



Curriculum Neighborhoods Past and Present

Goal

Students will explore the concept of neighborhoods.

Outcomes

- Using old photographs and artifacts, students will investigate different kinds of neighborhoods and ways of life during the early days of Jackson Hole.
- Students will share their viewpoints and understanding of their own neighborhoods.
- Students will participate in an activity or activities to enhance their knowledge about past and present neighborhoods.
- Students will compare their lives today to children's lives in the early days of Jackson Hole.
- Students will tour the Jackson Hole Museum (or the Historical Center) and explore old-time neighborhoods and ways of life in early Jackson Hole through observation of old photographs and artifacts.
- Students will use skills including listening, speaking, observing, drawing, and comparing.

Resources

The following resources are available for use at the Jackson Hole Historical Society and Museum.

Children's Books

For You Know that Wyoming will be Your New Home, Harriet Otto, Researcher. This 28-page book, published by the Wyoming State Museum Volunteers, Inc. is a compilation of 26 excerpts about children's lives in the early days of Wyoming from the Wyoming Archives collection of photographs and interviews done during the 1930s. Topics include stories about school, helping with chores, things children did to have fun. It is out of print and can be found in the Teton County Library.

Adult books

and that's the Way it was in Jackson's Hole by Jack Huyler. Stories of people and events in the valley from 1926–1999.

The Early Days in Jackson Hole by Virginia Huidekoper. A selection of old photographs of the valley arranged by topics including photos by William Henry Jackson, the elk, settlers, communities, contending with nature, dudes, and early sportsmen.

Homesteading with the Elk: A Story of Frontier Life in Jackson Hole, Wyoming by Bertha Chambers Gillette

This Was Jackson's Hole: Incidents and Profiles from the Settlement of Jackson Hole by Fern Nelson

Vertical Files

These files include a wealth of newspaper and magazine articles and other information on Jackson Hole history. Topics include cattle and dude ranching, farming, early settlements, schools, rodeo, cowboys, clothing and numerous others.

Photograph Collection

This collection of over 15,000 cataloged images of early days in Jackson Hole documents communities, cattle and dude ranching, climbing, skiing, the elk herd, life in Jackson Hole, and more.

Artifact Collections

The museum has numerous items from the early days of Jackson Hole including spurs, saddles, cattle ranching gear, children's games and toys, dude ranch furniture, old newspaper printing equipment, blacksmith tools, gold mining artifacts, and many others.

Activity #1 Neighborhoods Past and Present

Approximate Time For Activity

- One hour

Materials Supplied by Museum

Photographs of early days:

- 5 Jackson
- 5 outlying towns including Kelly and Wilson
- 3 ranches and ranch life
- 6 transportation including “school bus” sled, horse-drawn wagons and buggies, covered wagon, horseback riders, first cars

Artifacts (if Historical Society staff presents to the class)

- A few items used by people for having fun such as children’s toys, games, old skis, snowshoes. If possible, have something that students can handle.

Book

- *For You Know that Wyoming will be your New Home*

Materials Supplied by Teacher

- 2 large empty tables or desks pushed together to provide places to lay the photos
- paper for drawing
- pencils
- colored pencils, crayons or color markers

Assistants Needed

- None

CLASSROOM INTRODUCTORY ACTIVITY

The Project

Students will create a small book about neighborhoods which will include three pictures: the student’s neighborhood, a neighborhood from the early days, and the school’s neighborhood.

- They will draw the picture of their neighborhood after this introductory activity.
- The picture of an early days neighborhood will be drawn after the museum visit.
- Finally, after the museum visit the teacher will take the class on a walking tour around the school’s neighborhood. They will then draw their final picture of the school’s neighborhood.

Preparation in Classroom

Set up an area to lay out old photographs into four categories. There should be enough room for all students to move around the display to look at each photo.

Introducing the Activity

1. Explain to students what they will be doing today.

- Conversation about what a

neighborhood is while going through a Power Point presentation.

- Look at old pictures
 - Draw a picture of their own neighborhood
2. Explain how you want students to move around the displays to look at photographs.
 3. Talk about how to handle the photographs to make sure that they are left in good condition for other people to see.

Conversation

1. What is a Neighborhood?
 - Write the word “neighborhood” on the board. Write student responses on the board as well.
 - Ask students to tell you what the word neighborhood means. Explain the meaning.
 - Have students describe their own neighborhoods.
2. Our Place: Jackson Hole.
 - Explain that the place we live in is called Jackson Hole.
 - There are many kinds of neighborhoods in Jackson Hole. There are different towns. Jackson is the largest. Wilson, Kelly and Moran are smaller towns. Talk about the neighborhoods in some of the towns. The towns are located far from each other. Some people live on ranches far away from other people.
 - Ask students how they get from place to place in Jackson Hole. (cars, bicycles, START bus, other)
 - Explain that a long time ago, in the early days, neighborhoods were much smaller because there weren't as many people living here.
 - Explain that students will look at some photographs to see what they can learn about what it was like to live here a long time ago in the early days.

- If they look very carefully at the photographs, they can figure out a lot of things about how life was different.

3. Looking at old photographs of Jackson Hole

- On several tables/desks, have photos spread out in the following categories:
 - ❖ Early town of Jackson and life in the town. Include the overview of town, plus people doing things.
 - ❖ Early town of Kelly, Wilson and other settlements and life there.
 - ❖ Ranches and ranch life
 - ❖ Transportation: "school bus" sled, horse-drawn wagons, horseback riders, first cars, etc.
- Give students ten minutes to look at the photos to see what they can learn.

4. Conversation with Students

- Gather up the photographs and have students sit on floor close together. Talk about each group of photographs. You and/or students point out photos that show what they are talking about.
- Towns
 - ❖ Have students think about what town of Jackson looks like today.
 - ❖ What are the differences between the early days and today?
 - ❖ What were the differences and similarities in neighborhoods then and now?
- Ranches
 - ❖ What kinds of things did families have for working and playing outside?
 - ❖ What kinds of chores do you think children would have done on a ranch?
 - ❖ What kinds of things do you think children would have done to have fun on the ranch in summer? In winter?
- Transportation
 - ❖ How do you think people traveled from place to place?
 - ❖ How do you think children traveled to school when there was no snow? In winter when there was plenty of snow?
 - ❖ Explain that some children learned at home because it

- If time allows, read story from *For You Know that Wyoming will be Your New Home*. Two stories are included in the Power Point as well

5. Drawing Neighborhoods

- Explain to the students that they will be making a small book about different kinds of neighborhoods. It will be called The Neighborhood Book.
 - ❖ The first page will have a picture of their own neighborhood which they will make today.
 - ❖ The second page will have a picture of a neighborhood in the early days of Jackson Hole.
 - ❖ The third page will have a picture of the neighborhood around their school.
- Give students time to work on page one of their book.
 - ❖ Students get paper, colored pencils, crayons, or markers.
 - ❖ Write the title of this page on the board and have students copy it onto the top of their page: My Neighborhood.
 - ❖ Have students draw a picture of their own neighborhoods. Include houses, cars, roads, people, or whatever they think is important in their neighborhoods. Write one or two words under each thing they draw (i.e. my house) to help people know what the different things are. Work on this for rest of time.

Closing

Tell the students that soon the class will be visiting the Jackson Hole Museum to see things that people used in the early days. The Historical Society can substitute if necessary; just contact the Historical Society staff so that they have artifacts ready when the class arrives.

Activity #2 Neighborhoods Past and Present

Approximate Time for Activity

- One hour

Materials Supplied by Museum

- None

Materials Supplied by Teacher

- None

Assistants Needed

- one preferred, not required

MUSEUM VISIT**Exploring the Jackson Hole Museum**

1. Ask students if they know what a museum is and what it does?
2. This museum has things that belonged to people in the early days.
3. Demonstrate proper museum behavior.
4. Explain to students that they will be drawing their picture for page two of their book when they get back to the classroom. That picture will be one of a neighborhood in the early days. In the museum, they can find lots of ideas for their next picture. Suggest they pay attention to how places, people and things looked.
5. Give students about 10 minutes to look around and see what interesting things they can find. Adults rove and answer any questions they might have.
6. Call them together in a group and ask them to share some of the things they liked.

Life in Jackson Hole in the Early Days

NOTE: If you have an assistant (preferable) divide the class into two groups, go to different displays, then switch. Otherwise do this activity with whole class.

1. How did people travel and live in the early days?
 - Go to the Winter Sports/Hunting Fishing area of the museum
 - ❖ Have students tell what they think it was like to ride on an old snowmobile. Do you have a snowmobile?
 - ❖ How was skiing different in the old days? Point out the old skis. They are much longer and heavier than today's skis.
 - ❖ Horses were also a way to get around. How many of you have ridden on a horse?

- ❖ Point out the snow plane and explain what it was for.
 - ❖ Travel took a lot longer in the old days. People didn't travel as far either.
 - ❖ Have some photos on hand of people riding horses, old snowmobiles, skis, snow planes, etc.
- Go to the cabin display
 - ❖ This is a typical cabin living room. Is yours larger or smaller?
 - ❖ There was no TV. What do you think the families did for fun? Sewing, reading, art and crafts etc.
 - ❖ How did they stay warm? No heaters in the cabins!
 - ❖ Have some photos on hand of old cabin interiors
2. What did children do in the early days?
- Go to the children's area
 - ❖ Children in the early days had many chores to do both inside and outside: helping with the baking, cleaning, hauling wood, feeding the animals etc.
 - ❖ What chores do you do at home?
 - ❖ What did the children do for fun? There were no computers and few toys. They played outside, swam in the creeks and streams, went sledding, rode horses etc.
 - ❖ What do you do for fun?

Closing

1. Get class back together and have a conversation about what they learned about children's lives in the early days of Jackson Hole.
2. Thank them for their appropriate behavior in the museum.

Approximate Time For Activity

- Varies

Materials Supplied by Museum

Photographs of early days

- 5 Jackson
- 5 outlying towns including Kelly and Wilson
- 3 ranches and ranch life
- 6 transportation including “school bus” sled, horse-drawn wagons and buggies, covered wagon, horseback riders, first cars

**Materials Supplied by Teacher:
Depends on Activities Selected**

- Paper for drawing or sketch pads
- Piece of cardboard or something hard for students to put paper on while writing or sketching outside
- Pencils
- Colored pencils, crayons, or color markers
- Children’s books with interesting covers and author’s name on cover

Assistants Needed

- One or more to go on neighborhood walk as necessary

POST-VISIT ACTIVITIES**The Neighborhood Book: Page Two**

Shortly after the museum visit, have students do page two of The Neighborhood Book.

1. This page will be a picture of a neighborhood in the early days of Jackson Hole. Discuss some things that they might want to include:
 - Houses
 - Transportation that people used: horses, wagons, old cars...
 - People doing things
2. Talk briefly about things the students saw in the museum they could include in their picture. They can also use the old photographs to help remember how things looked in the early days and for ideas.
3. Write the title of this page on the board: “A Neighborhood in the Early Days.” Have students copy it onto the top of their page.
4. Remind them to write a word or two by each thing in their pictures to tell what they are.

The Neighborhood Book: Page Three

1. Take students on a walk around the school’s neighborhood. Tell them

they will draw a picture of the school neighborhood when they return and should look carefully at things they want to include.

- Students could take sketch pads and make sketches of a few places that they want to draw in their picture when they return to classroom.
- Have them observe the different places in the neighborhood such as the school and school yard, homes and their yards, vacant lots, stores.
- Look at transportation vehicles that are in the neighborhoods: cars, school buses, bicycles...
- Stop at different types of places and talk about them. How do they look? What do people do there?

2. Classroom, have students make Page Three of *The Neighborhood Book*.

- Put the title of the page on the board: "Our School Neighborhood." Have students copy it on top of their page.
- Students use their sketches and memories and draw a picture of the school neighborhood.

Finishing *The Neighborhood Book*

1. Students make a cover for their book.

- Show a book and talk about how the cover is different from the pages.
- Show different ways people put titles on the book, using special letters, large letters.
- Show author's name and how it is smaller than the title. Students will put their names on the cover with the title.
- Show how the book cover is illustrated.
- Write the title of the book on the board: *The Neighborhood Book*. Have students write it on their cover lightly in pencil so that they can erase it if they need to.

- Students write their own names (the author's name) on the cover, also lightly in pencil.
 - When they have written the title and author's name, have them make those look special with colors.
 - Add a drawing to the cover.
 - Staple the books together.
2. Have students show their books to each other.
 3. Make a display of the books in the classroom or in the school library.
 4. Invite museum staff to visit the classroom and see the books.

OTHER ACTIVITY IDEAS

Real-Life Stories

Invite an Old-Timer who grew up in Jackson Hole or nearby to come and tell students what it was like to be a child in the early days. Ask her / him to talk about homes, transportation, school, play and fun, pets, experiences with wild animal and other topics that would interest your students. Historical Society staff can provide a list of speakers.

The Life of a Child Then and Now

Make a bulletin board to compare life in early Jackson Hole and life today.

1. Make two sections and put titles on the top of each section.
 - *Life in Jackson Hole in the Early Days*
 - *Life in Jackson Hole Today*
2. Put copies of old photos of life in the early days from the Historical Society in the “Early Days” section.
3. Have students draw pictures or collect photos or magazine pictures to put up in the “Today” section. Students should look at the old photographs and try to find a picture or draw a picture of the same thing as it looks today. (homes, transportation, play and fun, etc.)

Creating an Outdoor Game

Create an outside game and play it.

1. As a group, help students make up a game to play.
 - Parameters: All we have to play with is stuff you can find outside: no balls, bats, playground equipment. Need to keep rules simple.
 - Decide whether the game will be a hiding game, a chasing game, a circle game, other.
 - What is the object of the game?
 - What are the boundaries?
 - How will you know when someone wins?
 - Teacher divides student into teams or groups before going out to try the game.
2. Go outside
 - Remind students of rules
 - Try playing the game for a few minutes.
 - Call group together and have them revise the rules if necessary.
 - Try playing it again
3. Return to classroom
 - Talk about how they liked the game. Do they think it needs more improvement? Any ideas?
 - Suggest that students could try making up more games during recess or at home. Main rule is that they can only use things they find around; no toys. They can teach their new games to the class when there is time.