

**Goal**

Students will explore the concept of Ancestors.

**Outcomes**

- Students will explore the concept of ancestors through hands-on experiences.
- Students will investigate how ancestors lived in early Jackson Hole using old letters, photographs and artifacts.
- Students will tour the Jackson Hole Museum (or Historical Society) and observe old photographs, memorabilia and artifacts to get information about ancestors.
- Students will do an activity or activities about ancestors in Jackson Hole using information obtained from the Museum staff and a visit to the museum.
- Students will use a variety of skills including listening, speaking, researching, observing and drawing to explore the concept of ancestors.

**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.

*Children of the Wild West* by Russell Freedman. Descriptions of life in the early days including homes, schools, games, and celebrations.

**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

**Other Resource Materials****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.

**Approximate Time For Activity**

- One hour

**Materials Supplied by Museum**

Book

- *For You Know that Wyoming will be your New Home*
- Copies of letters, diaries and stories

**Materials Supplied by Teacher**

- paper for drawing
- pencils
- colored pencils, crayons or color markers

**CLASSROOM INTRODUCTORY ACTIVITY**

**Preparation Before Class**

On the board in front of the classroom, make columns with the following titles at the top: Homes, Clothing, Transportation, Work, Tools. Title the chart *Ways Our Ancestors Lived in Jackson Hole*. You will use this chart to write discoveries students make through out the day, then compare their lists to the lists in the Power Point presentation.

**Introducing the Activity**

1. Explain to students what they will be doing today.
  - Look at old pictures and artifacts and listen to letters, diaries and stories
  - Discuss ancestors while watching a Power Point presentation.
2. Explain how you want the students to use the information you will be presenting
  - *Ways Our Ancestors Lived* chart
    - As students make discoveries about the ways our ancestors lived in Jackson Hole, add their ideas to the chart
    - In order to spark student's own ideas add a few words to the chart and ask many questions during the presentation
  - At the end of class, students will draw a picture of ancestors to show something they learned.

## **Conversation (Power Point presentation)**

### 1. What is an Ancestor?

- Write the word “ancestor” on the board. Write student responses on the board as well.
- Ask students to tell you what they think an ancestor is. Explain who an ancestor is.
- An ancestor is a person related to you, yet is farther back in line than your grandparents.
- Show them the family tree slide and pass out “My Family Tree” worksheets. Allow students to begin filling in the people they know and finish them later at home with their parents. (Another option is to save the Family Trees to use as a final activity for this unit.)

### 2. Our ancestors lived much differently than we do.

- Discuss with students how their ancestors’ lives differed from theirs.
- As students share ideas add them to the chart on the board.
- Ancestors wore different clothing and lived in different homes, they traveled differently, had different jobs and used different tools

### 3. How do people get information about their ancestors?

- From letters, diaries and stories they left behind.
- Read some stories from *For You Know that Wyoming Will be Your New Home*. Read a letter or diary entry
- Again discuss differences with the students and write down their ideas

### 4. We can also get information from photographs.

- As you go through the slides of photographs, talk with the students about what they see in the photographs and what they can learn about our ancestors.

➤ **People, Clothing and Homes**

- What is the same, and what is different about the clothes that our ancestors wore?
- What is the same and different about their homes?
- What else do you see?

➤ **Transportation**

- How did our ancestors travel from place to place?
- Do you think it took a longer or shorter amount of time to travel?
- Do we still use those same forms of transportation today? How are they different?

➤ **Work**

- What kind of work did our ancestors do?
- What is the same or different about the work they did and the work we do now?
- What kinds of stores did they have?
- How are the stores different or the same now?

➤ **Tools for Doing Work**

- What kinds of tools do you see in these photographs?
- Do you think it was harder or easier to use the tools back then?

**Making a Drawing of Our Ancestors Lives**

After you finish the slide program and the above activities, have students draw a picture about one of the things you talked about and ask them to write a sentence on the bottom of their picture describing what their picture is about.

**Closing**

If time allows, read a story or two from *For You Know that Wyoming Will be Your New Home* or *Children of the Wild West*.

## Activity #2

# Ancestors

### Approximate Time for Activity

- One hour

### Materials Supplied by Museum

Tokens

- Homes
- Ways to Travel
- Work
- Tools
- Clothing

### 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. Explain that the museum has collections of items and photographs from many people's ancestors.
  3. Demonstrate proper museum behavior.
  4. Take a brief tour of the entire museum, showing items from different ancestors.
- Explain that the Native Americans, trapper and explorers visited here for short periods of time, but they did not move here to live year-round.
- Explain that about 120 years ago, people from other places did move here to make this their community.
5. Have students look at the Cabin Exhibit in the Museum.
    - Discussion question: Compared to your home, what is missing from here?
    - Talk about how we have many different things today to use such as televisions, computers, etc.
    - How would you like to live in a cabin like this one?
  6. Give students time to explore the museum on their own yet be on hand for questions and to monitor behavior.
  7. Gather students together for a conversation and to explain their activity.

- What did you find when you were looking around?
- What information about our ancestors did you learn from these things?

### **Museum Activity to Learn About Our Ancestors**

1. Divide class into pairs and give each pair one set of tokens with symbols of the following topics:
  - Homes: (cabin will mainly pertain to this token)
  - Transportation: (examples-snowmobile, snow plane, dog sled)
  - Work: (hunting, wrangling, fishing, transporting the mail)
  - Play/Having Fun (hunting/fishing, music, art, rodeos, movies)-no tokens for this area, but can ask the children at the end
  - Clothing: (hunting jacket, women's clothes, children's area clothes)
  - Tools: (guns, ice ax, lariats, saddles)
2. Explain the activity
  - Working in pairs, students are to find one photo or artifact that relates to each topic and put their token on the floor by the photo or artifact.
  - Tell students that you will be asking them to share why they chose the objects they did and tell the class what they learned.
3. When students have finished, take the group on a tour of the items that have tokens. At each token ask students why they chose that item and what they learned.

### **Closing**

1. Summarize what was learned today.
2. Allow students to comment on the museum or their experiences today.
3. Thank students for doing good work.

**Approximate Time For Activity**

- Varies

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

- Paper for writing
- Pencils
- Colored pencils, crayons or color markers
- Large piece of butcher paper for mural background

**Assistants Needed**

- None

**POST-VISIT ACTIVITIES**

Choose from the following activities or invent your own to conclude this unit in fun.

**Creating a Student Museum**

1. Have each student bring two personal belongings to school (Each item should be marked with the student's name.):
  - A favorite toy or book
  - Something they have saved because it is special to them.
2. Students will write descriptions of the items they brought in for a classroom museum.
  - Give students two pieces of paper
  - Students should write one or two sentences to describe each item including when / how they obtained it and / or why it is special to them.
  - Be sure each student titles their description (example: Teddy Bear) and puts their name on it.
3. As a group, decide how to display the students' artifacts.
4. Create the display
5. Invite other classes and / or parents to visit the display.

**Create A Mural**

1. Divide the students into groups. Each group will focus on one topic:
  - Homes



- Transportation
  - Work
  - Play/ Having Fun
  - Clothing
  - Tools
2. Each group will research their topic and find related photos.
  3. Students then write about their topic and illustrate their writing.
  4. Create a large background for the wall and have students add their writings and pictures to create a mural of pioneer life in Jackson Hole.
  5. Students will then present what they learned and explain their illustrations to the class.

### **Family Tree**

This activity will require some advanced planning, parental involvement and sensitivity to students' unique situations.

1. Present your simple family tree to students and tell them how you found the information. Tell them that they need to gather information for their own family trees.
2. Have students interview their parents or other family members and look at family photo albums or memorabilia to gain information about their family trees and bring a list of relatives to class. (Give parents advanced notice and allow plenty of time for students to accomplish this.)
3. On the day that the class creates their family trees, again display your family tree and pass out tree diagrams to the students
4. Remind them to use good penmanship as they fill in their simple trees as they will be displayed in the classroom. Then have students color their trees.
5. Display students' trees in the classroom.

## **Making Bread and/or Butter**

The purpose of this activity is for students to experience how their lives are different from our ancestor's lives and it has a yummy result.

1. Before making bread you will need permission to use the kitchen's oven.
2. Drop biscuits or a quick bread such as banana bread will be simpler and less time consuming than yeast breads.
3. Making butter: you will need a quart of heavy whipping cream (cream should be cold when students begin) and several mason jars with tightly sealed lids. Enough so students can work in pairs or threes.
  - Fill each jar to just under half. Clear jars will allow students to see their progress. Be sure each jar is sealed tightly and remind students not to open them.
  - Now have students shake their jars, sharing with partners, until butter is formed. (Making butter takes several minutes).
  - For the first several minutes it will seem that nothing is happening. Then suddenly bits of butter will form, but keep shaking. The lumps will come together the more they are shaken and eventually you will have one solid ball of butter sitting in milk.
  - Pour out the milk and combine everyone's butter to be served on your biscuits or bread. Crackers work well if there is no time to make bread.
  - Suggestion: make butter in advance so you know what to expect.
4. Allow students to try what they created.

## **Stories of Early Days**

1. Read stories to the class of children of the late eighteen hundreds in other locations (nationally and internationally).
2. Discuss how those children were the same as children in Jackson Hole. How they were different.
3. Have students draw pictures of children in other locations and display their work.