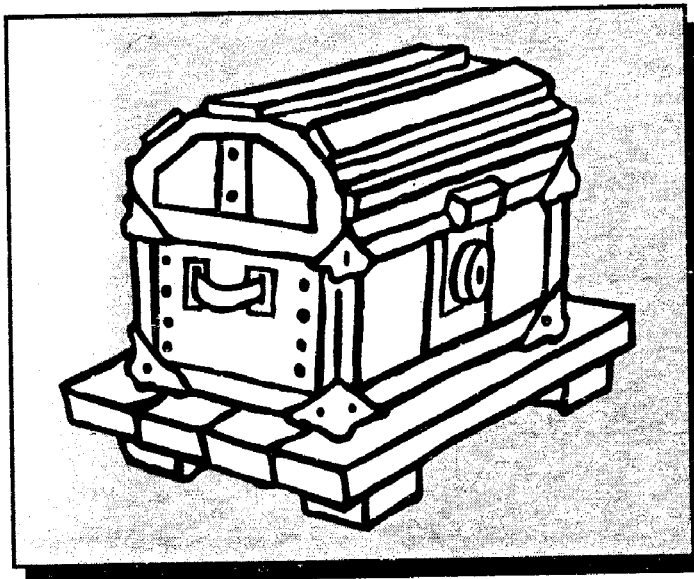


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# Traveling Trunks



**A Curriculum Guide developed for use with the Traveling Trunks Program  
of the Young People's Heritage Festival**

*Prepared by*  
Northeastern Educational Intermediate Unit 19

*in conjunction with the*  
Lackawanna Heritage Valley Authority  
Anthracite Heritage Museum  
Everhart Museum  
Lackawanna Coal Mine  
Lackawanna Historical Society

*with the financial support of*  
The Pennsylvania Department of Conservation & Natural Resources  
The National Park Service  
The Scranton Area Foundation



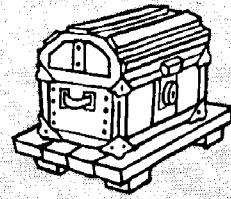
**N·E·I·U·19**  
Northeastern Educational Intermediate Unit

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# Traveling Trunks

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Welcome Letter	<i>page 2</i>
Young People's Heritage Festival	<i>page 3</i>
Curriculum-based Activities, Grades K - 4	<i>pages 4 - 20</i>
Curriculum-based Activities, Grades 5 & 6	<i>pages 21 - 42</i>
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Northwestern Educational Intermediate Unit  
Curriculum and Instruction Department

Fred R. Rosetti, Ed.D.  
*Executive Director*

Vito A. Forlenza, D.Ed.  
*Assistant Executive Director*

Dear Educator:

We are pleased to offer you the results of our newest partnership project. The "traveling trunks" enable classroom teachers to enhance curriculum and instruction through the use of museum artifacts.

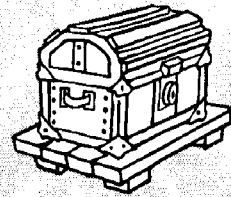
The trunks are filled with memoirs of the history of the Lackawanna Valley. As a supplement to academic disciplines such as social studies, language arts, the arts, etc. the trunks can assist educators in meeting Pennsylvania Curriculum Standards.

We wish to thank educators Rose Ann Moskel, Mid Valley School District; Ellen Straskuledge, Wallenpaupack Area School District; and Alicia Floden, Wayne Highlands School District for writing the lessons in the trunks curriculum guide. Additionally, we thank Bob Durkin, former executive director of the Lackawanna Heritage Valley Authority for his support of the project.

Very truly yours,

Catherine Richmond-Cullen, Ed.D., NEIU 19  
Barbara Colangelo, Lackawanna Coal Mine  
Glen Smith, Steamtown Historical Museum  
Mary Ann Moran, Lackawanna County Historical Society  
Bob Prospero, Anthracite Museum  
Mary Casey, Everhart Museum

# The Young People's Heritage Festival



The *Young People's Heritage Festival* is an educational program developed through a Lackawanna Heritage Valley Authority partnership. This ongoing celebration of our area's rich and

colorful heritage provides a forum for some 100,000 public and private school students to learn local history through participative, curriculum-based programs.

Through five main program areas, students are invited to develop a renewed appreciation and understanding of life in the Lackawanna Valley during the days when coal was king and steam was power. The five program areas are:

***Living Legacies*** - a heritage-based radio production contest.

***Past Times*** - a heritage-based newsletter written by local students under the direction of LHVA.

***Heritage Express*** - a history lesson on a train excursion through the Lackawanna Valley.

***The Visitors Center*** - an educational web site about the historic resources of the Lackawanna Valley.

***Traveling Trunks*** - historical artifacts in portable trunks for classroom use.

Funding for the Young People's Heritage Festival is provided by Northeastern Educational Intermediate Unit 19, the Scranton Area Foundation, the Pennsylvania Department of Conservation & Natural Resources Heritage Parks Program and the National Park Service.

The Lackawanna Heritage Valley Authority (LHVA) is dedicated to the development of the Lackawanna Valley's historic, cultural, natural and economic resources. Through partnerships with government, businesses, civic organizations and individuals, LHVA seeks to preserve, promote and educate people about our heritage.

For additional information about the Young People's Heritage Festival, call (570) 876-6188.



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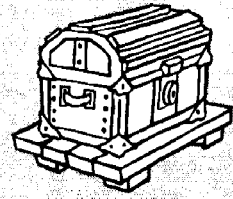
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# Traveling Trunks

*curriculum-based activities*

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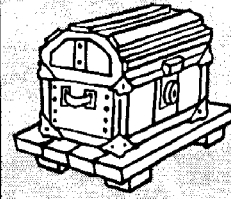
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# Fashion Sense

**Background:** Clothes styles have changed dramatically over the years.

**Objectives:** Students will compare and contrast modern clothing with turn-of-the-century clothes.



## Procedure

Present and discuss the clothing of the miner, Mill Molly and engineer. Compare and contrast current clothing with the historical reproductions. Discuss materials, fabrics, design and style. Fold a piece of drawing paper lengthwise. On the left draw an "old fashioned" outfit. On the right draw a modern outfit.

## Related Activities

1. Collect examples of clothing through the 20th century - real or photos. Discuss styles and fashions. String a clothes line across the room. Use the clothes line as a time line. Students secure clothing with clothespins in chronological order.
2. Discuss sources of fibers. Make matching cards: wool-sheep, cotton-plant, silk-silkworm, etc.
3. Play concentration with cards.
4. Present and discuss the silk process.
5. Collect and make a poster of different materials/fibers.
5. Make a flow chart of the different steps involved in fiber to fashion.
7. Collect and read clothing labels.
8. Compare and contrast turn-of-the-century and modern laundering methods. Draw pictures to show differences. Act out the differences. Learn the song "Monday's Wash Day."
9. Present and discuss changes in "plumbing" during the century. Draw and compare an outhouse and a modern bathroom.
10. Fold a paper in thirds and draw a vintage, modern and futuristic outfit on each panel.

### **Level**

*Primary*

### **Concepts**

*Differences and similarities of vintage and modern clothing*

### **Vocabulary**

*Reproductions  
Vintage  
Fiber  
Fashion  
Design  
Labels*

### **Materials**

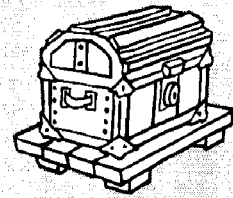
*Clothes line  
Clothespins  
Drawing materials  
Magazines*

### **Resources from Trunk**

*Vintage Clothing  
Photos  
Books  
Videos*

# Story Starters

**Objectives:** Students will write narratives using Shoe-Shine Boy, Ridge Row and Hyde Park: Breaker in Winter as story starters.



## Procedure

Present paintings one at a time to the students. Discuss the paintings – style, mood, color, etc. Use the paintings as story starters.

## Related Activities

1. Compile the stories into a booklet.
2. Discuss and develop different styles and purposes of writing – narrative, persuasive, newspaper article, etc.
3. Develop a "class story" for each painting.
4. Discuss each painting. Students will draw in that style (portrait, landscape).
5. Collect photos and other illustrations in the style of each painting. Make a collage.
6. Compare and contrast the different styles of paintings.
7. Compare and contrast the topics of the paintings with modern dress, architecture, etc.

### **Level**

*Primary*

### **Concepts**

*Students will use photos of paintings as story starters.*

### **Vocabulary**

*Shoe-shine  
Breaker*

### **Materials**

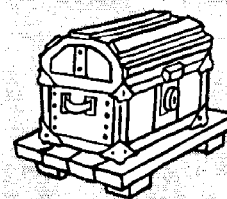
*Drawing & Writing  
Materials*

### **Resources from Trunk**

*Copies of John G. Brown's "Shoe-Shine Boy", John Willard Raught's "Ridge Row" and "Hyde Park: Breaker in Winter".*

## Get on Track

**Background:** Trains and railways were a major means of transportation. Each job on the railway had its particular responsibilities and duties.  
**Objectives:** Students will dress and role play the different occupations associated with trains.



### Procedure

Discuss and display the clothes of the engineer and conductor. Discuss the jobs and duties of the engineer and conductor. Role play a train trip. Appoint a ticket salesman, baggage handlers, conductor, engineer, fireman, etc. Students take turns role playing the different jobs.

### Related Activities

1. Discuss the different sensations of riding on a steam locomotive – sights, smells, feelings, etc.
2. Discuss and draw the scenery of your trip.
3. Write or dictate a letter home telling about your trip.
4. Run an "Alphabetizing" train. Appoint an engineer and conductor. Randomly give each child a letter of the alphabet. The "train" travels around the room picking up passengers in "ABC" order.
5. Run an "ABC Order" train to alphabetize words.
6. Set up guide word "cars". Conductor seats passengers according to their words in the guide word "cars".
7. Run a "Number" train. Train picks up passengers in least to greatest, or greatest to least, order.
8. Alternatives of the "Number" train - ordinal numbers, multiples, geometric shapes, etc.
9. Set up number "cars" for fact families, etc.
10. Discuss and research the different train lines that were local.
11. Make maps of the train lines, including whistle stops.
12. Draw and design a train station.
13. Write a narrative or newspaper article about a train accident, train robbery or visit by a famous person.
14. Draw a postcard of a landmark.

#### **Level**

*Primary*

#### **Concepts**

*Students will act out the different jobs on a passenger train.*

#### **Vocabulary**

*Engineer  
Conductor  
Fireman  
Locomotive  
Whistle stop*

#### **Materials**

*Clothes  
Cards  
Drawing and  
Writing Paper*

#### **Resources from Trunk**

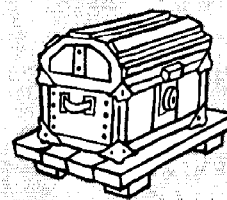
*Railroad Story Book  
Railroad Tickets  
Engineer Hat  
Conductor Hat  
Bandanna  
Train Whistle  
Photos*

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#### **Level**

*Primary*

#### **Concepts**

*Students will act out the different jobs on a passenger train.*

#### **Vocabulary**

*Engineer  
Conductor  
Fireman  
Locomotive  
Whistle stop*

#### **Materials**

*Clothes  
Cards  
Drawing and  
Writing Paper*

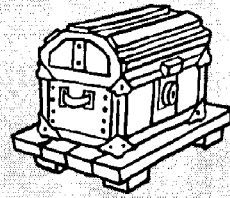
#### **Resources from Trunk**

*Railroad Story Book  
Railroad Tickets  
Engineer Hat  
Conductor Hat  
Bandanna  
Train Whistle  
Photos*

# Now and Then

**Background:** Form follows function.

**Objectives:** Students will compare and contrast items from the past and today.



## Procedure

Collect pictures or photos of everyday items from the past (before electricity) and their modern versions. Have students categorize these items. Play "Now and Then" concentration with them.

## Related Activities

1. Develop analogies for the items. Lantern is to oil as lamp is to \_\_\_\_\_ (electricity). Coal stove is to baking as microwave is to \_\_\_\_\_ (cooking).
2. Discuss electrical safety practices.
3. Discuss hazards before electricity – candles, open flames, oil lanterns, coal stoves, etc. Make posters.
4. Compare and contrast safety issues of the past and present. Compare and contrast emergency procedures of the past and present – volunteer fire companies, 911.
5. Contact local fire and emergency units to present a safety demonstration for the students. Make posters.
6. Use an electrical extension cord (not plugged in, of course) as a time line. Secure it across the front of the room. Secure, chronologically, photos of inventions of the "evolution" of an item or appliance – transportation, stoves, lamps, irons, communication.
7. Discuss changes in styles. Discuss why or what makes things look old or new.
8. Make a list of everything dependent upon electricity. Discuss modern conveniences.
9. Discuss ways of doing things without electricity.
10. Have an Invention Convention.
11. Collect appliances and other items that do not use electricity for a classroom museum.
12. Bring in an "antique" tool or appliance. Play, "What is it?" Students try to stump the others.
13. Present an unfamiliar tool or appliance. The students guess and write what its use was. Write an ad for the "new and improved" version.
14. Have a day without electricity. Do things the "old fashioned" way before electricity.
15. Invite grandparents to an "old time" convention.

### **Level**

*Primary*

### **Concepts**

*Opposites:*

*New and Old*

*Analogies*

*Safety Hazards*

*Emergency*

*Procedures*

### **Vocabulary**

*Modern*

*Electricity*

*Hazards*

### **Materials**

*Magazines*

*Photos*

*Electrical Cord*

### **Resources from Trunk**

*Growing Up in Coal*

*Country*

*Photos of Child Labor in Mines*

*Videos, Pictures and Stories from the*

*Lackawanna Coal*

*Mine Tour*

*"Talking with*

*Pennsylvania Coal*

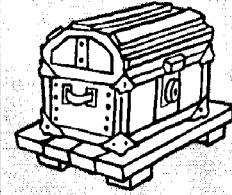
*Miners" Video*

*Photos*

# The Shoe-shine Boy

**Background:** In order to help support their families, young boys would leave school. Opportunities were limited. Labor laws were nonexistent.

**Objectives:** Students will develop a character sketch of the Shoeshine Boy.



## Procedure

Use the painting of the Shoeshine Boy to develop a character sketch of the young boy. How old is he? Where does he work? Why is he working? Where does he live? With whom does he live? Does he have any friends? What are his dreams and hopes? Is he happy and friendly?

## Related Activities

1. Use pre-writing strategies to compare and contrast the working conditions of a shoeshine boy with that of a breaker boy, nipper, or a spragger. Write comparative and contrasting paragraphs.
2. Imagine the different people who may have had their shoes polished by the shoe-shiner. What stories might he have overheard? Write a journal entry.
3. Write a story about "A day in the life of a shoe-shine boy".
4. Decide how much a "shine" would have cost. Research the economic situations of the day: cost of rent, food, help for family. Develop and present different math problems based on the shoe-shiner's income and economics of the day.
5. Research and discuss different painting styles.
6. Research and discuss child labor laws.
7. Compare and contrast job opportunities for today's youngsters. Write a persuasive paragraph for or against child labor.
8. Draw, paint or photograph modern working boys and girls. Write character sketches or stories for these.
9. Research and present child labor situations in other countries.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Students will develop a character sketch.*

*Students will compare.*

### **Vocabulary**

*Shoeshine*

### **Materials**

*Paper*

*Pencils*

### **Resources from Trunk**

*Growing Up in Coal Country*

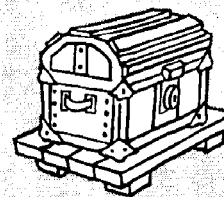
*"Shoe-shine Boy" by John G. Brown*

*Due Bills*

## The "Patch Village"

**Background:** In the anthracite region, the coal company and coal landowners owned everything. The colliery, miners' homes, stores and schools were owned by coal barons.

**Objectives:** The students will identify the aspects of the coal company economy. Students will draw a "patch village".



### Procedure

Discuss the physical design of the coal company town. Discuss the placement of the colliery, the owner's house, the mine bosses' and supervisors' homes, the miners' houses, outhouses, wells and laborers' houses. Discuss the ethnic differences and time of immigration that were key to where a family settled. Discuss where the tracks, culm bank, school, company store and church would be placed. Students will draw an example of a "patch village".

### Related Activities

1. Students will design a model "patch village" that has open spaces for grazing cattle, equal housing, gardens, playing fields and other living considerations.
2. Students will research patterns and influences of immigration waves in the United States.
4. Graph the number of immigrants by decades.
5. Draw a map of your town.
6. Compare small towns with modern developments for convenience, green spaces and activities.
7. Design living areas with consideration for wildlife, flow of traffic, sanitation and sense of community.
8. Research garbage collection, water treatment and sewage treatment in your area. Compare today's methods of sanitation with a century ago and fifty years ago.
9. Research and report about childhood mortality and its relationships with improved sanitation, medical care and medical breakthroughs.
10. Design a "perfect city" of the future.

#### **Level**

*Grades 3 & 4*

#### **Concepts**

*Companies controlled the lives of their employees*

#### **Vocabulary**

*Patch  
Village  
Company Store*

#### **Materials**

*Writing and Drawing  
Materials*

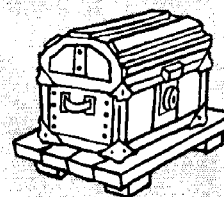
#### **Resources from Trunk**

*Growing Up in Coal Country  
Photos of Child Labor in Mines  
Videos, Pictures and Stories from the Lackawanna Coal Mine Tour  
"Talking with Pennsylvania Coal Miners" Video*

# Herbarium

**Background:** During the turn-of-the-century, collecting and pressing flowers and leaves was a popular pastime. It served many purposes, including educational and decorative. The collection and identification of ferns was also popular.

**Objectives:** Students will make an "herbarium".



## Procedure

Collect and press leaves, flowers and ferns. There are several techniques for pressing flowers. The simplest is placing the flattened specimens on blotters between the pages of a large and heavy book. After the leaves, ferns or flowers are pressed, glue them to a sheet of paper. Include the plant's common and scientific name. Assemble the plants into a book or poster.

## Related Activities

1. Make leaf prints on greeting cards, calling cards, or wrapping paper.
2. Use ferns or leaves for splatter painting on cards.
3. Press flowers and then make bookmarks.
4. Make a book of "The Language of Flowers". Each student selects a flower, then researches its "meaning". Next, use words that emphasize the meaning. Students illustrate the sentiment with drawings or pressed flowers. *Roses promise love. Carnations boast of confidence. Violets cringe with shyness.*
5. Design a garden by type, theme, color, size, shape.
6. Make a flower coloring book.
7. Make a flower "scrap" book.
8. Make a flower "ABC" book.
9. Maintain a nature journal or log. Include drawings of plants, animals and other natural things.
10. Research Victorian mania for ferns.
11. Research and present flower arrangements. Compare and contrast modern flower arrangements and uses (i.e.) funerals.
12. Research edible flowers.

### Level

Grades 3 & 4

### Concepts

*A collection of leaves, ferns and flowers may be used for study, inspiration, art and decoration.*

### Vocabulary

*Herbarium  
Splatter  
Pressed  
Pastime*

### Materials

*Leaves  
Flowers  
Catalogs  
Watercolors  
Ink Pads  
Paper  
Paper Towels  
Glue  
Lace*

### Resources from Trunk

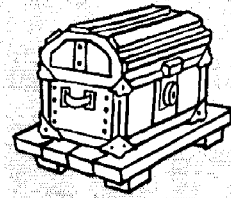
*Guide to Wildflowers  
Flower Press*

# I've Been Working on the Railroad

**Background:** Trains were a major form of transportation.

There were many jobs to do to make the trains run smoothly and on time.

**Objectives:** Develop a character sketch of a railroad engineer and other jobs associated with the railroad.



## Procedure

Using background information, students will develop a character sketch of an engineer and other jobs associated with the railroad. How did he become an engineer? What other jobs did he have on the railroad? What company does he work for? Where does he travel? How does he handle emergencies? What are his duties?

## Related Activities

1. Research and develop a play or skit involving an accident on the railroad.
2. Imagine you are the son or daughter of a railroad engineer. Trace his route on a map. Write him a telegram about things that are happening at home.
3. Write a story about a Mill Molly or Breaker Boy traveling on the railroad to visit a sick relative. Use the timetable and map to plan the route. Role play the people they might meet on the railroad trip – ticket clerk, conductor, other passengers. Use the menu to select their meals. Write a daily journal about the trip. Write a letter home or to a friend about your trip: Use idioms of the time.
4. Imagine you work for the railroad in the advertising department. Write or draw an ad for the railroad. Present it to your class.
5. Design and present a safety campaign and slogan.
6. Develop a logo for your railroad. Design new tickets. Present your idea to the company boss.
7. Listen to the tape or railroad music. Learn the songs, and put on a talent show. Write new lyrics about local train lines for the songs.
8. Research and present information about the fictional character Phoebe Snow. Write a poem in the genre used in the Phoebe Snow ad campaign.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Students will examine jobs on the railroad.*

### **Vocabulary**

*Engineer  
Conductor  
Ticket Punch  
Timetable*

### **Materials**

*Clothing  
Writing and Drawing  
Materials*

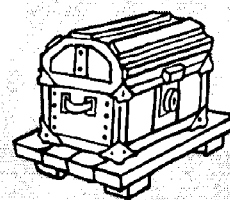
### **Resources from Trunk**

*Timetable  
Railroad Story Book  
Railroad Tickets  
Ticket Punch  
Music Tape*

# ABC Darian

**Background:** Before the days of typewriters and word processors, documents and business correspondence were written in longhand. Penmanship was taught in schools as a work skill. Students who had a quick, neat and legible "hand" hoped for jobs in offices, rather than on the floor of the mill or the chutes of the mines.

**Objectives:** Students will practice the Palmer Method of handwriting/cursive handwriting.



## Procedure

Collect examples of cursive handwriting. Practice writing exercises. Stress the correct way to hold a pen and paper, as well as correct arm movement.

## Related Activities

1. Compile examples of ABC Darians. Choose one sentence in which every letter of the alphabet is used.
2. Compose and publish original ABC Darians.
3. Compile a book with illustrations of ABC Darians.
4. Make individual cursive name designs. Write a name and then its mirror image on the fold of a paper.
  - a) Fold a sheet of paper in half, lengthwise.
  - b) In large script, using a pencil, write your name. Use the fold as the base line. Write slightly above the fold to accommodate descenders such as f, g, j, or p.
  - c) Trace the name with a marker.
  - d) Without opening the fold, turn the paper over and trace the name on the opposite side.
  - e) Unfold. The name and its mirror image will make a design. Color as desired.
5. Design individual "calling cards". Calling cards were the precursor to business cards. Before the phone was invented, people would "drop by" for a visit. If the friend was not at home, the visitor would leave his or her calling card.
  - a) Using scalloped scissors and an oak tag, cut out a business card-sized calling card.
  - b) In cursive "hand", write your name.
  - c) Decorate with scrap pictures.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Students will practice the Palmer Method of handwriting*

### **Vocabulary**

*Cursive - script handwriting*

*Hand - used to describe one's writing*  
*ABC Darian - sentences that use every letter of the alphabet*

*Descenders - letters that extend below the base line*

*Palmer Method - a style of cursive writing*

*Scrap Pictures - pictures cut out of magazines and used to decorate cards or decoupage boxes*

### **Materials**

*Writing and Coloring Materials*

*Scalloped Scissors*

*Magazines*

*Scrap Pictures*

### **Resources from Trunk**

*Growing Up In Coal*

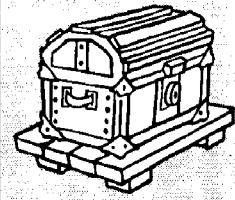
*Country*

*Examples of Documents*

# The Games They Played

**Background:** Many games from the recent past have survived; others have been nearly forgotten. Today, children are involved in organized and competitive sports, rather than neighborhood pastimes.

**Objectives:** Students will learn and teach games and songs from bygone eras.



## Procedure

Divide the class into small groups. Each group will select a game or song to learn. Afterwards, each group will demonstrate and teach its game or song to their classmates.

## Related Activities

1. Hold an old fashioned recess time and play organized games, such as "Red Rover".
2. Invite older relatives, friends or retirees to the class to share their memories about the games they played in their youth.
3. Hold an "Alleys Tournament". Write ads.
4. Research and present how people in the past celebrated holidays and birthdays.
5. "Take the Pledge". Encourage students and their families to turn off the T.V., computer and radio for a week. During the ban on electronics, encourage students and their families to play together. Maintain journals. Use persuasive writing about the pros and cons of life without electronics.
6. Research and play parlor games.
7. Make ice cream and have an ice cream social. Write instructions and directions for making ice cream. Prepare ads, posters, and radio and television commercials.
8. Invent new games based on stories or characters. For example: Pippi Longstocking pancake beanbag toss, or pin the tail on Peter Rabbit.
9. Research and play ancient and other cultures' games. Write instructions and directions.
10. Research and present pastimes and hobbies other than games. Write instructions and directions.
11. Research and present past fads and crafts.
12. Hold a "Preoccupations Day", where students present their hobbies and collections.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Students will learn new games and cooperative learning*

### **Vocabulary**

*Pastimes*

### **Materials**

*Balls  
Drawing Materials  
Alleys  
Tape Player  
Oak Tag  
Poster Board  
Game Pieces  
Beanbags*

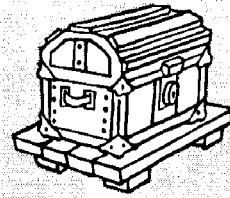
### **Resources from Trunk**

*Growing Up In  
Coal Country  
Games and Songs of  
America's Children*

# Work Certificates

**Background:** Work certificates were used by companies to keep records of their young workers.

**Objectives:** Develop a character sketch of a young Mill Molly from the information needed to fill in a work certificate.



## Procedure

Research family and local ethnic histories to bring to life a fictional young girl character from the turn-of-the-century. Using personal knowledge and information from given resources, develop:

- one character with the whole class
- several characters from cooperative groups
- one character developed by one student

## Related Activities

1. From the resources, gather information about your Mill Molly. Write a biography or a historical fiction story. Why did she have to go to work? What skills did she have? What was her family life like? What job did she do in the mill? How did she get to work? How many hours a day did she work? How many days a week did she work? What chores did she have at home? What did she do for fun? How might she have felt about leaving school? What were some of the hardships or dangers in the mill?
2. As your character, write a letter to the mill owner explaining why you need to be hired. Use language from the period.
3. As your character, write a persuasive letter to a friend telling her why she should or should not come to work in the mill.
4. Write and design a newspaper advertisement seeking to hire a Mill Molly.
5. As your character, write a letter to the mill owner describing job hazards and dangers. In your letter, include ways to improve working conditions.
6. Research changes in child labor laws and workplace safety.
7. Write a letter of reference for a friend who is seeking a job.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Develop a character sketch*

### **Vocabulary**

*Miner - underage worker*

*Mill Molly - young girl who worked in the silk mills*

*Native Country - country where person was born*

### **Materials**

*Blank Copies of Work Certificate*

*Writing Materials  
VCR*

### **Resources from Trunk**

*Work Certificate*

*Mill Molly Clothing*

*"Anthracite*

*People" Video*

*Anthracite People*

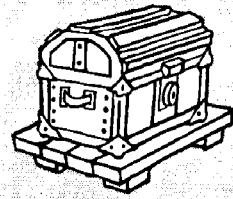
*Photos of Child Labor*

*Anthracite Idioms*

# Growing Up in Coal Country

**Background:** This book provides valuable and interesting background information about life in the coal region. Young boys entered the mines to help support their families. Many of the jobs were dangerous and difficult for the inexperienced youngsters.

**Objectives:** Students will identify the jobs held by children in the mines.



## Procedure

After reading Growing Up in Coal Country, make a chart identifying the jobs children held in the mines and the dangers of each job.

## Related Activities

1. Develop a character sketch of a young boy entering the mines. (See work certificate.)
2. As the character, write a journal entry or letter describing your first day on each job.
3. As the character, write or dictate a letter to a friend persuading him to enter or not enter the mine.
4. As an investigative reporter, write a newspaper or magazine article exposing the dangers and abuses of children in the mining industry.
5. Research and present the history of child labor.
6. Research the history of federal safety standards.
7. Research the history of workmen's compensation, and life and accident insurance.
8. Research modern child labor in other countries. Write letters of concern to companies and legislatures.
9. Research and present the history of the Molly Maguires and labor unions.
10. Research the history of labor stoppages and strikes and their effect on working conditions and mining.
11. Research and stage a labor union meeting.
12. Research and stage a labor and management negotiation meeting.
13. Research and present historical compromises.
14. Research the significance of coal in the Industrial Revolution, transportation and home heating at the turn-of-the century.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Students will learn about mining jobs and dangers*

### **Vocabulary**

*Colliery  
Breaker Boy  
Nipper  
Spragger  
Driver  
Butty  
Chute*

### **Materials**

*Work Sheet  
Writing Materials*

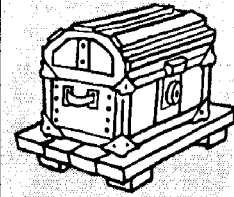
### **Resources from Trunk**

*Growing Up in Coal Country  
Photos of Child Labor in Mines  
Miner's Outfit  
Coal Pieces  
Videos, Pictures and Stories from the Lackawanna coal Mine  
"Talking with Pennsylvania Coal Miners" Video*

# Clothes Don't Make The Person

**Background:** Some of the hazards of work in the mills could be attributed to clothing the girls wore. Long skirts and long sleeves were frequently caught in the machinery.

**Objectives:** Students will compare and contrast clothes of the era with contemporary clothes. Students will identify safety hazards of the clothing.



## Procedure

Discuss and list differences and similarities between the two eras of clothing. Discuss acceptable dress for then and now. Discuss what a dress code is and when, where and why it is enforced.

## Related Activities

1. Research and make a time line of fabrics used throughout the ages. Present data.
2. Make a chart illustrating the origin of different fibers. For example, cotton comes from plants, silk comes from animal larvae.
3. Make a flow chart of stages in making silk thread.
4. Make a flow chart showing the stages of fiber to fashions and the different jobs involved.
5. Make a time line of men's, women's and children's fashions. Prepare reports on historical colors and dyes.
6. Research and present influences on fashion.
7. Select an article of clothing, like shoes, and illustrate how its style and use has changed over the years.
8. Design and draw clothing that would be safer to wear at the mill. Write an ad for your safety changes.
9. Discuss how the advent of man-made fibers (i.e., nylon) changed the silk industry. Debate the pros and cons of each.
10. Make paper dolls with different period costumes.
11. Discuss and write persuasive paragraphs on the pros and cons of uniforms at work and school.
12. Design your own t-shirt. Hold a fashion show.
13. Research today's clothing safety standards for children in the workplace. Present pros and cons.
14. Research, discuss and present the history of uniforms, flags and banners and their significance.
15. Write and illustrate safety slogans and advice for the mill or for other settings. Present a safety campaign, including posters, and ads for newspapers, radio and T.V.
16. Examine and rehearse emergency procedures.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Changes in fashion, style and function. clothing safety issues, production of fiber.*

### **Vocabulary**

*fiber  
Fashion  
Hazards*

### **Materials**

*Mill Girl Clothing  
Examples  
Modern Clothing  
Examples  
Writing and  
Drawing Materials  
Large Paper or  
Poster Board  
Magazines  
Glue*

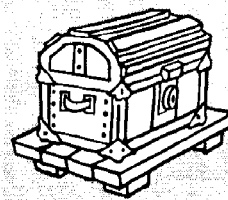
### **Resources from Trunk**

*Mill Girl Clothing  
Silk Kit  
"What is Silk"  
"Anthracite People"  
Video  
Anthracite People  
Photos/Slides*

# Recollections

**Background:** A grandmother shares her memories and stories with her grandchild.

**Objectives:** Students will compile oral histories and family stories of older relatives.



## Procedure

Students will develop interview questions and techniques as prompts to encourage retelling of oral histories by older relatives. Students will record and document family stories.

## Related Activities

1. Research and compile family trees and stories.
2. Develop time lines of family or individual histories.
3. Correlate family or personal milestones with world and historical events.
4. Document, in a time line, the changes in everyday items: quill, dip pen, fountain pen, ballpoint pen, felt tip, pen, space pen.
5. Research and compile lists of ethnic names for family members. For example, Grandmother is also Nona, Nana, Baba.
6. Learn and perform ethnic dances and songs.
7. Invite ethnic dance groups and music groups to perform for the class. Video tape performances.
8. Invite older family members to teach the students ethnic traditions, dances and songs.
9. Invite language students to share songs and traditions.
10. Hold an ethnic food festival. Write newspaper, radio, T.V. and internet ads.
11. Develop and present family stories into books, poems, sagas, epics, songs, plays, radio dramas, videos, comics or cartoons.
12. Develop a "Classroom Museum" with family artifacts. Invite elders to a "Meet & Greet" so they may share their experiences, songs and stories. Write invitations. Compose an ad campaign. Write thank you letters.
13. Design and present family mottos and crests.
14. Establish pen pals in ancestral homelands. Use regular mail and e-mail.

## **Level**

*Grades 3 & 4*

## **Concepts**

*Interview techniques, Historical relevance, Time lines, Ethnic traditions*

## **Vocabulary**

*Family Tree  
Milestones  
Ethnic*

## **Materials**

*Writing Materials  
Tape Recorder  
Blank Tapes  
Poster Board*

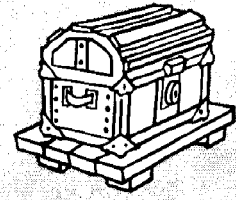
## **Resources from Trunk**

*Donnegal Weavers  
Ethnic Music Tape  
Growing Up in  
Coal Country  
"Anthracite  
People" Video  
Anthracite People  
Anthracite Idioms  
Almanac*

# The Company Store

**Background:** Although company stores were a way for miners and their families to buy on credit, the merchandise was expensive and over-priced. Many miners believed they were "owned" by the company.

**Objectives:** Students will develop and participate in role playing of a mock company store.



## Procedure

Notify parents and administrators that your classroom will be role playing a company store. Determine a pay scale for students' work. Students will earn "script" for their labors. Maintain payroll and debt accounts. Just like the company store and housing, students can be "charged" for tools, such as pencils and paper, the use of desks and other materials. At the end of the determined time, tally students' pay and subtract their debts.

## Related Activities

1. Design a classroom "script" and company logo.
2. Integrate math to determine hourly rates and pays.
3. Use a log to maintain student "pay".
4. Maintain debt and credit at the company store.
5. Compare and contrast the cost of living expenses, clothing, furniture, appliances and such, then and now.
6. Examine mark-up and profit making.
7. Examine modern credit card and loan policies.
8. Compare and contrast modern credit cards with company store credit.
9. Develop real life math problems with interest and discounts.
10. Compare and contrast living expenses, then and now.
11. Compare and contrast budgets, then and now.
12. Examine, discuss and list reasons why miners and their families needed to buy on credit.
13. Write a narrative story of a miner's economic hardship.
14. Write a newspaper or magazine article examining the pros and cons of a company store.

### **Level**

*Grades 3 & 4*

### **Concepts**

*Students will develop an understanding of the complexities of a company store.*

### **Vocabulary**

*Company Store  
Due Bills  
Ledger*

### **Materials**

*Drawing Paper  
Ledgers  
Script*

### **Resources from Trunk**

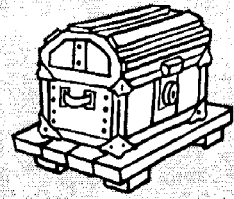
*Growing Up in Coal Country  
Photos of Child Labor in Mines  
Miner's Outfit  
Videos, Pictures and Stories from the Lackawanna Coal Mine  
"Talking With Pennsylvania Coal Miners" Video*

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# Traveling Trunks

*curriculum-based activities*

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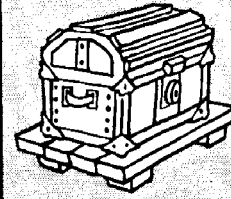
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# "Do You See What I See"

**Spontaneous Opening Activity:** This activity will encourage students to closely examine objects directly related to locomotives and make connections to the influence of the railroad in the past and present. This activity also promotes creative and critical thinking.



## Procedure

1. Have students sit in a circle on the floor (or form a circle with desks).
2. Have resources from trunk (listed at side) in a bag in front of you. Explain to the students that you are going to do a spontaneous thinking activity using different objects.
3. Pull an object out of the bag and, using your imagination, say what you think it is and what it is used for. For example, if you pull out the ticket punch from your bag, you might say, "It is a clipper for toe nails; you use it to cut your friend's toenails." Then you pass the item to the next person.
4. That person then uses her/his imagination to determine what the item is and what it is used for. Answers should vary; the more creative, the better.
5. After passing the object around, pull out another object and have students do the same thing with the new object.

*To save time, or if you have a large group, choose a student to reach in the bag and select an object. He/she then holds up the object and describes it. What is it made out of? What does it feel like? Have other students write in their journal – or on a piece of paper – what they think the object could be. When finished with each object, ask for some of the students to share their most creative responses.*

6. After you and the class have come up with some creative inventions of your own, discuss with the students what the objects really are and what they were really used for. What do they all have in common?

### **Level**

*Grades 5 & 6*

### **Materials**

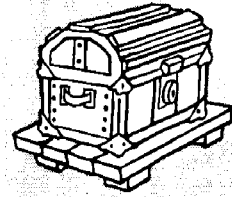
*Pencil and Paper*

### **Resources from Trunk**

*Engineer Hat  
Conductor Hat  
Bandanna  
Iron T Rail  
Spike  
Ticket Punch*

# Planning a Train Trip

**Concept:** Plan and design a train trip on the Delaware & Hudson Canal Company Gravity Railroad



## Objectives

- Students will compare and contrast past and present modes of transportation
- Using the information found in the trunk, students will plan out a trip to and from a destination that can be reached on the Delaware & Hudson Canal Company Gravity Railroad
- They will choose a day, date and time of departure, as well as a return time
- Using math skills, they will determine how long the trip will take, as well as how many miles it is one way and round trip.
- Students will produce a final written piece about train cars for display in the classroom.

## Procedure

1. Discuss with students modes of transportation. How did people travel 75 to 100 years ago? Did they travel far from home? Why or why not? How have things changed? How has planning for a trip stayed the same?
2. Have students imagine that they were living in the early 1900s. Discuss how they might pack differently. What are their choices for transportation in this area? (Play "Come'on Ride the Train".) Discuss transportation by passenger trains.
3. Show students a copy of the passenger timetable (make copies). Find stops on map. Explain that you want each student to independently plan a trip in the early 1900s. Pass out travel planning sheets. Have students fill them out.
4. After gathering all their information, have the students incorporate it into a short narrative story about their adventure. Where did they go? What did they do? What was the train ride like? How long did it take? What did they see? (These narratives can be mounted on train cars made out of multi-colored construction paper. The engine should hold the title "Come'on Ride the Train".)

## **Level**

*Grades 5 & 6*

## **Materials**

*Copy of Quad City  
D.J.'s "Come'on Ride  
the Train"  
Maps of the Region  
Access to Internet,  
Books and  
Encyclopedias  
Travel Planning  
Sheets (see following  
pages)*

## **Resources from Trunk**

*Copy of Student  
Railroad pass  
Copy of Delaware &  
Hudson Canal Co.  
Gravity Railroad  
Passenger Timetable  
Lehigh Valley  
Railroad Tickets*

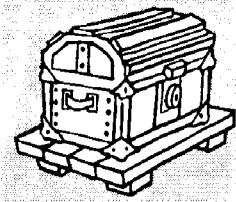
## **Evaluation Based On**

*Participation in  
Discussion.  
Written Form of  
Prediction.  
Accuracy & Detail of  
Venn Diagram.*



# I Play A Little Basketball Now And Then

**Concept:** Using a Venn diagram, compare and contrast basketball, past to present. *Extended activity:* When students have completed their diagrams, they could journal about playing on a team during one of the two time periods.



## Objectives

- Students will compare and contrast past and present basketball in our region, how it has changed and how we have adapted the sport.
- Using the copy of the DL&W Basketball team picture provided, students will make predictions about some of the changes that have occurred in the sport of basketball using observation.
- Students will research basketball and compare their predictions to their findings.
- They will produce a Venn diagram, which will show their research and findings.

## Procedure

1. Begin discussing the school's basketball team(s), college basketball or the NBA. Let the students lead the discussion. How many of them play basketball? When did the sport originate? Where? How do they think basketball has changed over the years? Discuss.
2. Introduce them to the picture of the DL&W basketball team. What do they notice about it? About what year was it taken? What made the student choose that time period? How do we know it wasn't taken last week? What clues do they see?
3. Explain to them that they are going to predict the changes that took place in the sport of basketball. They are to write down all their predictions in sentence form and then research them to prove themselves right. They are also to gather more information on the sport of basketball, then and now.
4. Students will work independently or with a partner to predict, record and research on the internet, and in magazines, books and encyclopedias.
5. After recording all information, they are to make a Venn diagram showing the differences and similarities of basketball, then and now.
6. Display completed Venn diagrams around the room.

### **Level**

*Grades 5 & 6*

### **Materials**

*Large White  
Drawing Paper  
Markers  
Internet  
Books on Sports  
Encyclopedias*

### **Resources from Trunk**

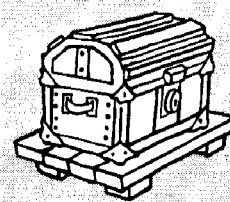
*8" x 10" Copy of  
DL&W Basketball  
Team*

### **Evaluation Based On**

*Participation in  
Discussion.  
Written Form of  
Presentation.  
Accuracy & Detail of  
Venn Diagram.*

## My Life

**Concept:** Students will research the establishment of an industry in the late 1800s in an area of their choice. They will then write an autobiography of their life and business through the years.



### Objectives

- Students will use the Lackawanna Historical Society's Resources to gather information about various prominent industries of this region.
- They will better understand the Industrial Revolution and its impact on many different areas of life.
- They will imagine that they are wealthy business men and women looking to start up a business in the area. Then, carefully, they will choose their business and write an autobiography about their life and the growth of their business
- Writing in the first person will be stressed.

### Procedure

1. Begin by introducing the students to the Industrial Revolution. Discuss the industries that emerged in this area during this time (mining, iron, railroading, textiles, etc.). Share and explore artifacts in the trunk.
2. Explain that the students are all wealthy business men and women. They have just moved into this area in search of starting a new business. Using the artifacts and information found in the trunk, each student is to choose a successful business to begin, based on his or her finding.
- 3 After choosing the type of business to start up, students then must decide where to build or whether to buy a business already in full function. They must name the business, decide how many employees are needed and how much they will pay each. All information should be based on their research of early industries applied to their imaginary one.
4. Once basic facts and figures have been gathered about each of the industries, students will then write an autobiography about their character (the wealthy business man or woman) and their imaginary business. Details, such as reasons for purchasing the industry, should be included, as well as a review of hazards, problems, concerns and successes from that time period.
5. Stress the importance of tying in facts about their industry during the Industrial Revolution. Encourage creative twists that make the autobiography interesting and personal. A set time period to cover may be given to the children.
6. Hold a convention for all the business men and women of your class to share stories of their lives and businesses. Have them dress the part.

#### Level

*Grades 5 & 6*

#### Resources from Trunk

*Information on the Industrial Revolution*

*(III on In-service Outline)*

*Photographs*

*Maps*

*Models*

*Newspaper Articles*

#### Related Activity

*Visit to the Lackawanna Historical Society*

#### Evaluation Based On

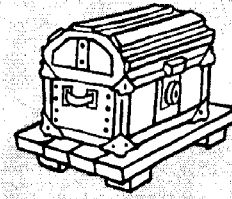
*The student's use of first person in his/her writing.*

*The close tie of real historical events into the student's autobiography.*

*A well-researched and clear explanation of the industry chosen.*

## "Back to the Future"

**Concept:** Students will bring in photographs and pictures of present day objects and make a Venn diagram comparing and contrasting them to objects from the past found in the trunk. With these discoveries, they will create a futuristic version of their chosen object for the year 2020.



### Objectives

- Students will compare and contrast objects from past to present.
- Using information found in the trunk, students will find pictures and photographs of objects that are similar to their own.
- Students will analyze and discuss information, and produce individual Venn diagrams displaying their chosen objects' similarities and differences through time.
- Students will design a futuristic version of their chosen object for the year 2020.

### Procedure

1. Have students bring in several photographs and/or pictures of objects from catalogs or magazines reflecting modern time (i.e. homes, cars, clothing, toys or games).
2. Ask students to go through the trunk's contents to find objects similar to the ones they brought in.
3. All pictures of similar objects from the trunk will be categorized into groups by the students and placed into designated areas in the classroom. For example, categories might include vehicles, toys, building, clothing. Students should place their pictures or photographs around the outside of the appropriate categories.
4. The teacher will announce different categories to choose from, and students will decide which category they want to research and analyze information about with students in their group. The students will look at pictures (past and present) and answer the following questions: What do the objects have in common? What are the objects used for? How have the objects changed or stayed the same? What materials are the objects made of?
5. The teacher should then distribute large white paper to students and have them draw two large intersecting circles at the top of the paper leaving room for a third intersection circle to be added below (Venn diagram). Teacher should demonstrate the process on the board.
6. The students will then choose one object from the past and the corresponding object from the present. List characteristics of the past object in the left circle and the present object in the right. Similarities are listed in the intersecting space of the two circles.
7. Upon completion, the students will study the information and will design an updated, futuristic version of the object for the year 2020. On a separate sheet of paper, students will draw a detailed sketch and list the characteristics of their design.
8. The teacher will instruct students to add a circle of the same size below, intersecting the past and present circles. This circle should be labeled "future" and will list characteristics of the students' new designs, along with the object's similarities to the past and present models.
9. The students' futuristic designs and Venn diagrams should be displayed for classroom observation and discussion.

### **Level**

*Grades 5 & 6*

### **Materials**

*Large White Paper  
or  
Oak Tag*

### **Resources from Trunk**

*Lackawanna  
Historical Society  
Resources:*

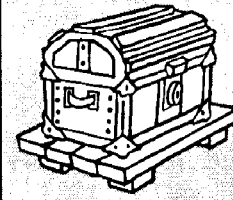
*Pictures of Buildings  
Transportation  
Toys  
Instruments  
Games*

### **Evaluation Based On**

*Detail & Accuracy of  
Venn diagrams.  
Creativity of  
Futuristic Design.  
Practicality of Design.  
Use of Past Object's  
Characteristics in  
Futuristic Design.*

# Silk Came From Where?

**Concept:** Students will create a flow chart showing how silk gets from the worm to fabrics.



## Objectives

- To recognize silk fabric, as compared to cotton, polyester, wool, etc.
- To know silk's uses and characteristics
- Students will understand where silk comes from and will produce a flow chart explaining the processes it goes through to become an article of clothing.

## Related Activities

1. Bring in different types of clothing made out of different materials. Place each item in a paper bag; make sure one piece of material is silk and it is in the last bag presented to students. Ask students to feel the material in each of the bags (without looking!). Students write down the type of material they think is in the bag. Go over their answers and ask students how they knew the differences. When you get to the silk (last bag), stop and discuss how this material is so different from the rest.
2. Share "What is Silk" with the class. Discuss how this area was known for making silk in silk mills during the early 1900s. Many young girls were employed in the mills. Show the example of the silk mill certificate and explain how the certificate was used by companies to keep records of employees. You may also want to show the reproduction of the silk mill girl clothing included in the trunk. Discuss their thoughts and ideas.
3. After showing students the Silk Kit and explaining how silk comes from worms, hand out the white paper and have students make a flow chart. Stress the integration of using both detailed pictures and words. Use arrows to take you from step to step.
4. Have students share flow charts with each other. At that time, students can do a peer evaluation (check sheet or rubric style).

### **Level**

*Grades 5 & 6*

### **Materials**

*White Drawing Paper  
(letter size)*

*Crayons*

*Thin Markers*

*Colored Pencils*

*Several Different Types*

*of Material. One Item*

*Should Be Silk.*

*Paper Bags*

### **Resources from Trunk**

*Silk Kit and*

*"What Is Silk"*

*Silk Mill Work*

*Certificates*

*Reproduction of the*

*Silk Mill Girl Clothing*

### **Evaluation Based On**

*Correct Order of Steps.*

*Accuracy.*

*Organization of the*

*Flow Chart.*

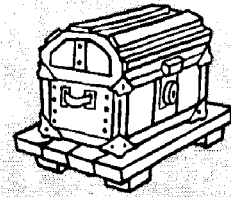
*Neatness.*

*Creativity.*

*Overall Appearance.*

# Say What???

**Concept:** Students will make word puzzles using idioms from Klopfer's book, The Anthracite Idioms



## Objectives

- Students will learn what idioms are, and how and why they came about.
- Students will recognize some of their own idioms that are used today and will compare these to idioms of the past.
- Students will choose several anthracite idioms, as well as several modern day idioms, to create a crossword puzzle, word search, riddle page or other word puzzle.

## Procedure

1. After watching the "Anthracite People" video and discussing life during that time, share with the students Tom Klopfer's Anthracite Idiom. Explain that an idiom is a peculiar language known to a group of people in a district, community or class.
2. What idioms do we use in our area today? Have students brainstorm and list on the board popular idioms they use or can think of. Why are the idioms of the past appropriate for then and not now? Could today's idioms have been used back then? Why or why not? Discuss (or journal) the possibilities.
3. Have students design word puzzles using different anthracite idioms and modern day idioms. (They might want to include information they learned from the "Anthracite People" video.) Make sure that they do two copies – one with answers and one without. They should both be neat and outlined in a fine black marker.
4. Collect all of the puzzles, photocopy them and bind or staple them into book form. Distribute the puzzle books to students for some fun and an assessment of their anthracite knowledge.

### **Level**

*Grades 5 & 6*

### **Materials**

*Graph Paper  
Plain White Paper  
Fine Black Markers  
Copier  
Stapler*

### **Resources from Trunk**

*The Anthracite Idiom  
by Tom Klopfer  
Anthracite People  
by John Bodnar  
"Anthracite People"  
Video*

