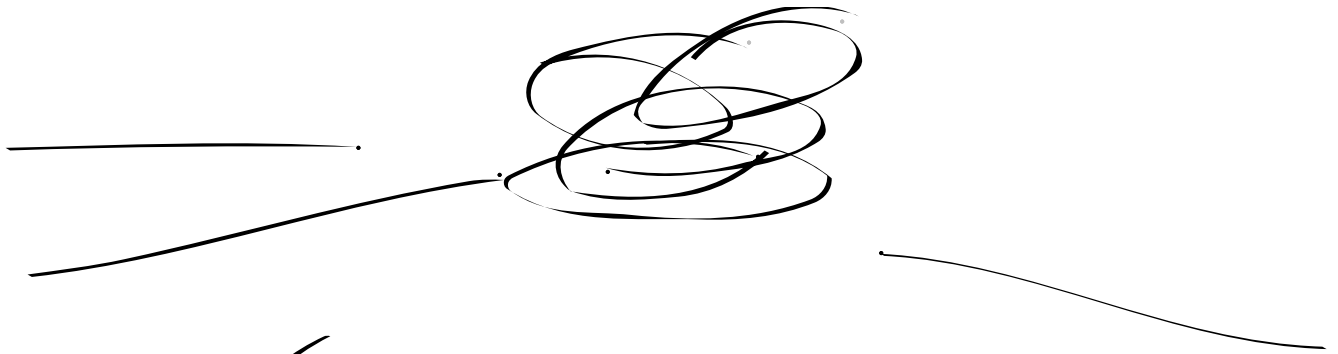


# Let's Go On a Cyberspace Field Trip



AT HOME  
IN THE HEARTLAND



**A Guide to  
"At Home in the Heartland Online"  
for Teachers of Grades 3 through 12**

**Illinois State Museum**

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# **Let's Go On A Cyberspace Field Trip**

**by Laura C. Lewis**

**A Guide to "At Home in the Heartland Online"  
for Teachers of Grades 3 through 12**

**Illinois State Museum  
1997**

**Made possible by grants from  
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## Section 1

# Section 1: Fueling Up



## How to Use This Guide

Welcome! *At Home in the Heartland Online (AHHO)* is a website based on a physical exhibit at the Illinois State Museum. The website contains images, interactive stories, maps, and timelines having to do with Illinois history—plus hands-on activities for students grades 3–12.

This User's Guide consists of the following sections:

- 1. Fueling Up.** You are in Section 1 now. It describes the organization of this book, familiarizes you with the Internet and World Wide Web and tells you how to access *At Home in the Heartland Online* from the World Wide Web.
- 2. Mapping Your Trip.** Section 2 describes how to get around or “navigate” in *At Home in the Heartland Online*. This section looks closely at the kind of information you will find on the website and how it is organized.
- 3. Blasting Off.** Section 3 helps you strategize how to integrate *At Home in the Heartland Online* into your curriculum. You will find tips on using electronic bookmarks, saving to disk, printing data, and using search engines.

The Appendices contain other things you might need to know, including charts showing how the online exhibit is organized.

Note: Comments placed in the margins contain helpful hints and other asides that are interesting but not essential to using AHHO.

## Section 1

### Technical Terms

#### *What are the Internet and the World Wide Web?*

The Internet is a network that has evolved over the last two decades to connect millions of computers around the world. The World Wide Web (Web) is an information retrieval system which runs on the Internet and supports images, sound and video. On the Web information is linked through hypertext. Hypertext is words, or pictures programmed to retrieve new information at the click of the mouse. Both the Internet and the Web are accessed through a computer and a modem or a dedicated high-bandwidth phone line (T1 line).

#### *How do I get onto the Internet?*

Getting onto the Internet requires setting up an account with an Internet service provider. You will need to pay a monthly fee in order to have access to the Internet. With an Internet account you can e-mail friends, family and colleagues throughout the U.S. and the world at the cost of a local call. You will also have access to the WWW. You can find local Internet providers for your area in the Yellow Pages of your phone book.

If your school has an Internet connection ask your technology coordinator about getting an address through your school for e-mail and viewing the Web.

#### *Now that I have an Internet connection, how do I use the World Wide Web?*

To view the Web you will need a Web browser such as Netscape Navigator or Microsoft Explorer.

Typically when you sign up with an Internet provider they will send you a start-up disk (software) that contains among other things a Web browser. You can also buy the Internet Start Up Kit for the Mac or the Internet Explorer Start Up Kit for PCs and Macs. These books provide excellent information on the Internet and the WWW and include a Web browser, an e-mail program, and an FTP program.

### ***Internet addresses (E-mail) and URL's***

Internet addresses or e-mail follow the same simple structure: a user's log-in name (also known as "user I.D."), followed by the "@" sign, followed by the name of the host computer on which the user has an account. When you set up an Internet account with a service provider or your school they will assign you a user I.D.

Every Web resource has an address which is called a URL (Uniform Resource Locator). URL's begin with "http" for files which contain text, images, sound and video or with "ftp" for files which contain documents that you can download to your computer's hard drive.

### ***Finding Useful URL's***

There are a number of ways of finding and collecting URL's. One way is to keep track when they show up in magazine articles, over the radio, on T.V. and at the movies. Another way is by "surfing" the Web—following links from website to website until you find information that is useful to you.

To help you find specific information there are powerful search engines on the Web. Some of these search engines, for example Yahoo, help you narrow your search by categories.

Netscape Navigator  
[www.netscape.com](http://www.netscape.com)

Microsoft Explorer  
[www.microsoft.com](http://www.microsoft.com)

Yahoo  
[www.yahoo.com](http://www.yahoo.com)  
[www.yahooligans.com](http://www.yahooligans.com)  
(for children)

## Section 1

Excite  
[www.excite.com](http://www.excite.com)  
AltaVista  
[www.altavista.digital.com](http://www.altavista.digital.com)

Other search engines, for example Excite or AltaVista, allow you to search by topics or specific words.

### ***Enhancing how you view the Web***

There are two groups of settings that you can adjust to make viewing the Web as enjoyable as possible. The first group of settings is found in your computer's control panel:

- To adjust screen resolution— the smaller the screen resolution the larger the image. For example, if you plan to have several students share one computer set your screen resolution to 640 X 480.
- To control volume.

The second group of settings is controlled through your Internet Browser:

- To change font size and type for viewing and printing—Netscape Navigator go to “Options—General Preferences” and for Microsoft Explorer go to “View—Fonts.”
- To turn off images—Netscape go to “Options—Auto Load Images” deselect auto load images and for Microsoft go to “View—Options” deselect pictures. By turning off images, Web pages will load more quickly, an important consideration if you have a slow connection to the Internet.

In Section 3 we will talk about bookmarks, saving and printing which are controlled from your Internet browser. If you would like more information on optimizing your use of your browser see the help pages for both Netscape and Microsoft Explorer.

Netscape Help  
[http://  
home.netscape.com/  
assist/index.html](http://home.netscape.com/assist/index.html)

Explorer Help  
see browser “Help”

### System Requirements

#### PC

- a 486 or higher
- color monitor
- a 28.8 and higher modem and a telephone connection
- or a direct connection (56K, T1, or ISDN line) to the Internet
- 8 mg of Ram (at least)
- Netscape Navigator 3.0 or Microsoft Explorer 3.0

#### MAC

- the 68030 series or power PC series
- color monitor
- a 28.8 and higher modem and a telephone connection
- or a direct connection (56K, T1, or ISDN line) to the Internet
- 8 mg of Ram (at least)
- Netscape Navigator 3.0 or Microsoft Explorer 3.0

*To download the latest version of either browser visit their homepage on the World Wide Web.*

*Netscape Navigator  
[www.netscape.com](http://www.netscape.com)*

*Microsoft Explorer  
[www.microsoft.com](http://www.microsoft.com)*

## Section 1

# Entering *At Home in the Heartland Online*



To find the address box look for the blinking cursor.

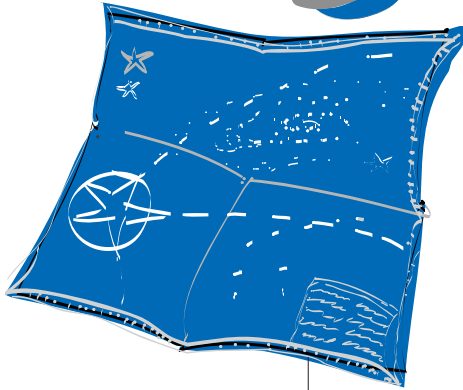
1. Turn on your computer and start your modem unless you have a direct connection to the Internet (this would be the case if your computer was part of a network that was connected to the Internet through a 56k, T1 line or ISDN).
2. Launch Netscape Navigator or Microsoft Explorer the same way you launch other applications by double clicking the icon from the desktop (Mac) or program manager (DOS).
3. In the "Address" or "Location" box of your browser type in the URL for At Home in the Heartland Online.

<http://www.museum.state.il.us/exhibits/athome/welcome.html>

The homepage visually organizes the main content areas of a website.

4. After the welcome screen has loaded take a moment to read the description of the website. If you would like an overview of how AHHO meets your educational needs click once on "Educational Overview." For background history check out "About the Exhibit" and "About the Project." If you are ready to enter the online exhibit click once on "Enter the Exhibit."
5. "Enter the Exhibit" takes you to the site's main homepage. Take a moment to bookmark this page (for more on bookmarking see p. 25). Now that you have entered the exhibit proceed to Section 2 for pointers on getting around AHHO.

## Section 2



# Section 2: Mapping Your Trip

Take some time to read the next few pages and get to know some of the basics about AHHO. Once you learn how to navigate AHHO you'll be on your way.

Here are the three main parts of AHHO:



**Voices & Choices:** provide the focus for classroom activities. Based on the experiences of real people “Voices & Choices” looks at the history of Illinois from the perspective of ordinary people and daily life.



**Background & Context:** In addition to Voices & Choices there are 5 content areas: ***Timelines, Maps, Side by Side, Objects,*** and ***Clues to the Past.*** Together these provide a context for the lives of the people described in Voices & Choices.



**Teacher Resources:** designed to give teachers an easy-to-access, fast overview of all the educational resources in AHHO:

- short summaries of the ***Voices & Choices***
- 9 to 18 suggested classroom activities per time period
- answers to all ***What do you think?*** questions
- links to the Illinois State Board of Education curriculum goals for social studies and language arts

## Mapping Your Trip

### Charting Your Course Through Cyberspace

AHHO consists of seven interactive “maps” or homepages:

The main homepage lets you choose one of six different time-periods (1700–1800, 1800–1850, 1850–1890, 1890–1920, 1920–1950, 1950–Present).



There are six homepages, one for each of the time periods. Each one is organized like the others.



Homepage for At Home in a House Divided: 1850–1890

*Think of these homepages as interactive maps that you will use to plot the path you and your students take through AHHO.*

*In AHHO all paths lead back to the homepage. You may travel from screen to screen while using AHHO, but you will always return here for new information or to move to another time period.*

## Section 2

*Move your cursor over the screen. Notice where the arrow changes to a hand. The hand alerts you to a “hot spot” or hyperlink that will take you to new information.*

*Click on the box in your right hand margin and drag it up or down to “scroll” through the text.*



### Choosing a Time Period

Strap on your seatbelt, grab your mouse and get ready to do some time travel!

Follow the directions on page six to launch your Web browser, enter AHHO, and get to the main homepage for the online exhibit.

On the opening screen you have six time periods to choose from. For now click on **1950–Present**.



This transition window between the time line and the time period provides you with an overview of the historical period.

Read about the 1950's, using your mouse to scroll down. At the bottom of the screen, click on “Enter a House Subdivided.”



**Enter a House Subdivided.**



## Mapping Your Trip

On the following page you will see a diagram explaining how each historical period has been organized.

You will be introduced to the following content areas:



### Voices & Choices



### Timelines



### Maps



### Side by Side



### Objects



### Clues to the Past



### Teacher Resources

*Each of these categories is identified by a clickable icon. Once you have decided where to go and what to see, just click on the corresponding icon.*

## Section 2

### 1950–Present Homepage

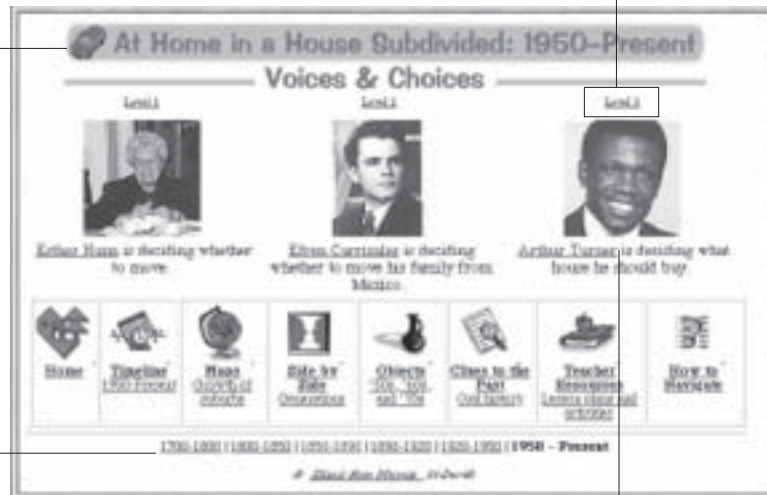
**Levels:** In order to address the different curriculum needs and reading levels of elementary, middle and high school students *Voices & Choices* are separated into three levels:

- *Level One—grades 3–5*
- *Level Two—grades 5–8*
- *Level Three—grades 9–12*

These levels are meant to be guidelines. As a teacher you know which stories will attract your students and work best with your classroom curriculum.

**Title bar:** tells you what time period you are in. Click on the title bar to get back to this page.

Use this exhibit timeline to visit different eras.



**Voices and Choices** form the focus of the online exhibit. Organized like mini-dramas, they provide a glimpse into the lifestyles and domestic situation of real people. For example, in 1950–Present, you hear from Esther Hunn, Efrén Carrizales and Arthur Turner. Each drama is centered around a decision these individuals faced during their lives. As the drama unfolds you are given a list of choices and asked to pick the one you think the person should make. The story proceeds when you select the choice the person actually made.

## Mapping Your Trip

### The Main Button Bar *(example from At Home in a House Subdivided: 1950-Present)*

**Home button:** this heart will take you back to the main homepage. From there you can visit another era.

**Maps** illustrate the gradual transformation of Illinois from a land of forests, prairies and wild river valleys to a landscape organized by man.

**Objects** trace over three centuries of change in domestic life.

**Clues to the Past** explains the methods and resources used by historians to uncover and interpret the past.

**How to Navigate** is the “help” page. When you are unsure of how to navigate the page you are on click this button to find out.





**Timelines** trace the historic events which have influenced domestic life in Illinois over the past 300 years.

**Side-by-Side** compares the lifestyles of different cultural groups based on ethnicity, gender, age, and economics.

**Teacher Resources** provide teachers with grade-specific themes, activities, lesson plans, and discussion ideas for a social studies and language arts curriculum. The activities have been written to be flexible and easily molded to your classroom needs.

### Other icons you will find on the site.

 A small globe followed by a URL will take you to another website. There are several ways to return to AHHO using features built into your web browser. The “back” button lets you page back; the “go” button keeps a record of the places you have been; or bookmark AHHO for easy access.

 This tiny megaphone indicates a sound file. Click on it to learn how to pronounce the word it follows. All the sound files in AHHO are found in Voices & Choices.

## Section 2

### Voices & Choices

Experience the past through someone else's eyes. Written in the first person, these narratives are true accounts based on historical records and/or oral histories. There are 21 different narratives in the site—three narratives per time period, except for the French Period which has six narratives.

The Voices & Choices read like mini-dramas. The buttons or icons at the bottom of the page help you navigate through the story. Use your mouse to click on the arrows or the page numbers to move forward or backward within the story.

To test if text or images are hyperlinks move your mouse over them to see if the cursor changes from an arrow to a hand. If it does go ahead and click.

Page 1 of  
**Efren Carrizales.**  
At Home in a House Subdivided  
1950–Present



Main Homepage

Backward

Forward

How to Navigate

1950 Homepage

Page Numbers

Teacher Resources



Who is Efren Carrizales?

### Who is Efren Carrizales?

Look for this question and others underneath the images which accompany the text. Click on the question to access additional information about the person in the story.

### Choice

As the story unfolds the reader discovers that the main character is faced with a dilemma and a series of solutions or choices. For example, in the story of Efren Carrizales—a young man from Mexico who has moved to Chicago for work and left his family behind—Efren realizes that it will be years before he can earn enough money to move back to Mexico. “What should Efren do?” The drama stops and the reader must decide if Efren should remain in Chicago alone, move family to Chicago temporarily, or move his family to Chicago permanently. The choice that continues the story is the one Efren Carrizales actually made.

### What do you think? and Suggested Activities

At the end of each Voices & Choices are inquiry questions, “What do you think?”, and suggested classroom activities. Students can use the questions to further explore the narrative. These questions can also become the focus for classroom discussions, writing assignments, or homework.

The suggested classroom activities have been designed for a social studies or language arts curriculum. The curriculum goals for AHHO are a combination of the Illinois State Board of Education Learning Goals and Objectives and the Chicago Public Schools Learning Goals and Objectives.

The activities you find at the end of each Voices & Choices narrative are repeated in Teacher Resources.

*What can we learn by comparing our solution with that of the main character? Ask your students to compare their first choice with the character’s choice. Why or why wouldn’t they have done what he or she did?*

*Activities have been written to take the information from the online exhibit out into the classroom. Most activities do not require students to use a computer.*

## Section 2



Teacher Resource  
Icon

*Use the charts in Appendix A to help you select stories and activities at other levels that you would prefer to use with your students.*

*This menu tells you what you will find in Teacher Resources.*

### Teacher Resources

Using this guide and the online Teacher Resources you should be able to integrate AHHO into your curriculum quickly and easily.

Teacher Resources can be accessed from:

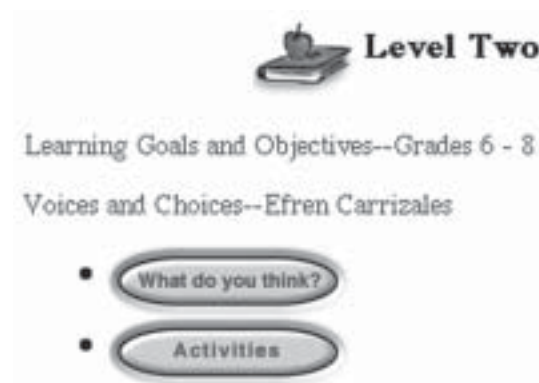
- the homepage of each time period
- the first page of each narrative

Clicking on the icon takes you to the overview page for Teacher Resources where you can choose your grade level.

- Level One—grades 3–5
- Level Two—grades 6–8
- Level Three—grades 9–12

**Note:** These are only meant to be general guidelines, teachers must determine the proper level for their particular students.

For example, if you teach 6th grade then you would click on Level Two and it would take you to Teacher Resources for Efren Carrizales.



For easy reference print out Teacher Resources.

## Mapping Your Trip

 At Home on the French Frontier: 1700–1800

### The French Period

The French Period is organized like the other historical periods it just has more information—two narratives per level (a total of six) and three computer games.

### The Computer Games

***Livre's Worth***—Level One game. Students explore the meaning of a barter economy and test their math skills.

***The Convoy***—Level Two game. Students take on the role of villagers from the frontier village of Kaskaskia. Students explore the trials of frontier life by joining the convoy of boats headed down the Mississippi to New Orleans or by staying at home in Kaskaskia. This activity emphasizes group collaboration and process.

***Behind the Scenes***—Level Three game. In Part One students are introduced to the scientific method of examining objects (in this case bottles from three different eras). In Part Two students are asked to assume the role of curator to determine the relative age and worth of three different bottle shards.

On the first page of the activity look for the teacher icon and click on it to go directly to the lesson plan.



## Section Three: Blasting Off

This section will give you some guidelines for developing a lesson with AHHO resources, including classroom strategies for making use of one Internet connection or many. With preparation strategies like making bookmarks, saving to disk, and printing, you can create your own unique teaching materials while helping student researchers locate the information they need on AHHO and other websites.

Use AHHO to:

1. Build a lesson or unit of study on Illinois history or local history.
2. Use images and themes from AHHO to introduce a new curriculum topic.
3. Create your own teaching materials from AHHO.
4. Help students learn to use the Web for research.



## Section Three

### Building a Lesson

Using the resources provided by AHHO expose your student to Illinois history through the stories of men and women who have lived in Illinois across the decades. Use “What do you think?” questions to help students begin to draw parallels between their lives and the lives of people who have lived in the past. Develop class projects based on “Suggested Activities” which emphasize critical thinking, imaginative thinking, and hands-on learning. These activities in conjunction with AHHO show students how local history can answer broader historical questions.

### Introducing Each Historical Period

For **Level One** and **Level Two** students this is best done in the classroom with a computer that has an Internet connection and is hooked up to a television monitor or an overhead projector so that all students can participate. If **Level Three** students have access to a computer lab with Internet connectivity allow them to investigate the different historical periods in small groups.

### Day 1:

1. Go to the main homepage of AHHO.
2. Click on the time period you are studying.
3. Read the overview.
4. Enter the exhibit.
5. Look at the homepage for the time period as a class and talk about the different kinds of information that can be accessed from the website.

Main homepage:  
[www.museum.state.il.us/  
exhibits/athome/  
index.html](http://www.museum.state.il.us/exhibits/athome/index.html)

## Blasting Off

6. Click on the timeline icon to review the historical events that took place during these decades in Illinois.



Timeline icon

Read the Level One narrative aloud with the whole class, selecting different students to read from each page. Review highlighted words using the glossary provided. Assign glossary words as homework.

### Level 1

Select reading partners or reading groups to read aloud the Level Two narrative. Assign each group to a different computer. Hand out the “What do you think?” questions as homework. If you do not have access to at least five computers with Internet access you have three options: 1) read the story aloud as a whole class; 2) print out the story and distribute it to reading groups; 3) use AHHO as a station activity where groups take turns going to the computer to read the story.

### Level 2

Level Three students should investigate the different content areas. Assign different student groups to Voices & Choices, Maps, Timelines, Side by Side, and Clues to the Past. Ask students to take notes so that they can report their findings to the whole class.

### Level 3

## Section Three

Print out teacher resources for yourself. Choose “What do you think?” questions for class discussion, to assign as homework, or to print out for students to answer while they read the narrative. Choose a suggested activity.

### Day 2:

#### Report Back

#### Level 1 & Level 2

Review the narrative and glossary words. Use the “What do you think?” questions for a whole-class discussion or small-group discussion.

#### Level 3

Have student groups report their findings to the whole class. Student groups responsible for the narratives may want to select several “What do you think?” questions to discuss with the entire class.

#### Suggested Activities

See Appendix B for a listing of suggested activities for the different levels. The activity descriptions include a key to indicate if they are social studies, geography, language arts, or dramatic arts related and approximately how many days (a day equals a 45 minute class plus homework, or a double period) they will take.

Appendix C provides classroom strategies for organizing AHHO materials. These learning grids were developed by Cathy Johnson, for her 4th grade class, and Jack Stanislaw for his 11th grade American Studies class.

### Introducing a New Curriculum Topic

#### Using images

AHHO is image intensive. The website includes drawings, paintings, prints, maps, and photographs of people, places, and objects. Use an image or a group of images to jump-start a new topic in social studies or become the focus for a creative writing assignment in language arts.

For example:

Begin a social studies unit on the era of WW II by looking at the “Electric coffeemaker, ca.1940–1946.” Have students read the object label. How do they think WW II changed the economy? Have students read the story of Theo Finley. In what ways did WW II deplete economic resources? Get students to think about the effects of WWII on the American economy.

For language arts, select several images of household objects from the website and paste them into a document (for more on using images see p. 26). Ask students to write a poem about each object, or create a dialogue between the objects. Then have students go to AHHO, find the objects and read the object labels. Do the object labels change how students feel about the objects?

#### Using themes

Each Voices & Choices has several underlying themes that tie the stories to language arts and social studies curriculum.

**Social  
Studies**

**Language  
Arts**

## Section Three

*Use Appendix A to find stories with themes you will cover in your curriculum.*

Each story fits into a broader historical category, for example, introduce Black History Month with the story of Ruby Livingston—a young woman who migrated from the south to the north in the early 1900’s with her husband and two small children. What was life like for her? Why did she and her family move? What kinds of job opportunities were available to her in Chicago? These are the types of questions students can begin to think about as they read her narrative and view photographs of African-Americans who migrated to Chicago. This story addresses immigration and migration, as well as Black History.

More examples of the types of connections you and your students can make between your curriculum and AHHO. . .

- If you are a French teacher take your class on a cyberspace field trip to Illinois in the 1700s and explore a frontier culture influenced by French customs and traditions.
- If you team teach a course on Modern American Studies use AHHO to compare the changes in lifestyle that have occurred from the 1950s to the present. Have your students go to 1950–Present and look at “Objects” from the home in the 1950s, 1960s, and 1970s. As a class or in small groups have students create an exhibit about objects from the home in the 1990s.
- Maybe you teach 3rd grade and have decided to do a unit on holidays. You and your students can explore holidays on the French frontier through the story of Antoine Bienvenue and his family. Or learn what Christmas was like for one small boy in 1852 by reading Henry Starr’s diary entry for December 25.

### Creating Your Own Teaching Materials

Here are a few of the things you can do with AHHO: bookmark webpages that you want your students to review, save images to disk, copy and paste text to put into documents that you create for your students.

#### Bookmarking

Bookmarking is a function of your Internet browser which allows you to create a list of URLs easily accessible to you and your students.

- Use bookmarks to create a specific “path” through AHHO for your students
- Use bookmarks to make computer lab time on the Internet more efficient for your students.

#### *Netscape Navigator “Bookmarks”—*

You must be on the page you want to bookmark.

1. Go to Bookmarks in your browser commands.
2. Click once, highlight “Add Bookmark” and let go. The URL should be bookmarked.
3. Double check by opening up Bookmarks, the last entry should be the Web page you are on.

#### *Microsoft Explorer “Favorites”—*

You must be on the page you want to bookmark.

1. Go to Preferences in your browser commands.
2. Click once, highlight “new” and let go. The URL should be bookmarked.
3. Double check by opening up Preferences and looking to see that the last entry is the page you are on.

## Section Three

To download Flash It 3.0 go to <http://hyperarchive.lcs.mit.edu/HyperArchive.html> then search for Flash It 3.0.

Both browsers allow you to assign folders. You can create a folder called "At Home" to hold bookmarks of all the pages you want your class to look at. Just bookmark the pages then open up Bookmarks or Preferences and "drag and drop" the bookmarks into the "At Home" folder.

### **Saving images to disk:**

To save an image, center your cursor over the image and press down on your mouse (or right mouse button) until a menu comes up asking if you would like to copy or save the image. Select save and the computer will prompt you where to save it. You can save it on the hard drive of your computer or onto a floppy disk. To view the image you will need software that views gif or jpeg images such as Photoshop or Claris Draw. You can also capture images using Flash It 3.0 which is a shareware control panel for the Mac. Create custom screen shots by pressing control, shift, 3. Flash It saves the graphic in "pic" format which is easily inserted into ClarisWorks, Wordperfect, and Word documents.

Place the image in presentation software such as PowerPoint, Hyperstudio, or Claris Draw and create your own slide show. As long as you do not distribute your presentation outside your school or post it on the World Wide Web, you are probably not violating copyright law. Check with your school administrator about specific use situations.

### **Printing text:**

You can print AHHO by selecting print from your browser menu. Everything on the Web page will be printed. If you only want to print text then highlight the text with your cursor and use Edit command "Copy" to capture the highlighted text. Open your word processing program and from the File commands "Paste" the text into your document.

Highlighted text can also be copied into presentation software. Combine this text with images to create your own teaching materials for students. You can also teach students how to copy and paste text and save images to disk. Students will be able to create unique multimedia projects based on AHHO and/or other websites.

### Student Research on the World Wide Web

As a research tool the World Wide Web is an up-to-date, unique, and exciting source of information. Because of its graphical interface the Web captures the viewer's attention and may motivate students to do research. Students can use the Web to find information that is applicable to their lives and interests.

#### Tools

The most important research tools to help students find information on the Web are called search engines.

Search engines take a string of characters and match them to millions of websites with similar characters. The results are posted as "clickable" URL's, so with a click of the mouse you can go directly to a website to see if it contains the information you are looking for.

Listserve are also excellent sources of information. E-mail discussion lists are created around certain topics, for example K-12 Education. Anyone in the world interested in this topic can become a member of the listserve. Once you are a member you can

*See page 3 for more about search engines.*

*For more on E-mail discussion lists and electronic journals go to: <http://edweb.cnidr.org:90/lists.html>*

## Section Three

post discussion topics or questions to the list and receive other list member's postings. Listserves are a great way of contacting people with similar interests or a particular expertise in a certain topic.

### **AHHO**

Before students begin to use the Web in a serious manner, familiarize them with research techniques using AHHO. Use Appendix A to identify historical themes that are covered in AHHO. Have students pick which theme they would like to research. For example Immigration, and ask them to find as many facts about immigration in Illinois as they can on AHHO. Students can work alone or in small groups. After they have completed their research have students share their findings with the rest of the class. From this research students can develop their own research papers or create their own multimedia presentations using software such as HyperStudio.

# Appendices

## **Appendix A: Overview of AHHO Organization**

- Content Areas
- Levels

## **Appendix B: Sample Activities**

- Learning Goals for Activities
- Level One
- Level Two
- Level Three

## **Appendix C: Sample Class Set-Up**

- Cathy Johnson's "Taskmaster Chart" for a 4th grade class
- Jack Stanislaw's "Whole Site Assignments" for an 11th grade American Studies class

# Overview of AHHO Organization

Use the following charts and sample activities to help you plan a lesson around AHHO.

## Appendix A—Charts

1. Overview of content areas
2. Level One:  
Voices & Choices, Themes, Historic Themes  
summary of all Voices & Choices
3. Level Two:  
Voices & Choices, Themes, Historic Themes  
summary of all Voices & Choices
4. Level Three:  
Voices & Choices, Themes, Historic Themes  
summary of all Voices & Choices
5. Social Studies Goals and Outcomes
6. Language Arts Goals and Outcomes

## Appendix B—Sample Activities

Level One:

- Make a Museum Label
- Map Activity
- Oral Interview

Level Two:

- Story Starter
- Writing Memoirs
- Letter Writing
- Mapping Your Community

Level Three:

- Class Debate: Black Hawk vs. the White Settlers
- Oral History
- Comparing Catalogs Across Time
- Creating A Class Exhibit: The Teenager's Room

<b>Timeline</b>	<b>Maps</b>	<b>Side by Side</b>	<b>Household Objects</b>	<b>Clues to the Past</b>
French Frontier 1700–1800	Waterways to Illinois Village of Cahokia French Settlements	Comparison of French, Native Americans and Africans	French Frontier Home	Estate Inventories
Fringes of the Prairie 1800–1850	Settling of Illinois	Yankees & Southerners	Town Home Country Home	Newspapers
House Divided 1850–1890	Growth of Railroads	Men & Women	Victorian Home Farm Kitchen	Family Account Books
Arts & Industry 1890–1920	Major Industries	Natives & Newcomers	Department Store	Catalogs Photographs
Century of Progress? 1920–1950	Roads	Urban & Rural	Dimestore Electric Kitchen	Advertisements
House Subdivided 1950–Present	Growth of the Chicago Suburbs	Generations	1950s, 1960s, and 1970s	Oral Histories

### Level One Grades 3 - 5

Time Period	Voices & Choices	Themes Language Arts & Social Studies	Historic Themes (Broad)
<b>1700 - 1800</b>	Antoine Bienvenue Ambroise Moreau	Growing Up & Festivities Self-sufficiency	Colonial Life Barter Economy
<b>1800 - 1850</b>	Patty Sessions	Cultural Diversity Intolerance Importance of Community	Mormon History Women's History Westward Migration
<b>1850 - 1890</b>	Henry Starr	Role of Children Economizing	Victorian Age
<b>1890 - 1920</b>	Carmella Gustaferra	Immigration Home	Immigration
<b>1920 - 1950</b>	Ella Oelke	Public Education Rural Living	Immigration Growth of Roads
<b>1950 - Present</b>	Esther Hunn	Family Responsibilities Growing Old	Women's Studies

### Level One Voices and Choices

<b>1700 - 1800</b>	<p>Antoine Bienvenu is now 12 years old and needs to decide if he will participate in the New Year's celebration like a man or follow more "boyish" pursuits.</p> <p>Ambroise Moreau needs a table for his household. He has ten bushels of wheat—the only surplus food that his farm produced this year—to trade for a table. What kind of table will he be able to afford—used, custom made, or homemade?</p>
<b>1800 - 1850</b>	<p>Patty Sessions is a Mormon midwife in Nauvoo, Illinois. She might have to leave her home and travel West to escape the prejudice of non-Mormons in Illinois. She must decide what goods to buy with the money she has earned as a midwife.</p>
<b>1850 - 1890</b>	<p>Henry Starr is a 12-year-old boy who lives in Rockford, Illinois, with his family. Henry has just sold his wooden hoop to a friend and must decide how to spend his money.</p>
<b>1890 - 1920</b>	<p>Carmella Gustaferra is a 15-year-old immigrant from Italy. She has begun to take English classes at Chicago's Hull House. She is writing an essay about her dream house and must decide how to furnish it.</p>
<b>1920 - 1950</b>	<p>Ella Oelke is a 14-year-old girl who lives in rural Illinois. Ella has just graduated from grade school and wants to attend high school. The only high school is located in town, miles from her family's farm. She needs to find a way to get to town everyday or she will have to put off her schooling.</p>
<b>1950 -Present</b>	<p>Esther Hunn is an 83-year-old woman who has spent her life in Springfield, Illinois. She has lived at home and taken care of her parents, sisters and brothers. Now only her sister Pauline is left and Esther is considering moving out of the "big house" to a smaller living space.</p>

### Level Two Grades 6 - 9

Time Period	Voices & Choices	Themes Language Arts & Social Studies	Historic Themes (Broad)
<b>1700–1800</b>	Nicholas Chassin Ollivier Daniel	French Colonies, Importance of Women Occupations, Work Contracts	French Frontier
<b>1800–1850</b>	Christiana Tillson	Network of Communities Limits to Individual Choice Point of View	Women’s Studies Westward Expansion
<b>1850–1890</b>	Philander King	Civil War Hardship of Separation	Civil War
<b>1890–1920</b>	Ruby Livingston	The Great Migration	African-American History Migration
<b>1920–1950</b>	Theo Finley	Effect of WW II on the US Economy	African-American History WW II
<b>1950–Present</b>	Efren Carrizales	Immigration—Trials and Tribulations	Mexican-American History Immigration

### Level Two Voices and Choices

**1700–1800**

Nicholas Chassin is a successful government official who is eager to find a wife. Because of the scarcity of women in the colonies, his choices are limited. He must decide whether to wait for a French wife, find a widow, or marry Agnes who is part French, part Kaskaskia Indian.

**1800–1850**

Ollivier Daniel is a young man, in his 20s, who has arrived in Illinois from Canada. He needs to find work for himself and must choose among a variety of occupations.

**1850–1890**

Christiana Tillson is a Yankee woman who has moved to Illinois from the East with her husband. Confronted with the issue of slavery in a personal crisis she must decide whether or not to own slaves despite feeling that it is morally wrong.

**1890–1920**

Philander King and his wife Margaret have a small farm in Illinois. They cannot afford to lose Philander to the Union army. He must decide whether or not to avoid the draft.

**1920–1950**

Ruby Livingston has moved to Chicago from Mississippi with her husband and three children. She needs to find a job to help the family make ends meet.

**1950–Present**

Theo Finley has just gotten married in Springfield and wants to build a house for his new family. Because of WW II, lumber is still scarce and Theo may not be able to build the house of his dreams.

Efren Carrizales has moved to Chicago from Mexico in order to find work. He has left his wife and three daughters in Mexico. Efren misses his family terribly. Should he move his family to Chicago while he looks for better work?

### Level Three Grades 9 - 12

Time Period	Voices & Choices	Themes Language Arts & Social Studies	Historic Themes (Broad)
<b>1700–1800</b>	Father Meurin	Role of Jesuits	French & Indian War
<b>1800–1850</b>	Marie Rouensa John McMurty	Cultural Assimilation Memoirs as Historical Documents Cultural Conflict	Women’s Studies Black Hawk War Westward Expansion
<b>1850–1890</b>	Alexander Curtis	Urban Growth Upward Mobility	Labor Unions
<b>1890–1920</b>	William Dellert	Consumerism Mail-order Catalogs	Consumerism
<b>1920–1950</b>	Bonnie Johnson	The Great Depression	Women’s Studies
<b>1950–Present</b>	Arthur Turner	Urban Homesteading	African-American History Urban History

### Level Three Voices and Choices

<b>1700–1800</b>	<p>Father Meurin is a Jesuit priest. The Jesuit order has been disbanded and he has orders to leave Illinois and return to France. He wants to stay and must find a way.</p> <p>Marie Rouensa is a Kaskaskia Indian woman who has become assimilated into French society. As she lies dying, she must settle her will and decide what to do about her son Michel Accault, who has returned to the Kaskaskia, rejecting Catholicism and French culture.</p>
<b>1800–1850</b>	<p>John McMurty is a pioneer farmer surviving on the fringes of the prairie with his family. The Black Hawk War has just broken out between the Sauk Indians and white settlers. McMurty must decide how to best protect his family and his land from the Indians.</p>
<b>1850–1890</b>	<p>Alexander Curtis has just gotten a job with the Pullman Company, makers of the Pullman Palace Railway Cars. He must decide which Pullman house to rent for his family.</p>
<b>1890–1920</b>	<p>William Dellert and his wife Vera own a lot in Springfield. They have decided to purchase a house kit from the Sears catalog. They must decide on a style of home.</p>
<b>1920–1950</b>	<p>Bonnie Johnson is the sole provider for her family after her father loses his job at the beginning of the Depression. She must decide whether to marry her fiance Chuck now or wait until he is making enough money to support her and her parents.</p>
<b>1950–Present</b>	<p>Arthur Turner is a successful Chicagoan who has decided to move his family of three from their modest apartment above his wife's clothing store to larger quarters. He is choosing between re-storing an old Victorian house down the street or moving his family to the suburbs.</p>

## Appendix A

### Social Studies—Goals and Outcomes

*As a result of using this site, students will be able to:*

1. Demonstrate knowledge of the basic concepts of the social sciences and how these help to interpret human behavior:
  - analyze how individuals' actions can influence a group
  - appraise how a culture influences an individual
  - apply the skills and knowledge gained through the social sciences to make decisions in life situations
2. Demonstrate the ability to:
  - use problem-solving strategies for decision making
  - consider all sides of an issue
  - justify a decision
3. Understand and analyze events, trends, personalities, and movements shaping the history of the U.S. and Illinois
  - demonstrate how historical movements and trends have influenced contemporary Illinois
4. Understand effects of the interactions between people and geography:
  - analyze the changing rural and urban landscapes of Illinois
  - demonstrate knowledge of changing trends in land use
5. Use the tools of historical research, including primary documents, written and oral records, and technology

#### **Level 1: grades 3–5**

- recognizing diversity within the local community
- roles and responsibilities within the family and community
- individual choice in response to personal circumstance

#### **Level 2: grades 5–9**

- networks of communities
- diversity of occupations—the role of economics in daily life
- individual choice as limited by one's environment—the limits to choice imposed by economy, geography, and social conditions

#### **Level 3: grades 9–12**

- familiarity and use of the tools of historical research to understand communities of the past and present
- ability to identify patterns of land-use
- understanding of how material culture reflects individual choice
- understanding of how an individual's choice reflects the concerns and desires of the broader society

### Language Arts—Goals and Outcomes

*As a result of using this site, students will be able to:*

1. Demonstrate knowledge of the basic concepts of the language arts and how to apply them to classroom work:
  - read expository materials from museum labels to first person narratives
  - write original reports
  - use technology as a tool for communication and investigation
  - use the Internet and World Wide Web for communication and to find information
2. Demonstrate the ability to:
  - to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions
  - work collaboratively in a group

#### **Level 1: grades 3 - 5**

- emphasis on basic reading and writing skills
- exploring self and community
- looking at individual choice in response to personal circumstance as a source for creative writing and as a theme for selecting literature

#### **Level 2: grades 6 - 8**

- emphasis on expository reading skills—newspapers, primary sources, biographies
- using research skills to write nonfiction—biography, journalism, social studies reports
- looking at individual choice as limited by one's environment as a source for essay or report writing and as a theme for selecting works of nonfiction

#### **Level 3: grades 9 -12**

- familiarity and use of the tools of historical research to visit libraries, local historical societies, and museums
- conduct self-directed research to write family history or local history or to write historical fiction
- looking at individual choice as recorded by material culture as a source of inspiration for historical fiction, as a source for facts to support a thesis, and as a theme for works of fiction and non-fiction

## Appendix B

### Sample Activities

The following sample activities are an example of the types of activity ideas you will find on AHHO. Do not feel confined to your age group or a certain time period when looking for classroom activities on AHHO. We hope that this sampling will inspire you to hunt through all the activities on the site until you find the one that is perfect for your students.

You will find these activities and more by clicking on the “Teacher Resource” button in the main button bar for each time period (see pages 12–13) and selecting “Level One” (grades 3–5), “Level Two” (grades 6–8), or “Level Three” (grades 9–12).

### How to Use Sample Activities

Have your students read the narrative before beginning the activity. Location identifies the time period, narrative, and any other content area associated with the activity. Time sites the approximate number of days the activity will take to complete (a day is based upon a 45 minute class period with homework, or a double period). Finally, each activity is coded according to the different curriculum areas it falls under.

Codes:

S.S.—Social Studies

G.—Geography

L.A.—Language Arts

F.A.—Fine Arts

D.A.—Dramatic Arts

## Make a Museum Label

### Part One

Read the story of Ambroise Moreau who went to the estate sale of Marie Catherine Baron. Take a look at the inventory of her estate in “Clues to the Past.”

Use the estate inventory of Marie Catherine Baron as a model to make an inventory of your bedroom, living room, and kitchen.

Compare your inventory list with that of Marie Catherine Baron:



- What did she have in her house that you don't have?
- What do you have in your house that she didn't have?
- Are there any similarities between your inventory and hers?

### Part Two

Choose your favorite object from your inventory list and draw it or take a photograph of it. Write a museum label for your object.

For an example of a museum label go to “Objects.”

Select one of the objects and read the text underneath it. Notice how the text is organized:

1. the name of the object and the date when it was made
2. a list of the materials used to make the object
3. a brief narrative describing how the object was used, maybe its cost, and who made it.

**Location: French  
Period 1700–1800**

Ambroise Moreau  
Clues to the Past

**Time: 3 days**

2 days for Part 1

1 day for Part 2

**Code: S.S., L.A.**

## Appendix B Level One Activity

**Location:**  
**Century of**  
**Progress?**  
**1920–1950**

Ella Oelke  
Maps

**Time: 2 days**

**Code: S.S., L.A.,  
G., D.A.**

*Codes:*  
S.S.—Social Studies  
G.—Geography  
L.A.—Language Arts  
F.A.—Fine Arts  
D.A.—Dramatic Arts

### Map Activity

#### Comparing the Past to the Present

Compare the 1921 road map of Illinois in “Maps” with a present day road map.



*McLean County, 1922*

1. Make a list of the different kinds of roads on today's map.

Do you think the variety of roads was as great during Ella's time?

2. Make a list of the most important roads in your life:

For example, the roads you take to school or the roads you take to visit your best friend.

Imagine if those roads no longer existed. What would you do?

3. Write a story about living without roads. You may want to begin like this:

"One morning I woke early and I looked outside my window. Something was very different. The road in front of my house had turned into a field and in that field there were cows..."

## Oral Interview

The theme of this interview is to learn about life from the point of view of someone older than your parents. Have you ever wondered what it's like to grow old?

Interview a grandparent, an elderly aunt or uncle, or maybe someone in your neighborhood and find out about his or her life experiences and what it's like to grow old. You might ask questions like:

- When were you born?
- Where did you grow up?
- What are your happiest childhood memories?
- Where have you lived throughout your life?
- If you could live your life over again, would you do anything differently?
- What advice can you give to me about living my life and growing old?

Make sure you take notes during your interview. You may even want to record the interview using a tape recorder. Notes or a tape recording will give you a "record" of your subject's memories and thoughts. Your subject is the person you have interviewed.

### Part Two: Writing a Story

Using the notes or tape recording from your interview choose part of the interview that could become a story; for example, if your subject told you about their childhood. Write down this story word for word. On several blank pieces of paper, draw pictures to illustrate this story. You may want to transfer the story onto the pages with your illustrations.

**Location: House  
Subdivided 1950–  
Present**

Esther Hunn

Side by Side

**Time: 1 day**

**Code: S.S., L.A.,  
F.A.**

## Appendix B Level Two Activity

**Location: Fringes  
of the Prairie  
1800–1850**

Christiana Tillson

**Time: 1 day**

**Code: L.A., D.A.**

**Time: 1 day**

**Code: S.S., L.A.,**

Codes:

S.S.—Social Studies

G.—Geography

L.A.—Language Arts

F.A.—Fine Arts

D.A.—Dramatic Arts

### Story Starter

Read the story of Christiana Tillson which was based on her memoirs.

The following passage is an excerpt from Christiana Tillson's memoirs. Use this paragraph as a story starter. What happens next?

“The day before we left Caleb came to us with one of his sanctimonious faces that he could put on whenever he wanted to carry any point, and after a profound bow and a speech of negro blarney, made known his request



that your father would give him something to show that he was a free man; that he wanted to live and die with us and the dear children; but life was onartain, and we might not live to come back, and then he and Lucy would have to be sold like other [negroes].”

*(Excerpt from: Christiana Tillson, A Woman's Story of Pioneer Illinois, Chicago: The Lakeside Press, 1953:136)*

### Writing a Memoir

Memoirs are personal accounts of the events shaping a person's life.

Think about choices you've made in your lifetime. Were any of these choices limited by your social environment? Write about one of these events as if you were writing your memoir.

## Letter Writing

Read through the story of Philander King, then review the excerpt from Margaret King's letter of April 7, 1864, to her husband Philander.

<http://www.museum.state.il.us/exhibits/athome/1850/voices/king/letter.htm>

Make a list of possible hardships and problems that Margaret might have faced running the farm on her own.

Write a letter of advice from Philander to Margaret suggesting how she might deal with these hardships and problems.

Refer to "Side by Side." Let your understanding of the different roles expected of men and of women guide the tone of your letters.



### Part Two: Civil War Letters

University of California at Santa Cruz has made available a collection of Civil War letters written by an Iowa soldier, Newton Scott, at:

[http://www.ucsc.edu/civil-war-letters/letters\\_toc.html](http://www.ucsc.edu/civil-war-letters/letters_toc.html)

Read a few of Newton Scott's letters and make a list of themes or subjects he writes about.

- Imagine that you are Philander King and have joined the army. Write a letter home to Margaret describing your life as a soldier. In your letter include some of the themes you have identified in Newton Scott's letters.

**Location: House Divided 1850–1890**

Philander King

Side by Side

**Time: 1 day**

**Code: S.S., L.A.**

**Time: 1 day**

**Code: S.S., L.A.**

## Appendix B Level Two Activity

**Location: House  
Subdivided 1950–  
Present**

Efren Carrizales

Side by Side  
1890–1920

**Time: 3 days**

**Code: S.S., L.A.,  
G., F.A.**

### Mapping Your Community

The goal of this activity is to create a demographic map of your community. As a class, you will need to gather data about recent immigrants to your community. Where might you look for this information?

- Look around your local area—are there new stores or restaurants in your community that cater to people from a certain country?
- Visit the public library—ask the librarian to help you locate books that would have information on recent immigrants to the United States organized by region. The librarian might also be able to help you find information on where people are moving within the United States.
- Run a search on the World Wide Web using [www.excite.com](http://www.excite.com)—type in a word or related words, for example, "recent immigrants to Illinois," click "search" and see what happens.

Create a visual diagram of your information using push-pins and colored thread on a map of the world.

1. Stick push-pins into your local area.
2. For foreign-born immigrants: locate each country of origin and mark it with a push-pin. Tie a piece of green thread onto the push-pin. Stretch the thread to a push-pin marking your area and tie it. You now have a visible line showing a connection between that country and your area. Do this for all countries of origin.
3. For people moving within the United States: locate the different places people have moved from and mark them with push-pins. Attach red thread to these push-pins and tie them off to push-pins marking your area.

Compare your visual diagram—illustrating recent trends in immigration to the United States and migration within the United States—to “Side by Side” for 1890–1920 which gives data on immigration and migration trends at the beginning of the twentieth century.

## **Class Debate: Black Hawk vs. the White Settlers**

This debate concerns the Sauk claim to land around the Rock River vs. the white settlers' claim to the land. The debate can take place between Black Hawk, chief of the Sauk, and John McMurty or between a group representing the Sauk and a group representing the settlers. Students can debate either of the following propositions:

- Resolved: The United States government is justified in using force to remove the Sauk from the Illinois territory.
- Resolved: The Sauk claim to lands in Illinois are justified and ought to be respected.

In November of 1804 at St. Louis, General Harrison of the United States made a treaty with the chiefs of the Sauk and Fox nations of Indians by which the Indians ceded to the United States all their land on the Rock River.

This agreement was confirmed by part of the tribe in a treaty with Ninian Edwards, the first governor of the Illinois territories, in 1815 and again in another treaty in May of 1816. These lands, according to former Governor of Illinois Thomas Ford (1800–1850), "included the great town of the [Indian] nation near the mouth of the rivers. The purchasers from the government moved onto their lands, built houses, made fences and fields, and thus took possession of the ancient metropolis of the Indian nation." Black Hawk, "an old chief of the Sauks," denied the validity of these treaties, moved back onto the land and declared war upon the settlers. The war resulted in defeat for the Indians, and by 1832, Black Hawk and his people were removed from the state to the wilderness west of the Mississippi. The last of the Indian lands were ceded to the United States government in 1833.

Background information can be found on the AHHO website, as well as pre-debate and post-debate discussion topics:

1. Governor Thomas Ford's retelling of "Black Hawk's own account of the treaty of 1804" and subsequent decision to resettle his lands.
2. A speech given by Corn Tassel, a Cherokee leader, made to the United States government in 1785, in which he argues that the whites had no claim to Indian lands.

**Location: Fringes of the Prairie 1800–1850**

John McMurty

**Time: 3 days**

**Code: S.S., L.A., D.A.**

## Appendix B

### Level Three Activity

**Location: House Divided 1850–1890**

Alexander Curtis

**Time: 2 days**

**Code: S.S., L.A.**

Codes:

S.S.—Social Studies

G.—Geography

L.A.—Language Arts

F.A.—Fine Arts

D.A.—Dramatic Arts

## Oral History

Read the story about Alexander Curtis who moved into the town of Pullman.

When George Pullman built the town of Pullman for his workers at the end of the nineteenth century, he hoped to provide his workers with a wonderful living environment. Happy men and women, he reasoned, would make more efficient and effective workers.

Interview an adult about his or her workplace. You might ask them the following questions:

- What is it like where you work?
- List the pros and cons of your work environment.
- Do the demands of your job affect your lifestyle outside of work?
- What changes do you feel would improve your working conditions and lifestyle—for example, more-flexible work hours, an on-site daycare, parking, a cafeteria.
- Describe your ideal workplace.

As a class present the issues you have discovered surrounding this topic and suggest ways that companies can improve both the workplace and working conditions to meet the needs of today's workers.

As a class, compare and contrast:

1. George Pullman's solution to improving the lifestyle of his workers at the end of the nineteenth century.
2. Student suggestions for improving the workplace of today.

Did any students suggest a solution similar to Pullman's worker town? Why or why not?

## Comparing Catalogs Across Time



Catalogs are a valuable source of information for the historian. They tell us about:

- prices
- advertising methods
- trends in purchasing or style

**Location: Arts & Industry 1890–1920**

William Dellert  
Clues to the Past

**Time: 2 days**

**Code: S.S.**

Based on the above criteria, compare an object from the early 1900s with a similar object found in catalogs today.

1. Choose a catalog object from the early 1900s in “Clues to the Past.”
2. Refer to two or three of today's catalogs to find a similar object.
3. Create a chart to help you compare three or four catalogs

(example chart at: <http://www.museum.state.il.us/exhibits/athome/1890/TeachR/chart.htm>).

Discuss the similarities and differences between the objects. What has changed and what hasn't changed? How is language used differently in the object descriptions? What images seemed to appeal to the consumer of the early 1900s, and what seems to appeal to today's consumer?

As a class, put your information together and see if you can describe the consumer of the early 1900s compared to the consumer of the the 1990s. How do you think changes in technology have contributed to consumer needs and desires?

## Appendix B

### Level Three Activity

**Location: House  
Subdivided 1950–  
Present**

Side by Side

**Time: 1 week**

**Code: S.S., L.A.,  
F.A.**

*Codes:*  
S.S.—Social Studies  
G.—Geography  
L.A.—Language Arts  
F.A.—Fine Arts  
D.A.—Dramatic Arts

### Creating a Class Exhibit: The Teenager's Room

As a class, collaborate and invent what you think is representative of the typical teenager's room. Design an exhibit space based on this room, and invite other classes to come and view it.

Individual preparation:

1. Think about what your room means to you.
2. Write an essay about your room.
3. Look at “Side by Side” for an idea of the types of essays other teenagers have written about their rooms.

As a class:

1. Read each other's essays.
2. Choose the best essays to serve as teaching materials for your exhibit.
3. Generate a list of typical items or objects found in most teenagers' rooms.
4. Volunteer to bring in an object from this list for the exhibit.
5. Create a museum label for your object. Look at the objects in this section for ideas on how to write an object label.

As you prepare to assemble your exhibit, make a check list of the different components in an exhibit. You can use this website for ideas or visit a museum near your school.

Other exhibit ideas:

- Interview people from different generations and create an exhibit that compares and contrasts teenagers' bedrooms over the decades.
- Imagine what the typical teenager's room might look like in the future.

## Sample Class Set-Up

The following learning grids were created by classroom teachers—Cathy Johnson and Jack Stanislaw. Both are excellent examples of the creative ways in which teachers across Illinois are adapting AHHO materials to the classroom.

As a 4th grade teacher Cathy Johnson is not only responsible for teaching her students about Illinois history, she is also responsible for teaching them basic skills—reading, writing, typing, computer skills, and how to work together. Her learning grid combines group process with training in mouse skills and navigating the Web.

As an 11th grade English and American Studies teacher Jack Stanislaw is challenged both by the sophistication of his students, as well as the demands of team-teaching with a history teacher. His learning grids provide students with a way to organize information they gather from AHHO.

The Illinois State Museum encourages you to share your experiences using AHHO in the classroom with us. We see AHHO as a living and evolving project. If you have developed classroom materials based on AHHO that you would like to share with others please send them to:

The Illinois State Museum  
c/o Decorative Arts  
Spring & Edwards Streets  
Springfield, IL 62706

**Taskmaster's Chart**

**Date:**  
**Group #:**  
**Year of Illinois History:**

Mousetracker:  
 Reader:  
 Writer:  
 Taskmaster:

Student	Helped +++	Off Task ----

*Contributed by: Cathy Johnson, 4th grade teacher and computer specialist*

**Illinois Unit Task Card for *day, date***

You are expected to work together with your group as you read, discuss, and complete the following task.

Each member is expected to stay on task by:

- listening to the reader
- helping the writer decide what to write
- assisting the mousetracker in the right direction
- contributing to the discussion

**Go to <http://www.museum.state.il.us/exhibits/athome/1700>**

**First Activity:**

- § Click on the picture of Antoine to read his story. Every time you see a sentence that is underlined, follow the link to find out more about Antoine's life.
- § At the end of the story, search for answers to the questions listed in "What do you think?" The writer will write, but everyone must help decide what to write.

**Next Activity:**

- § Go to: <http://www.museum.state.il.us/exhibits/athome/1700> and select "Livres Worth."
- § Read each part of the "Livres Worth" activity to be able to complete the Livre chart.

Your taskmaster is responsible for giving you + or - for group participation.

## Learning About the Livre

Your task:

1. Go to the following Internet website: <http://www.museum.state.il.us/exhibits/athome/1700/activity/livres/>
2. Follow and read all the links on that webpage.
3. As you learn about the livre in the 1700s look for the answers to the questions below.
4. Also, as you read, fill out the chart on the next page.

You may go back and forth within the website at any time to find your answers. If you get “lost in cyberspace”, please ask for help!

Questions

What is a livre?

Which household items had the highest value for the French?

Which items of produce were valued the most?

## Livre Chart

<u>Item</u>	<u>Livres</u>	<u>Question</u>
<i>1 old wardrobe =</i>		<i>How many bushels of corn would you need to trade for one wardrobe?</i>
<i>1 bushel corn =</i>		<i>How many pounds of flour would you need to trade for one pot?</i>
<i>12 lbs. of flour =</i>		<i>How many bushels of wheat would you need to trade for tableware?</i>
<i>1 bushel of wheat =</i>		<i>How many bushels of corn would you need to trade for 1 capot and waistcoat?</i>
<i>1 capot (hooded cape) and waistcoat =</i>		<i>How many bushels of corn would you need to trade for 1 capot and waistcoat?</i>
<i>1 bushel of corn =</i>		<i>How many bushels of wheat would you need to trade for 1 pistol and accessories =</i>
<i>1 pistol and accessories =</i>		<i>How many bushels of wheat would you need to trade for 1 pistol?</i>
<i>1 bushel of wheat =</i>		<i>How many pounds of flour would you need to trade for 1 armchair?</i>
<i>1 armchair =</i>		<i>How many pounds of flour would you need to trade for 1 armchair?</i>
<i>12 lbs. of flour =</i>		<i>How many pounds of bacon would you need to trade for 4 oxen?</i>
<i>4 oxen =</i>		<i>How many pounds of bacon would you need to trade for 4 oxen?</i>
<i>10 pounds of bacon =</i>		<i>How many pounds of deerhide would you need to trade for bed and bedding =</i>
<i>bed and bedding =</i>		<i>How many pounds of deerhide would you need to trade for bed &amp; bedding?</i>
<i>10 lbs. of deerhide =</i>		

**Sample 11th Grade Class Activities**  
**Voices and Choices Assignment: Complete a Personality Analysis for One Character in Each Age**

	Character	Setting	Personality Traits	Problem	Alternatives	Actual Outcomes	Significance
French Colonial 1618–1800	Father Meurin	has been a missionary in Kaskaskia for 25 years	devout, dedicated, determined	The French King has disbanded the Jesuit order.	comply, appeal, or ignore the order	He ignored the edict and continued to minister in IL.	Clashing loyalties tested people's integrity
Fringes of the Prairie 1800–1850							
House Divided 1850–1890							
Art & Industry 1890–1920							
Century of Progress 1920–1950							
House Subdivided 1950–Present							

*Contributed by Jack Stanislaw, 11th grade English and American Studies teacher*

**Clues from the Past Assignment: Report on One Household Object from Each Age**

	Object	Date	Origin	Function	Distinctive Style	Cost	Significance
French Colonial 1618–1800							
Fringes of the Prairie 1800–1850							
House Divided 1850–1890							
Art & Industry 1890–1920							
Century of Progress 1920–1950							
House Subdivided 1950–Present							

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