We have a baby now
that we didn't have before,
I can hold it by myself too
when I ask them any more."

Crossword Puzzle

- | Across | Down |
|------------|-----------|
| 1. silk | 1. slate |
| 2. china | 2. cradle |
| 3. marbles | 4. barn |
| 5. top | 7. stove |
| 6. desk | |

Circle What You Saw

1. clock, desk, bell, globe
2. family pictures, piano, metronome, horn
3. pedal car, scooter, tops, baseball bat, skates
4. teddy bear, books, bed, night light
5. checkers, books, radio, dolls, tea set
6. button shoes, lace, ribbons, sailor shirts

Tour Evaluation

Teacher _____ E-mail _____

School _____

Tour Date _____ Time _____ No. of Students/Adults _____

1. Pre- Tour Material

- a. Did you use the pre-tour material? Yes No
- b. Was it helpful? Yes No
- c. How could the pre-tour material be improved?

2. Tour Presentation

- a. Was the tour presented effectively? Yes No
- b. How could the tour presentation be improved?

3. Your Visit

- a. Was your visit... too long too short just right
- b. What did your students enjoy most?

- c. What did your students dislike?

4. Post-Tour Material

- a. Did you use the Post-Tour Material? Yes No
- b. Was it helpful? Yes No
- c. How could it be improved?

5. Comments

Please list any other comments or suggestions below.

Evaluation Form continues on the following page.

Evaluation Form *(continued)*

6. Class Response

Basing your evaluation on the effectiveness of each activity sheet in promoting learning behavior among your students, circle the number on the scale that best describes the class response to the following tour elements:

	Excellent			Poor	
Pre-Tour Word Scramble	1	2	3	4	5
Pre-Tour Discover the Verse	1	2	3	4	5
Post-Tour Circle What You Saw	1	2	3	4	5
Post-Tour Old-New Choices	1	2	3	4	5
Post-Tour Solve the Puzzle	1	2	3	4	5
Post-Tour Name That Artifact	1	2	3	4	5

Thank you for your help in developing a tour to meet your needs.

Please return this form via U.S. mail to:

Education Director
Wichita Historical Museum
204 S. Main
Wichita
KS 67202.

Alternatively, you may complete this form online at:
www.wichitahistory.org/forms/cw2-eval.html