

## Oral History of Illinois Agriculture



### Children's Lives

#### Illinois State Museum



[Http://avbarn.museum.state.il.us](http://avbarn.museum.state.il.us)

## *Then and Now of Children's Lifestyles: Venn Diagram*

Adapted from a Lesson by Taya Timmerman from Lake of the Hills

What do you know about the everyday lives of children who lived on farms in the late 1800s and early 1900s?

What kinds of games did they play? What kinds of chores did they have to do? What were those one-room-schools really like?

How did their lives and pastimes compare to yours? That is what we will explore in this activity.

The farmers who were interviewed for the AVBarn were asked about their childhood. They told stories about the games they played and the chores they did.

**To Begin:** It's always fun to guess about something in the past or future. Before watching and listening to the interviews, make a list of things that you think you will find. What kinds of games did boys participate in? Girls? What jobs were assigned to the boys? And to the girls?

**Research:** The AVBarn audio and video clips are searchable by topic.

<http://avbarn.museum.state.il.us/clipsearch>

You can choose categories or type in a keyword, such as

'children's work.' As a result, you will get a list of clips to choose from. You can also browse by person.

<http://avbarn.museum.state.il.us/Biographies>

Click on a person, be taken to their page. On the right is a list of their audio or video clips. Look for captions that mention childhood.

You can also find information by browsing or searching (advanced) the Picture Gallery.

[http://avbarn.museum.state.il.us/gallery?g2\\_itemId=343](http://avbarn.museum.state.il.us/gallery?g2_itemId=343)



*Allyn and Cullen Sweet cultivating the garden in 1895*



*Clyde, Ray, and Marie Ackerman playing in a tub of water on a hot day in 1920*

#### Special points of interest:

- Introduction
- Find the Information
- Venn Diagrams
- Emma Snodgrass
- For Teachers
- Learning Standards

## *The Goal—Find the Information*

Your goal is to find out from the interviews what life was like for farm children 60-110 years ago.

As you watch the clips, take notes on the games, pastimes, hobbies, outdoor activities,

and work in which those people participated. After you take the notes, you can organize them by category (or make labeled boxes on your note paper at the start and fill them in).

The categories you might choose are: education, games, sports, hobbies, chores, and church and family activities.

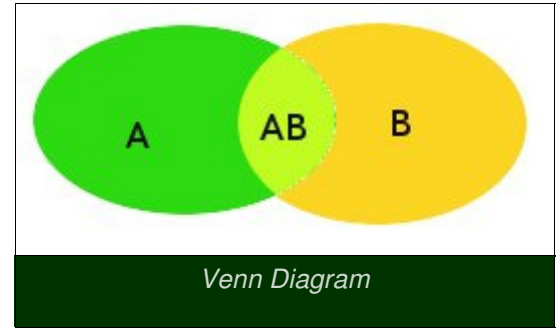
**Make another list** — this time of your own childhood activities.

## Venn Diagrams

A Venn diagram is a visual way to display information when you want to show similarities and difference between two or more entities. It looks like two ovals that intersect, making three compartments. The center compartment, where the ovals overlap, shows similarities of the two situations. The other two sections show the differences.

In the sample diagram, you might list basketball and football for yourself in A, hunting and horseback riding for the farm child in B, and ice hockey in C, which you both played.

Limit each diagram to one topic, such as play, or chores, so that it does not get confusing or cluttered.



## Sample Interviewee—Emma Snodgrass

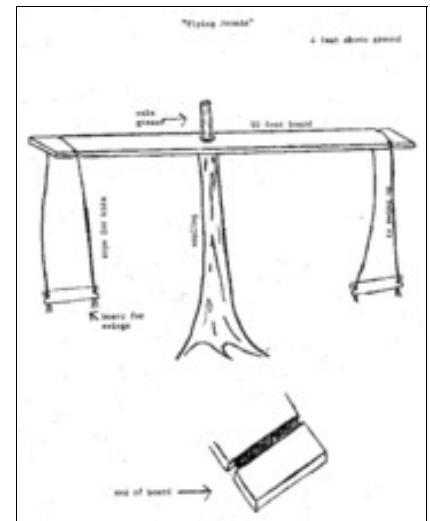
The childhood story of Emma Snodgrass, who was interviewed in 1980 at the age of 93, was striking in the hardships that her family suffered when she was very small.

Emma’s parents had moved from Illinois to Kansas. They lived in a sod house, where they endured prairie fires and poverty. Emma’s mother finally decided she could not stand to have one more baby in that situation. The family packed up to move back to Illinois. They traveled nine days to

Missouri, and spent two years there before being able to go on to Illinois. Emma, who was the eldest child, had to care for her younger brothers and sisters because her mother was not strong enough to raise the children she bore.

Emma tells of building a Spinning Jenny, a kind of roundabout ride, from a tree trunk, rope, and planks.

<http://avbarn.museum.state.il.us/BioID/120for>



*Emma Snodgrass’ Spinning Jenny playground equipment. She warned not to make one, as it is dangerous. Her foot got caught and she lay in bed for three weeks with a cow dung poultice on it.*

## For Teachers

**Pre-survey:** Discuss/brainstorm what students already know about children's lives during the 1900s. Share and document responses. Brainstorm possible topics.

**Introduction:** Explain project requirements and

description. Students will choose a topic to focus on (i.e. chores, education, extracurricular activities). Students will use the AVBarn database Clip and Keyword search (demonstrated and practiced) to locate audio and video clips of activities related to their topic. (Take notes about gender, age, and date of person and activity)

**Optional Extension:** Search the Web for other information about the subject.

**Contrast and Compare:** Students will each fill in a Venn Diagram that compares and contrasts the lives of a child then and now. The students will use their own personal accounts and recollections to formulate the "now". Students will form groups by similar or related activities chosen. They will confer and present their findings to the class in a one-to-two minute oral recital of the group’s results and what they learned.

## Illinois Learning Standards

### Social Studies: Social Systems

**18.B.3a:** Analyze how individuals and groups interact with and within institutions (e.g., educational, military).

**18.B.3b:** Explain how social institutions contribute to the development and transmission of culture.

### Language Arts:

#### Writing: 3.B.3a:

Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

### Research: 5.B.3b:

Identify, evaluate and cite primary sources.

**5.C.3a:** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.

**5.C.3c:** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.



*There was more than square-dancing down on the Dougan farm. Aunt Vera taught ballet.*

## Assessment

**Assessment:** Students will be assessed using a variety of formal and informal methods. Students will be assessed informally based on questioning and level of understanding determined by the teacher. Students will be assessed on quality of notes incorporated in the Venn Diagram. Students will be assessed on their participation using a checklist. In addition, a rubric will be used to assess students' final project. A self-reflection will accompany the project.

### Tasks:

#### Organization of Materials on the PC

- 4 points- Students Notes and information were organized and protected..
- 3 points- Notes and Info were somewhat organized and protected.
- 2 points- Notes and Info were not organized for use, but were protected.
- 1 point- Notes were not kept, were lost, and/or were not organized

#### Compare/Contrast

- 4 points- Student could add four or more comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.
- 3 points- Student could add three comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.
- 2 points- Student could add two comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.
- 1 point- Student could add one or no comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.

#### Cite Sources

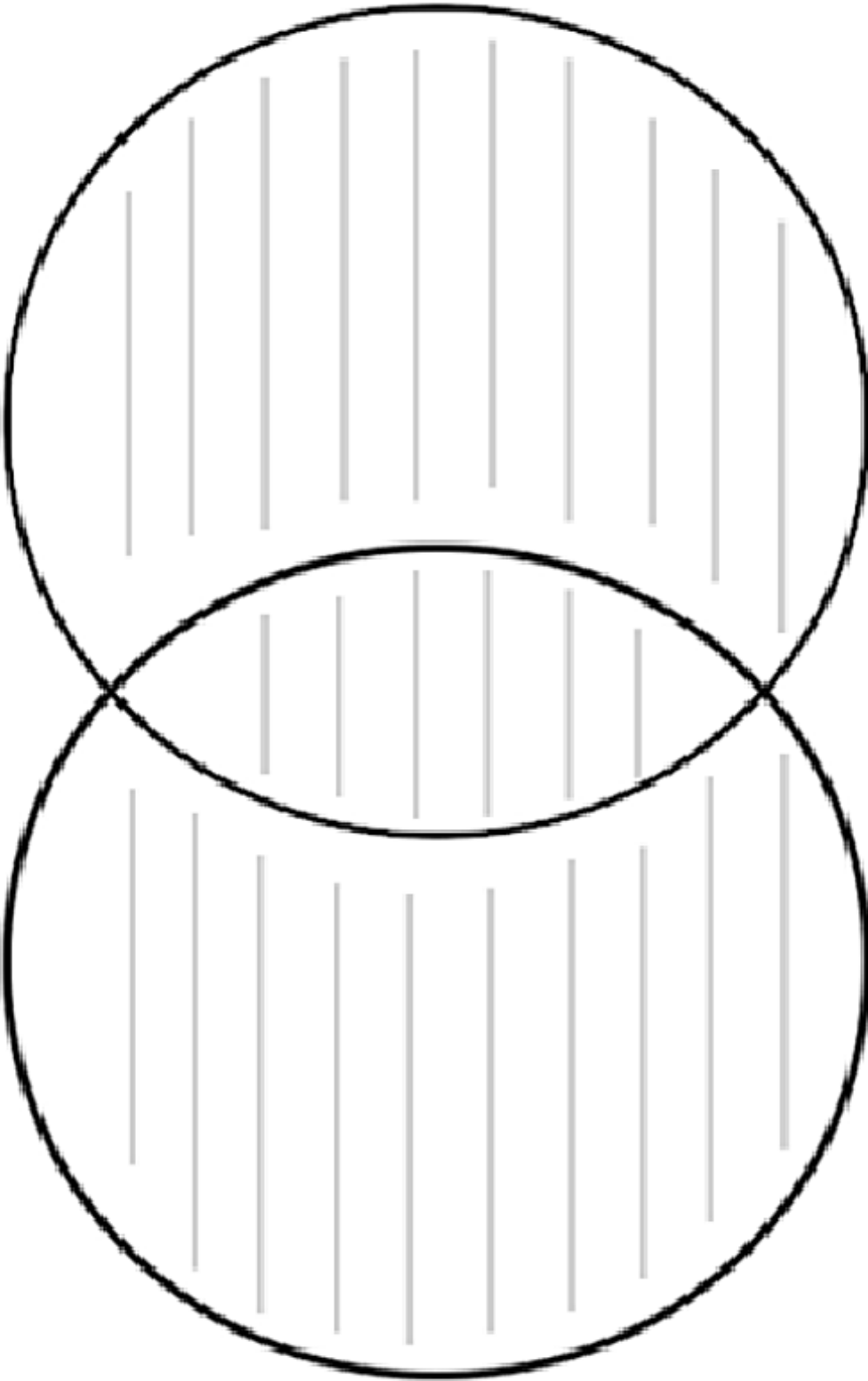
- 4 points- Students cited all the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)
- 3 points- Students cited at least 80% of the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)
- 2 points- Students cited at least 50% of the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)
- 1 point- Students cited less than 40% of the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)

#### Group Work on Report to Class

- 3 points- Students used time efficiently to combine information and completed assignment within time called.
- 1 point- Students used time inefficiently to combine information and did not complete assignment within time called

Venn Diagram

My Name: \_\_\_\_\_



Topic: \_\_\_\_\_