

Grade Level

3-12

Class Periods

2

Goals/Objectives/Student Outcomes:

Students will:

- Learn about the amount of spare time people used to have and the economic role of children earlier in our history.
- Learn about changing tastes in music, art, drama, and literature during the past 150 years.
- Learn about the varieties of organized games, athletics, and holidays during our history.
- Learn about the objects and space necessary for recreational activities in the past.
- Understand that our concepts of special occasions and activities change over time.

Materials:

3. Television and radio broadcasting guides for several time periods
4. Newspapers and magazines that advertise spare time activities and holidays
5. Time to look at television and listen to the radio
6. Samples of decorations, equipment, uniforms, and other objects used in spare time activities
7. Photographs of people engaging in spare time activities
8. Tickets and programs from leisure time events

Background:

People have always had leisure time when they were not required to work. During their spare time people make choices about activities they want to pursue. We have more spare time today than in previous centuries because of post-industrial changes such as the eight hour work day, the five day work week, more years of education, and higher disposable income. Leisure time has become so abundant that today there are people trained to help others better utilize their leisure time.

We may spend our spare time in active pastimes, passive entertainment, or recreation that combines activity and passivity. We devote our spare time to countless different hobbies, sports, or other activities. We can accumulate our leisure time and often mark it by

rules and formalities. Often we spend our spare time in special locations designated for leisure pursuits. The ways we celebrate holidays vividly illustrate our attitudes towards spare time.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. List the recreational and entertainment objects and activities you have access to each day.
2. List the types of activities you would most like to take part in during each season of the year.
3. Discuss the special objects, equipment, and space necessary to participate in sports, music, drama, and literary activities today.
4. Discuss the differences between participating in an activity and watching other participate in that same activity.

5. Discuss the cost of attending organized athletic, art, drama, and music events in your area.
6. Discuss the amount of money some people earn to entertain other people. Include music, film, television, plays, professional sports, painting, sculpture, books, magazine articles, poetry, and other things produced for the enjoyment of others.
7. Tell about your favorite holiday.
8. Tell how your birthday is celebrated.
9. Discuss the types of leisure activities that children might have participated in 150 years ago and at other times in our history.
10. Discuss the work requirements for children at earlier times in our history and how this affected their spare time.
11. Discuss the difference between doing something for fun and doing something as a job, even though the actual activities might be identical.
12. Discuss the origins of our holidays and how our celebrations have changed during the past 150 years.
13. Discuss how styles in music, art, literature, drama, and sports have changed during the past 150 years.
14. Discuss an athletic event, play, musical performance, or holiday celebration you have seen on television or heard on the radio.
15. List different kinds of magazines and publications that are specifically devoted to particular kinds of spare time activities.
16. Discuss the rules that govern various kinds of spare time activities.

Assessment of Outcomes:

1. Prepare a list of spare time activities and the times of day that you would participate in or watch them.
2. Write a story about the way children used their spare time at one point during the past 150 years.
3. Demonstrate some spare time activity that you enjoy most.
4. Draw a picture that illustrates your favorite holiday.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.