

## **Wyandotte County Museum**

### **100 Year Trunk Introduction**

This educational virtual trunk is a one hundred-year trunk that focuses on life in Wyandotte County during the 1920s and the enduring struggle for freedom. The content for this trunk is separated into seven topic sections. 100 Year Introduction, Community, Education, Transportation, Citizenship and Voting Rights, Modern Conveniences, and Fun and Entertainment. Each section contains background information, discussion points, images, and activities.

This trunk is intended to be a traditional travelling trunk with reproductions of 1920s items, photographic prints, maps, and activity hand-outs to support the program. At this time, we will be offering downloadable PowerPoints, worksheets, and teaching guides for this program for virtual use in or outside of the classroom.

PowerPoints and teachers guide will be available through our website. Please contact the museum directly for additional classroom aids, comments, or questions. These documents are free to use for educational purposes.

This trunk is made possible through a Freedom Frontier National Heritage Area grant funded by the Barton P. and Mary D. Cohen Charitable Trust.

### **Museum Information**

The Wyandotte County Museum is operated by the Unified Government of Wyandotte County with support from the Wyandotte County Historical Society and Museum Inc. It is located at 631 N. 126<sup>th</sup> Bonner Springs, KS 66012, inside Wyandotte County Park minutes from Kansas City Speedway, Legends, and Bonner Springs with easy access from I-70, Highway 7, or State Avenue. The museum is free and open to the public Monday-Saturday 9:00-4:00.

Programs can be scheduled by calling 913-573-5002 or emailing [aloch@wycokck.org](mailto:aloch@wycokck.org).

## **Teacher Info**

The 100 Year Travelling Trunk is designed to offer versatile educational materials for students of all ages. Below are our suggestions on how to use these materials to meet the Kansas History, Government, and Social Studies Curriculum guidelines, as of February 2020. Please feel free to adopt any of these materials to fit your classroom needs.

## **History, Government, and Social Studies Curriculum**

### **First Grade – Families**

Focus: 2: Individuals have rights and responsibilities.

Section 1: Activity 2

Section 2: Community Activities 1 & 2

Section 5: Equality & Rights Activities 1 & 2

### **Second Grade - Then and Now (Past and Present)**

Focus 4: Societies experience continuity and change over time.

Section 1: Activity 1 & 2

Section 4: Transportation Activity 3, 4, 5

Section 6: Modern Conveniences Activity 1, 2, 3, 4, 5

Section 7: Fun and Entertainment Activity 2 & 3

### **Third Grade - Communities (Local History)**

Focus 3: Societies are shaped by beliefs, ideas and diversity.

Section 2: Community Activity 1, 2, 3 & 4

Section 3: Education Activity 1

Section 5: Citizenship & Voting Rights Activity 1 & 2

### **Fourth Grade-Kansas and Regions of the United States**

Focus 5: Relationships among people, places, ideas, and environments are dynamic.

Section 1: Activity 2

Section 3: Education Activity 1

Section 4: Transpiration Activity 1 & 2

### **Seventh Grade – Kansas History**

Focus 1: Choices have consequences.

Focus 2: Individuals have rights and responsibilities.

Focus 3: Societies are shaped by beliefs, ideas and diversity.

Focus 4: Societies experience continuity and change over time.

Focus 5: Relationships among people, places, ideas, and environments are dynamic.

Section 1: Activity 2

Section 2: Community Activity 1

Section 3: Education Activity 1

Section 4: Transportation Activity 1 & 2

### **High School-United States History**

Focus 1: Choices have consequences.

Focus 2: Individuals have rights and responsibilities.

Focus 3: Societies are shaped by beliefs, ideas and diversity.

Focus 4: Societies experience continuity and change over time.

Focus 5: Relationships among people, places, ideas, and environments are dynamic.

Section 4: Transportation Activity 3

Section 5: Equality & Rights Activity 1

Section 6: Modern Conveniences Activity 5

Section 7: Fun and Entertainment Activity 1

## **Section1: Introduction**

### **Intro Questions:**

Does anybody know anyone who is almost 100 years old?

Who is the oldest person you know? Maybe a grandparent?

Have they ever told you stories about their childhood?

How do you think life was different 100 years ago?

How might it have been the same?

### **Background:**

When people think of the roaring 20s, many people first think of flappers, prohibition and jazz. In reality, these notions played only a small part in the post WWI decade of prosperity and growth. Across the nation, cars were becoming mainstream items, more people were considered urban than rural, and mass consumer culture spread.

In KCK, the population reached 117,395 in 1925. European immigrants continued to flock to manufacturing jobs and Mexicans were recruited for the expanding railways.

### **Activity 1: Photograph Examination**

Looking at these photographs what do you see that is different? The same?

What do you think about their clothing?

Would you be comfortable in those clothes?

What about the buildings and cars?

What else can you tell about life in the 1920s based on these pictures?

### **Activity 2: Map Exploration**

Show Map with KCK Boundaries in 1920

How does it compare to today?

Can you find where your school would be today? Are you surprised by what you see nearby?

How has the area changed?

## **Section 2: Community**

### **Intro Questions:**

Have any of you moved here from a different country or state?

Does anyone know a person or family that immigrated from another place?

Could you imagine moving to a brand-new place where you knew no one?

### **Background:**

The new Consolidated Kansas City, Kansas was formed in 1886. It was comprised of Wyandott, Kansas City, Armourdale, Armstrong, and Riverview. Argentine was annexed into KCK 1909. Rosedale was annexed into KCK 1922, and the Fairfax Industrial District was formed in 1922.

By 1920, Wyandotte County had many ethnic groups living in the county. People immigrated for a variety of reasons, including religious freedom, political unrest and injustice, and employment and economic opportunity.

### **Did you know?**

Over one tenth of KCK population was foreign born in the 1920s.

Almost one quarter of the KCKC population were the children of immigrants in 1920s.

### **Early Major Immigration Waves to Wyandotte County**

Native American

1854 migration from other states

1850s German immigrants

1860s Sweden, Belgium, & Ireland

1870s African Americans from the south

1910-1920 Mexicans

1900s Eastern Europeans Croatians, Serbians

WWI ended first major wave European immigration

### **Activity 1: Family Heritage**

Do you know where is your family from?

Have students point out where their family is from on the map

Do you know your family's stories?

### **Activity 2: Show and Tell**

Ask students to bring a show and tell object from home that helps tell their family story

### **Activity 3: Roll Play**

You just moved here from (pick a country).

What would it feel like if you just moved to a new place?

How would your life change?

Would the food/clothing/culture of the area be different?

What might you miss from your homeland?

### **Activity 4: Language (Appendix 1)**

What if you spoke a different language than everyone you met, and no one could understand you?

Divide the class into groups of less than 15

Have each student pick one country/phrase from the bag. Try to read your phrase to your neighbor.

Can you guess what you are saying or where you are from? Are you confused?

Next have the students act out several phrases. Does this make communication easier?

Next bring the class back together and have everyone find a buddy that speaks the same language. Do you feel less alone?

## **Section 3: Education**

### **Background:**

In the 1920s, most children attended neighborhood schools close to their homes. For this reason, many students had friends with similar backgrounds. Parochial schools were common, which focused on education, religion, and culture. Classes were sometimes taught in native languages.

In the 1920s, literacy and citizenship became focal points in American public-school education. At the start of the 1920s, almost five million illiterate people over the age of ten were living in America. As more immigrants settled in the United States, the rate of illiteracy grew to be as high as 25 to 35 percent.

Many people were afraid of people who were different and did not want students with diverse backgrounds to attend the same schools. By the late 1800s there were separate schools for African American children, with Sumner High School opening in KCK in 1904. Mexican children were often discriminated against and had to attend segregated classes in basements. In 1924, Major Hudson and Clara Barton, opened as segregated schools for Mexican American children. These separate schools helped to keep ethnic traditions alive but created divisions and encouraged discrimination to grow.

### **Community College**

In 1923, KCK voted in favor of having a junior college. The two-year college opened as a racially segregated college in 1923 with 43 college freshmen. The white branch of this new junior college was held at Central High School, and the African-American was held at Sumner High School. The Jr College desegregated in 1951, four years prior to Brown vs Board of Education. KCKCC moved to the Green Grass Campus on 72nd and State Avenue in 1966.

Higher education in the 1920s was very formal in comparison to today, including teacher-student interaction, lectures, and formal dress in class. Attendance was considered a privilege and was often reserved for the financial and social elite. Teachers and professors were held in very high esteem.

### **Activity 1: Education Comparisons**

If the year was 1920, do you think you would be able to attend High School?

How many of you expect to go to college?

How would you feel if you were denied entry to a school based on your race or social standing?

## **Section 4: Transportation**

### **Background**

In the 1920s cars were becoming popular. Before cars there were streetcars and horse drawn vehicles. People had to live closer to their jobs because transportation was slow and limited.

Transportation access in town varied by location and income level.

Trolleys and street cars made it possible for the first suburban communities to develop, as people could take a trolley to and from work. They also made shopping and recreation more accessible.

People had to pay to ride the trolley, making them out of reach for some families. Many families had to live close to their jobs and walked to most places. Many of these people worked in factories and lived close to their jobs and their church. Many ethnic communities developed around churches and employment opportunities.

### **Activity 1: Transportation Routes**

Electric street cars

Examine routes & limitations

How else might people get around before cars?

### **Background Automobiles:**

1908 - Model T Automobile was created by Henry Ford. By 1927 15 million had been sold.

1924 - The new assembly line mass production dropped the price of Ford's autos from \$825 in 1903 to \$260 for a Runabout by 1924.

**Video:** Model T off road <https://youtu.be/m1rlyl8VZFM>

### **Activity 2: Discussion Model T's cars**

What are some advantages and disadvantages of owning a car?

How might a city change as a result of the automobile?

What about roads and bridges?

What would happen if there were no driving rules?



### **Activity 3: Roll Play**

Imagine in the year is 1920. You live in Argentina and have a job at a meat packing factory in Armourdale. How would you get to work? How would a child get to school? Remember you would not have a car.

Now imagine you went your whole life without cars and one day you suddenly saw this motorized vehicle coming down the road. How might you react? What do you think an early car looked like? Do you think they were easy to own and operate? Early on cars were difficult to start and maintain and got stuck easily. Remember streets were not yet made for cars and many areas did not have roads at all.

### **Activity 4: Traffic Game version of Red Light Green Light**

Have the students start at different points with the same goal, but no direction. With no lanes or driving rules collisions can occur easily.

**Did you know?** Garret Morgan created the traffic signal in 1923

### **Background: Aviation**

The earliest powered flight took place in 1903, and World War I pushed the aviation industry forward, but it was still years before commercial flights were available to passengers.

By late 1928 there were four buildings on the airport site and by the summer of 1929 the Fairfax Airport was served by several small airlines. The Fairfax Airport was dedicated in August of 1929 and went on to play a key role in WWII with the addition of the North American Aviation B-25 bomber plant.

### **Activity 5: Paper Airplanes (Appendix 2)**

Have the students make several different designs

See which ones fly best and try to improve them.

Talk about how difficult it must have been to create the first plane

## **Section 5: Citizenship and Voting Rights**

### **Background:**

Throughout history barriers have been created to prevent groups of people from being recognized as citizens. Without citizenship many people have been prevented from participating in the electoral process. The Right to Vote has been a hard-fought battle for many groups.

### **Women's Suffrage - 19th Amendment**

Kansas is well known for its proud participation in the Women's Suffrage Movement. Early in the battle, the National American Woman Suffrage Association recognized Kansas as a liberal and forward-thinking state. In honor of the state, the Association adopted the Kansas state flower, the sunflower, as its emblem. The sunflower became a well-known sight and easily recognized symbol during suffrage campaigns.

On the National Level, the 19th Amendment guaranteed women the right to vote in 1920, but this did not mean that everyone could vote. Many groups were still excluded from going to the polls.

### **Native American Rights**

1919 Native Americans who served in the military during World War I are granted US citizenship.

1924 The Indian Citizenship Act grants citizenship to Native Americans, but many states nonetheless make laws and policies that prohibit Native Americans from voting.

### **Immigration**

The Immigration Act of 1924 limits the number of immigrants allowed into the United States yearly through nationality quotas. The law favors immigration from Northern and Western European countries. Just three countries, Great Britain, Ireland and Germany account for 70 percent of all available visas. Immigration from Southern, Central and Eastern Europe was limited. The Act completely excludes immigrants from Asia.

Immigrants can only vote if they become naturalized citizens

Naturalization is the process by which U.S. citizenship is granted to a lawful permanent resident. It is a voluntary act; naturalization is not required.

Prior to September 27, 1906, any "court of record" (municipal, county, state, or Federal) could grant United States citizenship.

The Wyandotte County Museum has the County Naturalization & Declaration of Intent Records.

## **Beyond the 1920s**

1866: Civil Rights Act grants citizenship but not the right to vote to all persons born in the U.S.

1965: The Civil Rights Act outlaws discrimination based on race, color, religion, sex, or national origin.

1971: Drops voting age from 21 to 18

1975: Voting Rights Act expanded to protect language minorities

1982: Congress requires new voting protections for people with disabilities

### **Activity 1: Discussion:**

How would you feel if your vote wouldn't count because of gender or skin color?

Do you think elections may have had different results if everyone could vote?

### **Activity 2: Mock Election Experiment**

Your class is having a party, there is a choice between pizza and tacos. The class will get to vote for their favorite.

Or vote for a favorite sports team or school

First only the boys will vote (keep the results hidden). How do the girls feel about being left out?

Then the girl's votes will be added, how do the results compare?

## **Section 6: Modern Conveniences**

**Background:** The 1920s saw the advent of many new inventions making their way into daily life.

**Activity 1: Washing Clothes** (will be in educational trunk post Covid)

Anybody help with the laundry? Is it a lot of work?

Try your hand and carrying a heavy kettle of water (optional),

Scrubbing the clothes on the board

Ringing them by hand

By the 1920s, Washing Machines were becoming increasingly available.

Did you know some washing machines were made right here in KCK?

### **Activity 2: Refrigeration**

In 1923 Frigidaire produced the first self-contained unit, introducing Americans to home refrigeration and freezer food storage. It wasn't until 1929, when Clarence Birdseye offered the first quick-frozen foods to the American public that frozen food became popular.

Can you imagine life without refrigeration?

Without refrigerators how do you think life would be different?

More trips to the store

No frozen or convenience food

Most food cooked from scratch daily

Food spoiled easily and could make people sick

**Activity 3: Shaving** (will be in educational trunk post Covid)

1928 - The electric razor was invented by Colonel Jacob Schick

Do you think an electric razor made life easier?

Try your hand at old fashioned shaving

## **Background: Photography**

The earliest instant camera, which consisted of a camera and portable wet darkroom in a single compartment, was invented in 1923 by Samuel Shlafrock. Years later the polaroid camera became famous for printing instant pictures.

If you look closely at early photographs, you can sometimes see props to help people hold poses. These were used because photographs took so long and if a person moved at all during the process the photograph would be blurred. Poses needed to be held for several seconds up to several minutes, depending on the technology.

### **Activity 4: Hold that Pose**

Have everyone pick a pose and hold it for one minute. How many people made it the entire minute?

Pass around the 1920s camera

### **Activity 5: Radio & Television**

Radio and television were just beginning.

Imagine life without mobile devices, computers, tvs, or radio

#### **Background Radio:**

1920 - America's first Radio Station was KDKA in Pittsburgh, PA

Early radio's center of family entertainment

Source of news, changed how news was delivered

#### **Video:**

election results Harding wins Nov 2, 1920 [https://youtu.be/HC\\_mgp6BJtU](https://youtu.be/HC_mgp6BJtU) 1st public broadcast 1920,

#### **Background Television:**

1925 - Television was invented by John Logie Baird. The first experimental Television broadcast in the US was in 1928.

#### **Videos:**

silent cartoon movie <https://youtu.be/2FL5XGqHer4> Circus TV 1927,

first broadcast NBC/RCA 1936 <https://youtu.be/6iWJ5LObN2o>

## **Section 7: Fun & Entertainment**

### **Background Sports:**

People played sports like golf, tennis, and baseball.

Babe Ruth was a popular baseball player of this time. In 1919, Babe Ruth shocked the [baseball](#) world by becoming the first player to hit 29 home runs in a season. Prior to Ruth's explosion at the plate, most batters had employed a slower, more strategic swing to produce singles and doubles that would advance the runners. Ruth famously swung for the fences every time and had the stats to prove it, despite the wretched condition of the game ball in 1919.

Video: Indian vs Yankees 1920 <https://youtu.be/rS-2YfKtx8Y>

### **Activity 1: Photograph Exploration**

Roy Knapp's Rough Riders

Wedding Shower

Argentine Parish House

Sunken Gardens

Camp Naish

Theaters

### **Background: Theaters and Movies**

Electric Theatre, 546 Minnesota Ave. opened in 1906 with 400 seats. It was enlarged to 1850 seats in 1922 and was a showplace that lit up the street.

The Granada Theater is the last standing historic movie theater in the county. The theater had its premier opening on May 22, 1929. The opening received three full pages of press in the Kansan newspaper and for the next forty years it was a dominant movie theater in KCK. The building was added to the National Register of Historic Places in 2005.

They started playing movies with sound that was made in 1923.

### **Background: Prohibition**

In 1919 the U.S. Congress passed an amendment to the [Constitution](#) making alcoholic beverages illegal. The ban took effect in 1920. It started a period known as Prohibition. During

prohibition alcohol went underground and resulted in more problems than it solved. Prohibition became so unpopular that Congress passed another amendment in 1933 to end it. The 1920s are often most remembered for prohibition, jazz, and flappers who danced their cares away.

### **Activity 2: Learn a Popular 1920s Dance**

How Do You Dance the Charleston?

The Charleston can be danced by oneself, with a partner, or in a group. The music for the Charleston is ragtime jazz, in quick 4/4 time with syncopated rhythms.

The dance uses swaying arms as well as the fast movement of the feet. The dance has basic footwork and then a number of variations that can be added.

To begin the dance, one first steps back with the right foot and then kicks backward with the left foot while the right arm moves forward. Then the left foot steps forward, followed by the right foot, which kicks forward while the right arm moves backward. This is done with a little hop in-between steps and the foot swiveling.

After that, it gets more complicated. You can add a knee-up kick into the movement, an arm can go to the floor, or even go side to side with arms on knees.

### **Activity 3: Sports & Games (will be in educational trunk post Covid)**

Baseball 1920s style

Hokum and Tiddley Winks were very popular board games.

## Appendix 1

America	I am from....
Ireland	Is as Éirinn mé
Lithuania	Aš esu iš Lietuvos
Poland	Is as an bPolainn mé
Vietnam	Tôi đến từ việt nam
Slovakia	Som zo slovenska
Indonesia	Saya berasal dari Indonesia
Croatia	Ja sam iz Hrvatske
Germany	Ich bin aus Deutschland
Wales	Rwy'n dod o Gymru
Spanish	Soy de Mexico
Italy	Vengo dall'Italia
Serbia	Ja sam iz Srbije
Russia	Я из России
Finland	Olen kotoisin Suomesta
Ukraine	Я з України

Print two or three copies of this sheet and cut them apart. Divide the students into groups of less than 15 and give each group a set of phrases (making sure there are no duplicates in each group). Have the student try to read their phrases to each other. Does anyone understand? Do they feel alone?

Next try acting out several phrases...

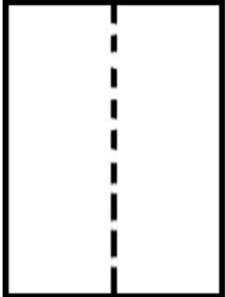
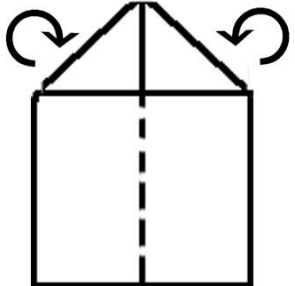
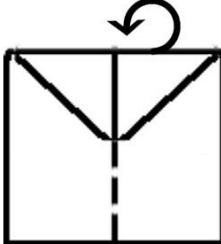

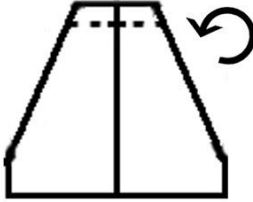

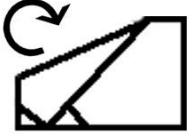

I am hungry
Where is a bathroom?
I need a job
Is there a room for rent?
I am lost
Where is the post office?
I am thirsty
I need to buy groceries
Where is a bus stop?
I am lonely

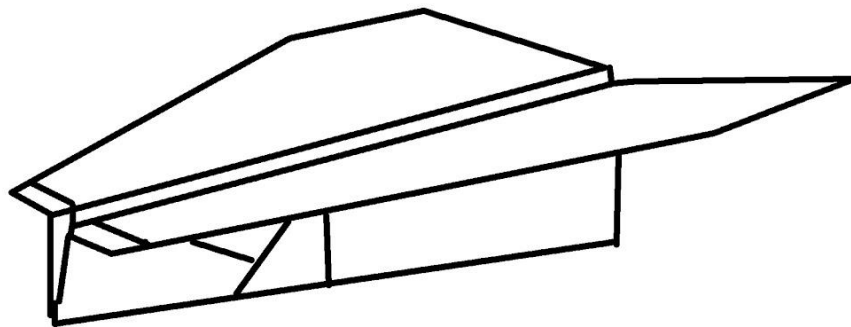
Does this make communication any easier? Are they still confused? Next bring the groups together and have all the students find another student with the same language. Do they feel less alone?



Appendix 2

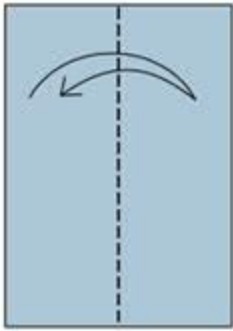
# *The Best Paper Airplane!*

			
<p>Take a sheet of 8.5" x 11" paper, fold it in half as shown and then reopen.</p>	<p>Next, take the top corners and fold them towards the center crease, like shown.</p>	<p>Now, fold the top triangle down towards the bottom like shown.</p>	<p>Next, take the top two corners and fold them together about an inch above the tip of the triangle as shown.</p>
			
<p>Once completed with the previous step, flip over to other side and fold front 1/4 inch back towards you, like shown.</p>	<p>Once completed with the previous step, flip over to other side, and fold in half, the sides with most of the folds facing out.</p>	<p>Now fold the top edge to the bottom edge of the plane, like shown.</p>	<p>Repeat last step with the other side of the plane and reopen, and it is ready to fly.</p>

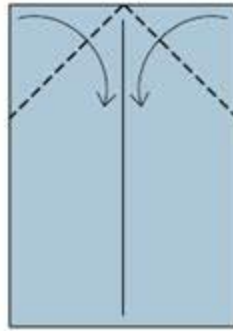


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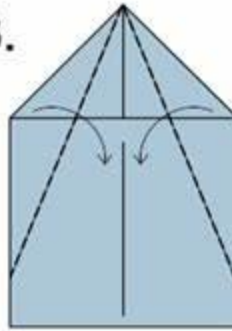
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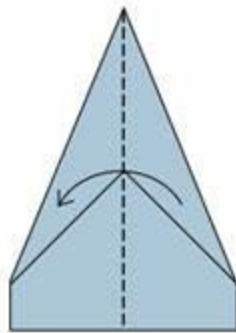
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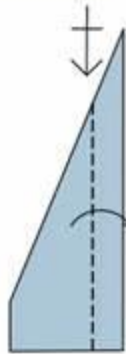
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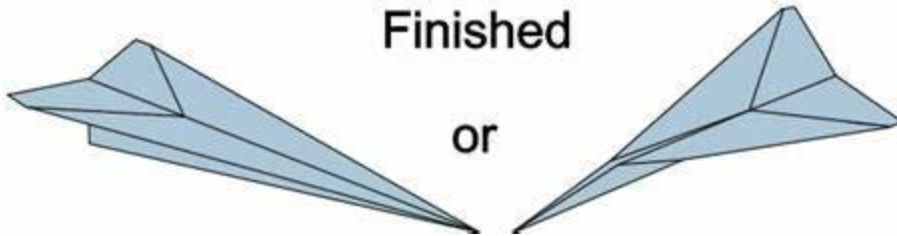


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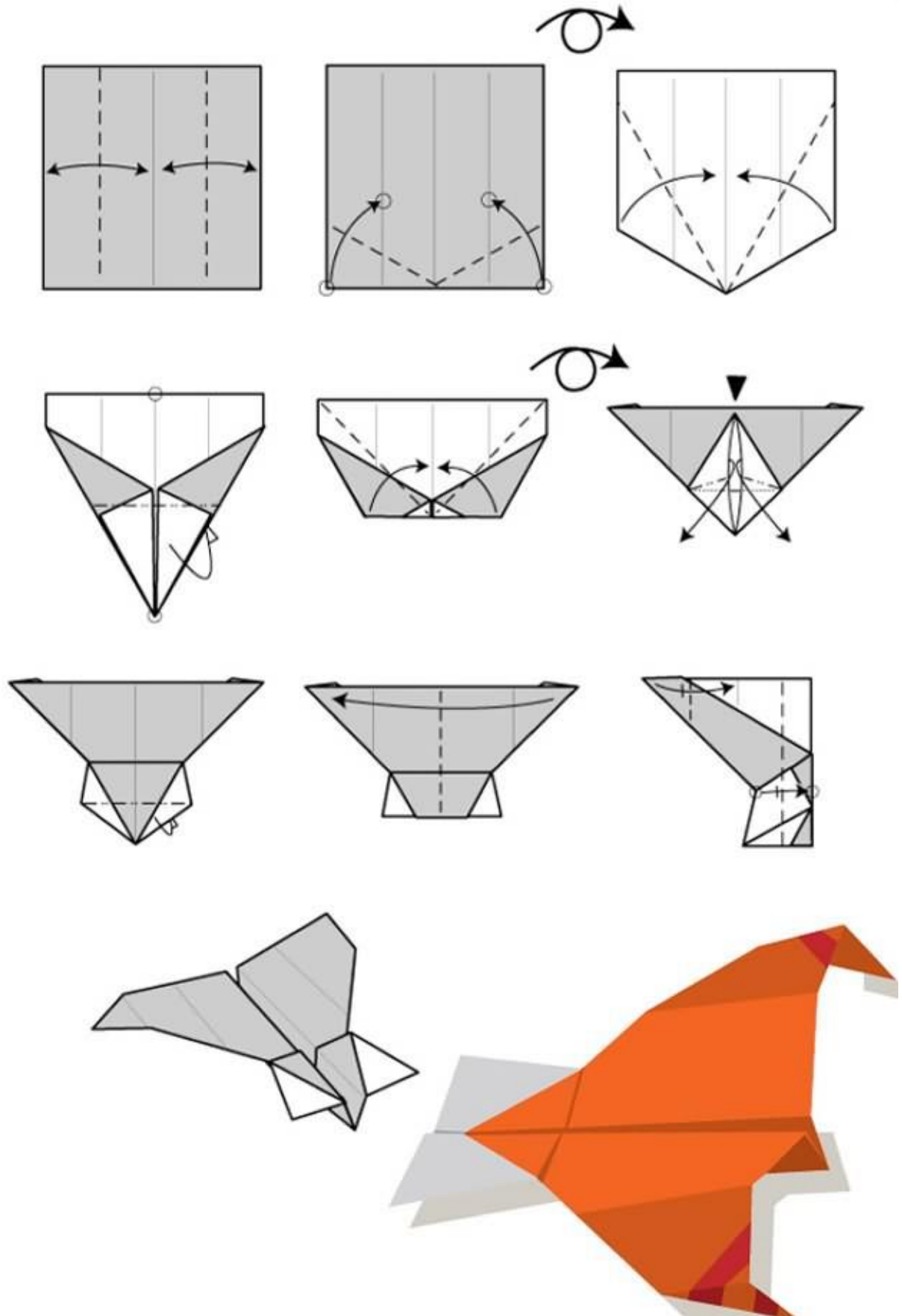


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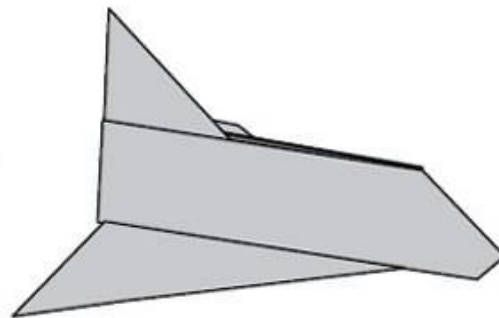
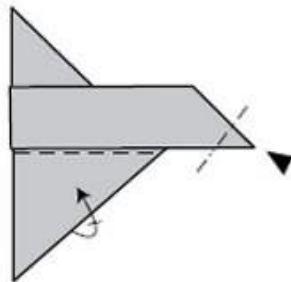
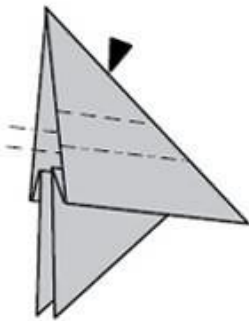
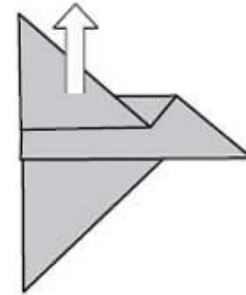
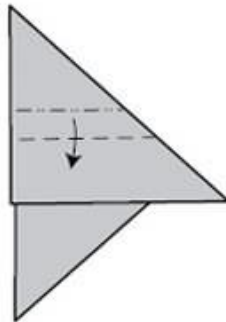
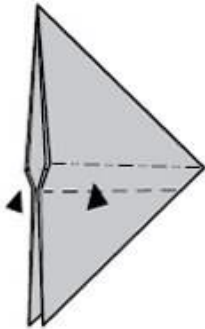
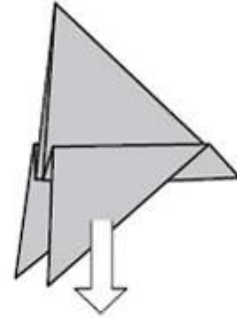
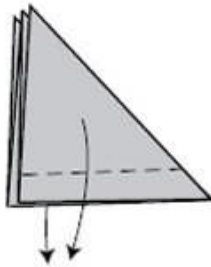
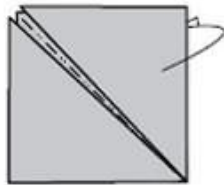
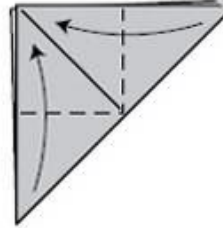
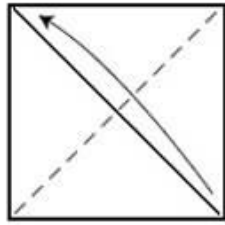
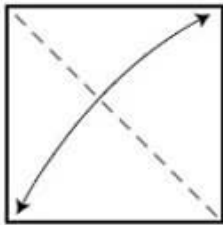
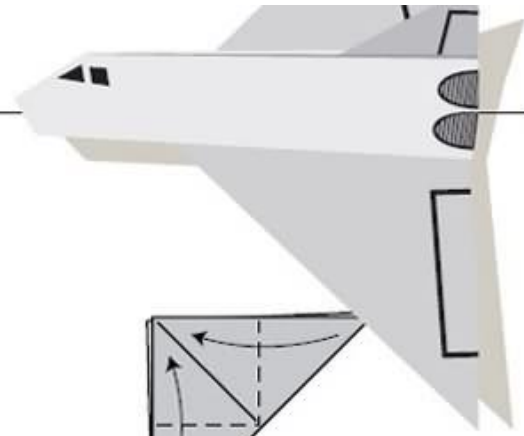
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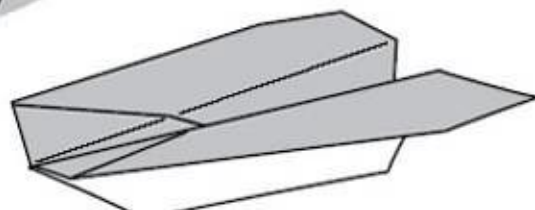
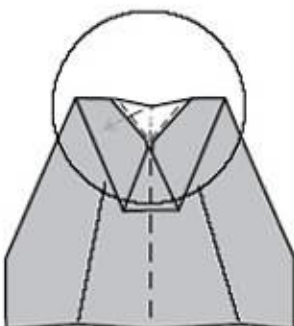
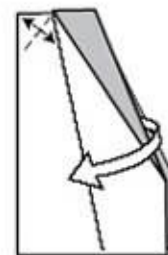
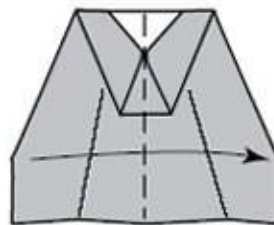
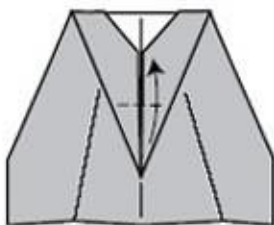
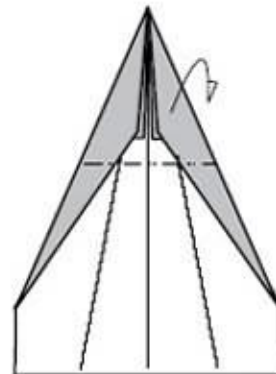
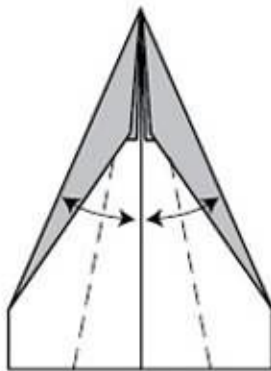
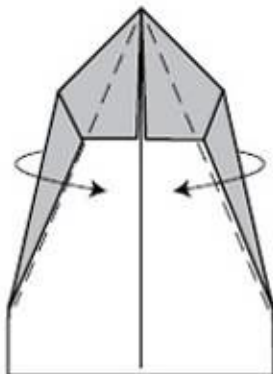
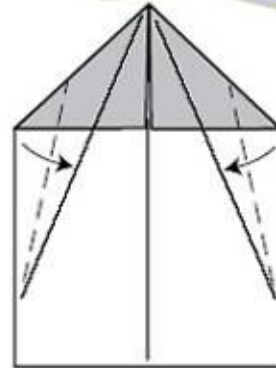
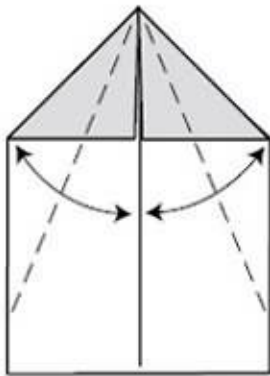
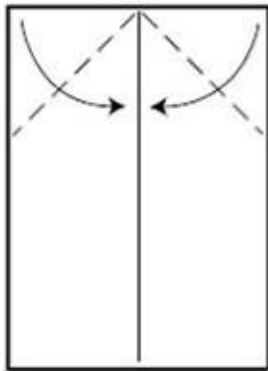
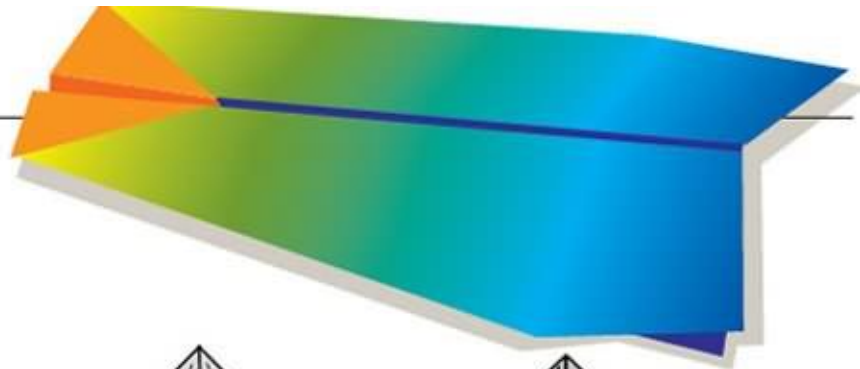
# 12) Little Nicky



## 6) The Shuttle



# 8) Locked



### **Appendix 3:**

#### **Links for More 1920 Exploration Ideas**

<https://www.trumanlibrary.gov/education/lesson-plans/1920s-lesson-plan>

<https://roaring20s.mrdonn.org/>

<https://apcentral.collegeboard.org/series/lesson-plans-for-ap-united-states-history/lesson-3-consumer-culture-and-1920s>