

**GRAND RAPIDS: THEN AND NOW**  
Teacher's Resource Packet



For use in conjunction with the Grand Rapids: Then and Now program  
at the Grand Rapids Public Museum.

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## GRAND RAPIDS: THEN AND NOW

### Teacher's Resource Packet

These resources have been designed to help teachers as they prepare to bring their classes to at the Public Museum of Grand Rapids, Michigan. Feel free to use the materials before or after your visit.

#### Pre-Visit Materials

- Michigan Department of Education Curriculum Links
- Vocabulary List
- Grand Rapids: Then and Now Book List
- 1890's Economics Individual or Group Activity
- Free Time: Then and Now Group Activity and Discussion

#### Post-Visit Materials

- Creative Writing Prompts Individual Writing Activity
- Gifts of Long Ago Group Discussion
- Raised By the Rules Group Activity and Discussion
- There's a Time Individual Activity
- Changeable Portraits Craft Project

#### Curriculum Links

The Grand Rapids: Then and Now program is designed to fit with the Curriculum standards of the Kent County Collaborative Core Curriculum (KC4) and the State of Michigan. The specific links covered are listed below.

#### History

- 1 - H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- 1 - H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- 2 - H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 - H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

#### Geography

- 1 - G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
- 1 - G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
- 2 - G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 - G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

## Economics

- 1 - E1.0.2 Describe ways in which families consume goods and services.
- 1 - E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 2 - E1.0.2 Identify businesses in the local community.
- 2 - E1.0.3 Describe how businesses in the local community meet economic wants of consumers.

## Grand Rapids: Then and Now Vocabulary

Word	Meaning
1. community	A group that lives together and shares government and other services in common.
2. recreation	A relaxing pastime.
3. neighborhood	A group that lives together in one particular place.
4. communication	The exchange of information by speech or writing.
5. pharmacist	A person licensed to dispense medicines.
6. city	A town of significant size or importance.
7. transportation	The means of moving people or goods.
8. needs	Something that is necessary.
9. wants	Something that is desired.

### Grand Rapids: Then and Now Book List

These are some recommended books for you to use to help supplement your classroom instruction as you prepare for your field trip.

Author	Title	Publisher
Freedman,	Russell Immigrant Kids	Scholastic
Hamilton,	Virginia The Bells of Christmas	Harcourt Paperbacks
Howard, Ellen	The Cellar	Athenium
Kalman, Bobbi	Clothing of the 1800's	Crabtree Publishing
Kalman, Bobbi	Customs and Traditions	Crabtree Publishing
Kalman, Bobbi	Games of Long Ago	Crabtree Publishing
Kavanagh, Katie	Home is Where Your Family Is	Heinemann Library
Leighton, Maxinne R.	An Ellis Island Christmas P	uffin
Levine, Ellen	If Your Name was Changed at Ellis Island	Scholastic
Nicholasa Mohr	The Magic Shell	Scholastic
Ross, Lillian Hammer	Sarah, Also Known as Hannah	Albert Whitman & Co.
Sandin, Joan	The Long Way to a New Land	Harper Trophy

## 1890's Economics

- Objective: Students will examine changing economics by investigating the cost of different items available historically and in the present.
- Materials: Current catalogs or advertisements

### Background Information

Though we still use some of the same items that were used over 100 years ago, the price we pay often varies. Below is a list of items and their prices from the 1902 Sears Roebuck catalog.

### Procedure

1. Using the price list below and catalogs or advertisements from today, have students find the current prices of similar items.

Item	Current Price	1902 Price	Difference
Folding Camera		\$3.75	
Sears Harmonica		\$0.07	
Children's Patent Leather Shoes		\$0.90	
Toothbrush		\$0.03	
Youth's Leather Baseball Mitt		\$0.35	
22" Bicycle		\$10.95	
Man's Watch		\$1.69	

2. Have students calculate the difference between the prices.
3. The students should answer the following questions:
  - Have prices gone up or come down?
  - Why do you think prices have changed?

### **Free Time: Then and Now**

- Objective: Students will learn about a different aspect of the 1890's by exploring the differences between free time activities today and in the 1890's.
- Materials: Chalk/White Board

### **Procedure**

1. Ask the students, what are some things you like to do in your free time?
2. Have the students make a list of their favorite free time activities.
3. Compare the items on the students' lists, to the activities of kids in the 1890's
  - Collecting: rocks, shells, insects, plants
  - Building: carts, sleds, wheelbarrows, wooden toys
  - Group Games: blind man's bluff, hide and seek, kick the can, marbles, checkers and dominos
  - Sewing: making doll clothes
  - Music: group singing, playing piano or another instrument
  - Walking
  - Fishing
  - Visiting friends
  - Horseback riding
4. Discuss the following questions with your students:
  - Are any of the activities the same?
  - How are the two lists different?

### **Creative Writing**

- Objectives: Students will explore different aspects of Grand Rapids history through creative writing projects.
- Materials: None.

### **Possible Topics**

- Create a time-travel story about what would happen if the school bus dropped your class off at a school in 1895.
- Using words and/or pictures, compare growing up in Grand Rapids in the 1890's to growing up in Grand Rapids today.
- Compose a letter to students of the 1890's describing your classroom and what might happen on a typical school day.

## Gifts of Long Ago

- Objective: Students will learn about a different aspect of the 1890's by exploring the differences between children's gifts today and in the 1890's.

- Materials: Chalk/White board

### Background Information

Children in the 1890's did not have the access to the variety of toys that are available today. Toys were often used for fun, but were supposed to teach skills that were needed for adults, such as sewing, carpentry, gardening and cooking.

### Procedure

1. Have the students think of a holiday or other event where they might have received presents.
2. Make a list of the presents received on the board.
3. Compare your list with what might have been given to children in the 1890's

1890's Children's Gifts	
Girls	Boys
Paper Dolls	Carpenter Tools
China Doll	Top
Sewing Kit	Toy Soldiers
Tea Set	Jack Knife
Miniature Household Items: Sewing machine, rug beater, carpet sweeper, wash tub and board	Marbles Baseball Mitt Cast Iron Toys

4. Discuss the following questions with the students:

- What are some toys today that teach skills?
- What are some of the differences between gifts in the 1890's and gifts given today?
- Do you think there was more or less time spent on recreation during the 1890's compared with today?

### Raised by the Rules

- Objective: Students will examine the differences between modern day and life in the 1890's by comparing the different rules for children during that time.
- Materials: None

### Background Information

In the 1890's, the teaching of good manners was very important to the proper upbringing of children. As a result of this, different rules were established that were commonly followed by families in the 1890's.

### Procedure

1. As a class, go through the list of rules from long ago. Mark "yes" if children today are expected to obey it; mark "no" if it is no longer enforced.

Rules of Long Ago	
	Always answer with "Yes, Ma'am" or "Yes, Sir."
	Younger children are to treat older brothers and sisters with respect and obey them.
	Say "Thank you" when receiving a gift or compliment.
	Ask permission to borrow an article that belongs to someone else.
	When walking between an adult and the fire in the fireplace, offer an apology.
	Never whisper or stare about when a teacher or clergyman is speaking.
	Do not speak during meals unless addressed by adults.
	Wait until adults are served before serving yourself and do not ask for more.

2. Discuss the following questions with your students:

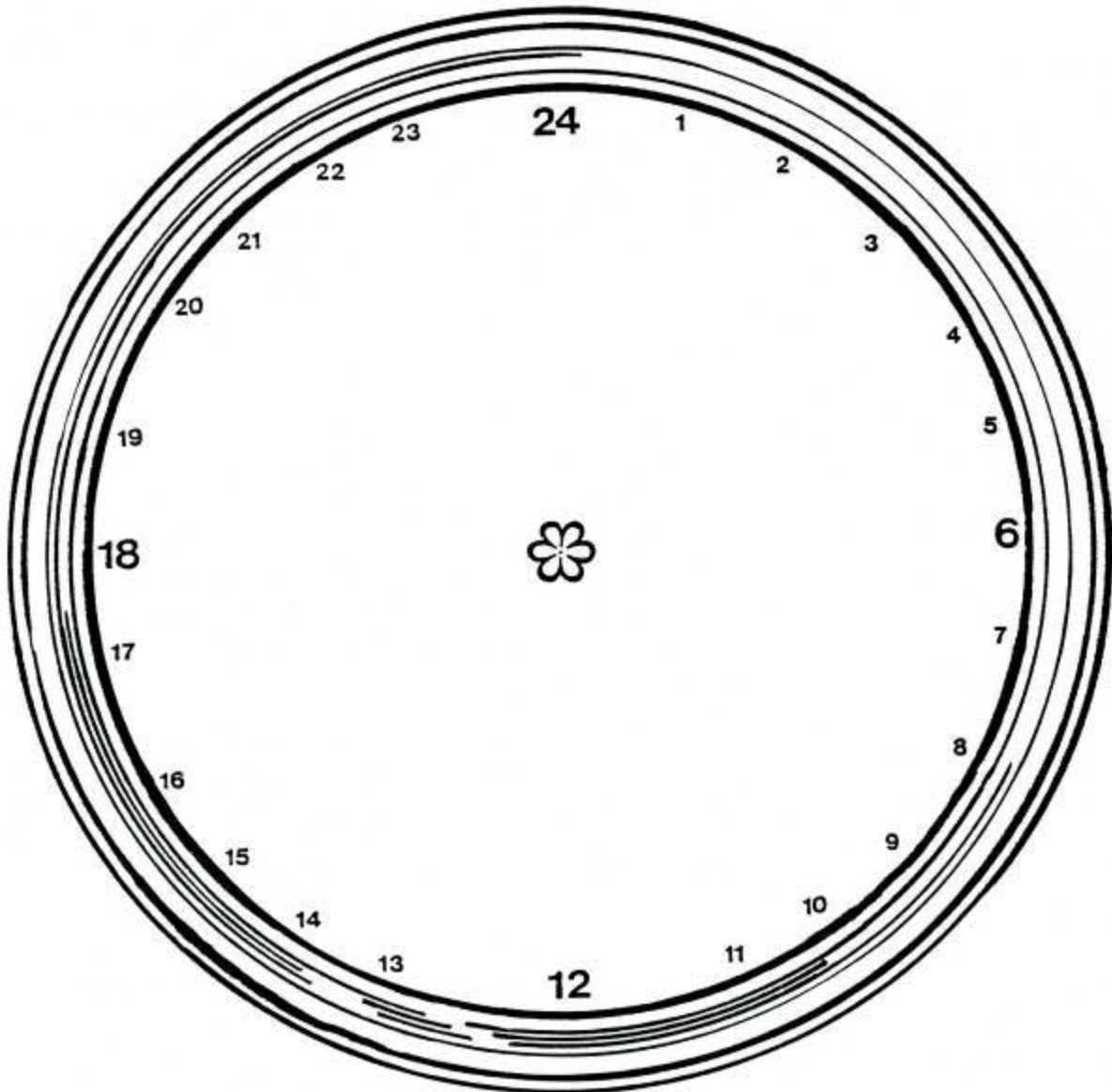
- Why did some of the rules change while others stayed the same?
- Why are rules of behavior taught?
- Do you have any rules you think will not be taught 100 years from now?



### There's a Time

What is your role in the family? By looking at your daily activities, you can begin to see how you help your family function.

**Directions:** On another piece of paper list all of your activities for a 24-hour period (weekday). Put all of your activities for one day on the clock face. You can divide the spaces into smaller periods of time, and you can draw pictures of your activities on the clock face.



## There's a Time

**Directions:** Look at your completed clock and answer the following questions about your activities.

1. Look at your clock, what activities take up most of your time?

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2. How would your clock be different if you did one for a weekend of vacation day?

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3. Which activities help your family?

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4. How do these activities help your family?

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5. How do the activities of children long ago differ from the activities of children today?

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6. How are they the same?

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### Changeable Portraits

- Objective: Students will learn more about popular Victorian toys by creating their own changeable portraits.
- Materials: 3 or more white 3x5 note cards, scissors, ruler, pencil, crayons or markers

### Background Information

Changeable portraits were a popular toy for both children and adults during the Victorian Era. The portraits were simple in principle but could be constructed in many different ways by the person playing with them.

### Procedure

1. On each card, draw a line 2 1/8" from one end and another 2 1/4" from the other end so each card is divided into three parts.
2. The top part of the card will be the forehead, the middle section the nose and the lower part the mouth and the chin of the faces.
3. It is important to try to draw the eye, nose, mouth and chin of each of the faces on the same place in each card so they will match up with another as you change the faces.
4. After you have drawn all the faces on the cards, cut along the lines that divide each card into three parts.
5. Begin mixing them up to make many different faces.

