



Post-Visit Resource Packet

Changing Childhood



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Thank you for visiting Liberty Hall Museum!

Dear Teacher(s),

Thank you for choosing Liberty Hall Museum as your field trip destination! We hope you and your students had a positive and engaging experience here at the historic home of Governor Livingston. Here at Liberty Hall, we strive to provide students with the unique and educational opportunity to travel back in time and experience life throughout the centuries!

We hope that your time at Liberty Hall reinforced your students' curriculum, introduced your students to new concepts and information, and sparked a life-long interest in both museums and history. To allow your students the chance to visit Liberty Hall again, the last page of this post-visit resource packet is a flyer offering one free child's admission. Please fill-in the date of your field trip on these flyers and distribute to the class. This is a great opportunity for students to share what they have learned with others and for families to be more involved in their child's learning.

Thank you again for visiting Liberty Hall Museum! We look forward to seeing you again! Please feel free to reach out and contact us throughout the year.

Sincerely,
Liberty Hall Museum

Table of Contents:

Introduction	1
Suggested Post-Visit Activities:	
Option #1: Children of a Different Era Lesson Plan.....	2
Option #2: Build Your Own Games and Toys! Lesson Plan.....	3
“Design a Toy or Game” Planning Worksheet.....	4
Option #3: Look into the Future! Lesson Plan.....	5
“Look into the Future” Writing Prompt.....	6
Student/Parent Flyer.....	7

How can you use these resources?

This post-visit packet provides you and your students with engaging resources to use in conjunction with your visit to Liberty Hall Museum. These activities are designed to encourage reflection and further reinforce concepts presented during your school program. Bring Liberty Hall back into the classroom by providing your students with time to reflect upon their experiences and discuss what they have learned.

Feel free to use and modify these lessons to fit your time limits, grade level, and students' experience!

We Hope You Visit Again!

Option 1: Children of a Different Era

Overview:

Students will continue to explore how childhood has changed across five distinct generations from the 1780s to the 1940s. Students will be assigned a specific era to review and research what life would have been like for a child during their assigned time period. Students will then choose an appropriate communication method for the time period— journal entry, letter, newspaper article, radio show, etc.— and write a story, using the elements of creative writing, about the life of a child living in America during that era. If appropriate to their writing method, students may also illustrate their piece.



Lesson:

1) Assign students individually or in small groups to review and research one of the five distinct generations of childhood discussed at Liberty Hall Museum:

- 1780s, American Revolution
- 1820s, New Nation
- 1860s, Civil War
- 1900s, Industrial Revolution
- 1940s, World War II

2) Explain to students that they will be writing a creative story about the life of a child during their assigned time period. Discuss the elements of creative writing with the class (See “Elements of Creative Writing” below).

3) Each group’s creative writing piece should look different and reflect the communication/technology styles of the time period. For example, some students might create a journal entry or letter while others might create a radio show or newspaper article. Ask students to brainstorm in their groups about what sort of information they may need before writing their piece and what type of writing method they should utilize.

3) Provide students with time to research a variety of aspects of daily life for children during their respective eras. Such categories to research include: education, recreation, daily chores, proper etiquette or house rules as a child, technologies available, fashion, etc. Provide students with guiding questions such as:

- What would an average child’s morning, afternoon, and evening look like?
- How would a child’s life differ depending on social class or social status?
- What do you think a child enjoyed most or least about their daily life?

4) Students will then create their writing piece. Students are to stay historically accurate but are welcome to create their own characters, places, and events to aid their story. Encourage students to add illustrations where appropriate to create a completed work.

5) Provide time for groups to present their piece to the class. If students worked individually, have students share in small groups. Students can also create a classroom display or bulletin board to present their writing.

Elements of

Creative Writing

- | | |
|-------------|----------------|
| -Character | -Plot |
| -Setting | -Resolution |
| -Key Events | -Conflict |
| -Themes | -Point of View |
| -Mood | -Dialogue |

Reflection questions:

- How will/does your writing piece best reflect what childhood in America was like during your assigned time period?
- Think back to your “My Daily Life” worksheet (from the Pre-Visit Packet). What are the most unique or major differences between your childhood experience and that of the child in your story?
- Why did you choose to write a diary entry, radio show, letter, etc.?
- What important aspects of childhood during your time period did you want your reader to most understand? How did you accomplish this?

Option 2: Build Your Own Games & toys!

Overview:

In this collaborative, hands-on activity, students will work in groups to design and build an original toy or game from a variety of found objects. Students will review the types of toys and games past children played with and discuss the toys' materials, rules, and purpose. As a class, students will discuss what aspects of a toy or game are important and begin brainstorming an original toy or game design. Students will then think critically and creatively to design and build a prototype of their original concept using found materials from nature or everyday classroom materials. Students will also create an advertisement for their toy and game and pitch their idea to the class.



Materials:

- Blank Paper
- Crayons/Markers/Etc.
- Assortment of classroom objects or objects found in nature
- “Design a Toy or Game!” Planning Worksheet (Provided on Page 4)

Lesson:

1) At Liberty Hall, students were introduced to a variety of children's games and toys throughout the centuries. Ask children what they recall about toys and games from different time periods. Have a class discussion about these toys and games. What types of toys did children use throughout the centuries? What materials did children use to make games? How simple or complex were the rules? Why might this be?

2) Assign students into small groups. Explain that each group will be working together to design and build an original toy or game. Brainstorm with students about what aspects of a toy/game are important to make a successful, fun, and interesting toy for children. Create a classroom list of suggested components for the inventions.

3) Provide students with the “Design a Toy or Game!” planning worksheet on page 4. Also, give students time to explore the available classroom materials and/or look outside for found objects. Have students work collaboratively to brainstorm ideas and fill in their planning worksheet. Students should focus on the following:

- Target Audience: What age range is appropriate for this toy or game? Why is it good for this age range?
- Materials: What materials will you use to make your toy or game? Why are you choosing these objects?
- Rules: How does someone use your toy or game? What are the rules for your toy or game?
- Players: How many people can play with this toy or game at one time?
- Lessons: Does this toy or game teach the players any lessons? Is your toy or game educational?
- Advertisement: How would this toy or game be advertised?

4) After students have a concrete design for their toy/game, groups can begin to build a prototype of their invention. Students will also create an advertisement and a script to pitch their idea to the class. Suggest to students that each group divvy up responsibilities between each other to complete the tasks.

5) Groups will then present their prototype, advertisement, and short pitch to the class. Encourage students to demonstrate how their toy/game would be used. If time allows, after all groups have presented provide students with time to try out all their classmates toys/games.

KEY VOCABULARY:

- Colonial Era
- Target Audience
- Materials
- Advertisement
- Found Object
- Pitch
- Invention
- Prototype

Reflection questions:

- Why were colonial toys and games mainly made out of materials such as wood and string? How was your experience designing a toy that also used readily available materials and found objects?
- Explain your step-by-step process of designing and building your toy/game. What challenges did your group face? How did you work together to resolve these challenges?

Name _____

Date _____

Design a Toy or Game!

Work with your group and use this worksheet to design your original toy or game!

Fill in the categories below to help you plan and develop your invention before building your prototype!

Players:

How do you play?

Materials:

Purpose:

Create a sketch of your toy or game!

Option 3: Look Into The Future!

Overview:

At Liberty Hall, students were given the opportunity to become time travelers and investigate what childhood was like throughout the centuries. Now let's time travel into the future! Students will think creatively and critically to determine what they think the daily life of an American child will be like in forty years. Students will discuss how they think the world might change in forty years and how these changes might affect a child's education, recreation, transportation, communication, and access to technology. Students will then create a drawing representing what their life would be like if they were a child living in future New Jersey. Students will also answer a short writing prompt to further explain their artwork.



Materials:

-Blank Paper -Crayons/Markers/etc. -"Look into the Future" Writing Prompt (Provided on Page 6)

Lesson:

1) Briefly review the five distinct generations of childhood discussed at Liberty Hall: the 1780s (American Revolution), the 1820s (New Nation), the 1860s (Civil War), the 1900s (Industrial Revolution), and the 1940s (World War II). Provide a space for the following five categories on large sheets of paper or the classroom board: Education, Recreation, Transportation, Communication, and Technology.

2) Review with students how these categories have changed over the centuries. Ask students to reflect on how these changes affected daily life for an average American child. Record your students' observations for the whole class to see. Utilize the following guiding questions:

- How did the changes in insert category here affect the daily life of children living in New Jersey?
- What were the most surprising similarities or differences between your life and the life of a child from colonial times? From the Victorian era? Etc.
- What do you notice about the changes overtime? Do they happen slowly or quickly?
- At Liberty Hall, we left off at the 1940s. Does your daily life still look like how it did in the 1940s? How has it changed?

3) Have a classroom discussion about present-day childhood in New Jersey. Add your students' new observations about present-day life for an American child to the five categories. Then brainstorm with the class how life might be different forty years into the future. How would these changes affect their lives if they were living not in the present-day, but future New Jersey?

4) Provide students with a blank sheet of paper and drawing supplies, Students will create an original artwork representing what they think their daily life would look like in New Jersey forty years into the future. Encourage students to make references to how education, recreation, transportation, communication, and technology have changed within their drawing.

5) Then provide students with the "Look into the Future" worksheet on page 6. Students will respond to the writing prompts to review what they have learned about childhood in past, present, and future New Jersey.

Reflection questions:

- Based on the changes you've learned about already, how do you think childhood will be different for children forty years into the future? What might remain the same? Explain your answer.
- If you could time travel, would you want to experience childhood in the past or in the future? Why?
- How did you decide what your version of future New Jersey might look like? What were the main changes in either education, recreation, transportation, communication, or technology?
- How do you think the children we learned about at Liberty Hall would react to present-day New Jersey? How do you think they would react to the future New Jersey you designed?

Name _____

Date _____

Look Into the Future!

Respond to the writing prompts below to reflect on daily life for a child living in past, present, and future New Jersey!

At Liberty Hall Museum, I saw how childhood has changed over the centuries.
I learned that children in the past...

I'm a child living in present-day New Jersey.
My childhood is different from the children of the past because I...

Childhood is always changing! I think life for a child in future New Jersey will...



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1003 Morris Avenue
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Dear Parents and/or Guardians,

Recently your child attended a field trip to Liberty Hall Museum, the historic house of William Livingston, the first governor of New Jersey. Please accept this invitation to come visit Liberty Hall with the whole family!

Come explore the revolutionary-era mansion's unique collections of antique furniture, artwork, and decorative artifacts collected by the seven generations, including both the Livingston and Kean families, who called Liberty Hall home.

There is something for everyone at Liberty Hall Museum, one of Union County's best-kept secrets!

Sincerely,
Liberty Hall Museum

Hours:

March: 10 a.m. - 3 p.m.
Friday, Saturday & Sunday
April-December: 10 a.m.- 3. p.m.
Wednesday-Sunday
Closed Monday & Tuesday

Admission:

Adults: \$14.00
Children (3-17): \$10.00
Children under 3: Free

Contact Us:

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Phone: 908-527-0400

E-Mail: libertyhall@kean.edu

Visit us online for more
information:

www.libertyhall.kean.edu



**One FREE Child
Museum Admission**

One FREE Child Museum Admission with
the purchase of an Adult Museum Admission
at Liberty Hall Museum.

Limited to one coupon per visit.
Expires one year after the below date:

Date of Field Trip: ____/____/____
MM/DD/YYYY