

# NOW AND THEN

## Historical Literacy Guide: *Behavioral Sciences*



Wisconsin Historical  
MUSEUM

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## **Object Literacy: *Learning from Objects***

The Wisconsin Historical Museum, as part of the Wisconsin Historical Society, has developed the following guide to assist in the teaching of standards for social studies. By focusing on objects, artifacts, maps, photographs and other primary sources from its collection, students will be able to redefine how they learn from objects and from history.

### **Object-based learning is**

- Using a variety of objects as central to the development of lesson concepts
- Utilizing objects through posing and investigating questions
- Utilizing well-thought-out initial questions to stimulate further critical thinking
- Using students' natural interest and inclination for question-posing to guide instruction in all subjects
- Leading students to their own answers by responding to open ended questions and/or returning the students' focus to the object
- Student-directed learning following paths created by the students

# Thinking Like a Historian: Rethinking History Instruction and Common Core State Standards Initiative

*Thinking Like a Historian: Rethinking History Instruction* by Nikki Mandell and Bobbie Malone is a teaching and learning framework that explains the essential elements of history and provides “how-to” examples for building historical literacy in classrooms at all grade levels. With practical examples, engaging and effective lessons and classroom activities that tie to essential questions, *Thinking Like a Historian* provides a framework to enhance and improve teaching and learning history.

## Thinking Like a Historian: Rethinking History Instruction

(TLH) **inquiry-based educational theory** provides a common language for educators and students. The theory allows for the educational process to be combined with categories of inquiry which promote historical literacy.

It is the intent of the Wisconsin Historical Museum that this guide serves educators and students in providing object-based lessons to be used after visiting and experiencing the museum on a field trip. Our field trips support *Common Core English Language Arts Standards* for Reading: Informational Text and Speaking & Listening standards as well as CCSS for English Language Arts & Literacy in History/Social Studies.

Educators should use this guide as a post-museum visit activity. It will continue to challenge students to “Think Like a Historian” by encouraging them to think critically, make personal connections with history, and to evaluate information by asking “why”, “how”, and most importantly, “How do you know?”

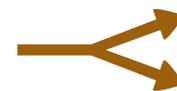
## TLH CATEGORIES



CAUSE AND EFFECT



CHANGE AND CONTINUITY



TURNING POINTS



USING THE PAST



THROUGH THEIR EYES

## Background Information

### **Living Room, 1928** (*WHi Image ID: 73882*)

This photograph is of the living room in the home of William Llewellyn and Zona Gale Breese, with a fire in the fireplace. There is a spinning wheel near the hearth and bookcases along the far wall. The sunroom is visible through the French doors. This house, at 804 MacFarlane Road and built in 1912, was the home of Zona Gale from the time of her marriage to William Llewellyn Breese in 1928 until her death in 1938. The house was donated to the city of Portage in 1942 and served as the city's library until 1994. Since 1996 it has housed the Portage Historical Society's Museum.

### **Interior of a Modern Home, 1955** (*WHi Image ID: 37111*)

This photograph, taken on October 4, 1955, shows a living room with a television. It was taken by Arthur M. Vinje, who was employed by the Wisconsin State Journal. The majority of his images date from 1940-1961. Vinje was the first photographer for this newspaper.

These two photos are pictures of living rooms in two separate time periods. They illustrate examples of style changes that occur over time. Changes and continuity are recurring themes throughout history. A discussion of changes and continuity can lead students to analyze current trends and help them think about current changes and possible trends of the future.

## Images for the Classroom



*Living Room, 1928 (WHi Image ID: 73882).*

## Images for the Classroom



*Interior of a Modern Home, 1955 (WHi Image ID: 37111).*

## Student Activity

Project or share photocopies with students of the images entitled **Living Room, 1928** (WHi Image ID: 73882) and **Interior of a Modern Home, 1955** (WHi Image ID: 37111). Ask students to review the images and share with a classmate similarities or differences to the two rooms in relation to their own living rooms. Give students plenty of time to respond before introducing the discussion questions.

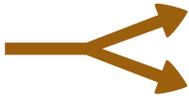
## Teacher-led Student Inquiry and Analysis Questions



1. What are the similarities between these two living rooms from 1928 and 1955? What are the differences?



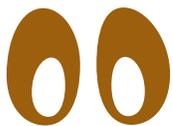
2. How do you think technology helped change the feeling of the two rooms?



3. How does the living room of today reflect changes in technology since 1955?



4. How is today's living room similar to these two?



5. How do you think the living room as a space for family gathering changed over time? Why do you think those changes took place?

## Bibliography and Additional Resources

Images and objects shared in this document can be found on the following Wisconsin Historical Society webpages:

**Wisconsin Historical Images** [www.wisconsinhistory.org/whi/](http://www.wisconsinhistory.org/whi/)

**Curators' Favorites** [www.wisconsinhistory.org/museum/artifacts/](http://www.wisconsinhistory.org/museum/artifacts/)

## Reflection

The Wisconsin Historical Museum is interested in hearing memories of favorite experiences or exhibits. Have students use the next page to illustrate and describe what they enjoyed most. Please return to:

### **Museum Education**

**Wisconsin Historical Museum**

**30 N Carroll Street**

**Madison, WI 53703**

