



Putting Yourself in Miss Columbia's Shoes

What would it have been like to travel with Miss Columbia around the world exactly 100 years ago?

Objective: Set the stage for your *Around the World with Miss Columbia* experience by asking students to brainstorm what the voyage would have been like a century ago.

Background

This activity provides a preview and baseline for your students' experience with *Around the World with Miss Columbia*. Use it to prompt them to speculate on what their own community and life around the world was like 100 years ago. Make sure you record their responses (or that they do) in a way that can be preserved until the end of your Miss Columbia observance. You and your students will want to return to these original responses after having undertaken the other activities and see how well—or not so well—they did in the beginning!

Getting Started

Ask students what they know about the turning of the century and the millennium. Test their knowledge of time by asking them to define the words “century,” “decade,” and “millennium.” Introduce the idea of marking the turn into the year 2000 by becoming part of history themselves—by hosting a visit from a remarkable world traveler (or at least following her journey with interest).

Talk with students about Miss Columbia and her 1000-day trip around the world at the outset of the 20th century. Without reading excerpts from her journal (yet), ask students to wonder aloud about what she found during her trip: how she traveled, how she and her “escorts” communicated with her owner back home, and how she might have been welcomed by strangers in exotic lands.

- ◆ How much do your students know about life in their community a century ago?
- ◆ How much do they know about the people and the places Miss Columbia visited then—or is in the process of visiting now?

These are the questions that lie at the heart of the entire *Around the World with Miss Columbia* adventure.

**Procedures: Solving a History Mystery**

1. Divide the class into teams of four students each. Tell them they are crackerjack historians who've been asked to solve an historical mystery: how in the world could a doll have journeyed around the globe in the year 1900?
2. Challenge each team to describe what Miss Columbia's original journey might have been like. Brainstorm with the entire class some categories of questions they'd have to consider—but make sure you end up with a list of categories that includes most of the questions presented in the Box below.
3. Each team should then meet for half an hour to come up with its most imaginative but plausible description. Teams can then present their ideas to the rest of the class.
4. Have the class as a group decide on the most plausible and imaginative descriptions of Miss Columbia's first journey. Record them so that you can come back to them later. Promise the class that you'll do so after the entire unit is finished.

**How Did We Do That Then?**

Your student teams will need to consider (among other things) how, in 1900, we:

- ◆ Traveled (by car? plane? train? horseback?)
- ◆ Communicated (by phone? mail? fax? email? telegraph?)
- ◆ Knew about foreign lands (through TV? radio? newspapers? word of mouth?)