

# Let's Go Shopping!

**Standard II:** Students will develop a sense of self in relation to families and community  
**Objective 2:** Describe important aspects of the community and culture that strengthen relationships.

c. Identify changes in the school and neighborhood over time.

## **Background Information:**

There were several stores in early South Jordan. The H & E., which stands for Helen and Earl, was located on 1300 West and 104<sup>th</sup> South. Helen laughingly referred to it as the “Hurry and Eat” store. Holt’s store was the other grocery located in South Jordan. It was up on Redwood Road and had a garage similar to the one in the museum. Both of the stores sold gas. The store sold not only gas and oil, but canned goods, bread, soda pop, ice cream and candy. There was also material and thread to sew clothing, as well as tool, hammers, and hardware. The best part of going to either store if you were a child was the delight of choosing some “penny candy.” It was always fun to go to the general store!!

The store also had huge lockers the Holts rented to people as a place to store their meat. You could rent a locker by the month or by the year. There was also a huge scale at the side of the store. Trucks would drive onto the scale and be weighed for their wheat or grain before selling them. They also weighed coal before unloading.

It is important to understand how vital the neighborhood store was to the early residents of South Jordan. The owners kept everyone stocked with food during difficult times or during difficult months when Kennecott would go on strike. They helped out during the Depression and drought, and people relied on them through the lean times. You could purchase groceries and gas on credit until you were able to pay. People would then pay these great storeowners back when their crops were sold or they went back to work at the mines.

## **Instructional Procedure:**

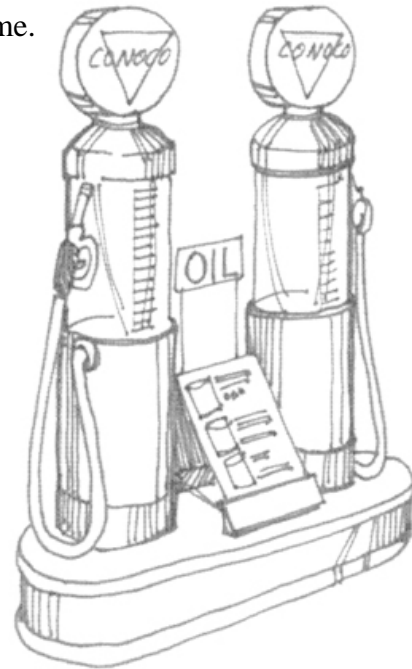
1. Brainstorm with students some of the items they always purchase on a trip to the store, such as:

Milk

Bread

Coke or Pepsi

Box of cereal



2. Accept all answers until there is quite a few. Then ask, Which of these are needs? Circle them with a different color. Then ask which things are things that they really like but could live without! Put a star next to these.
3. Discuss the items that would have been available in the store if you were a child in the early 1900's. Share some of the pictures with them if possible. For example, there was rarely milk or bread because most families had a cow to milk and the mom or grandmother made bread daily for the family. Things such as boxed cereal or bananas were not available because the first had not been invented, (or if it had there was only Corn Flakes!) or transportation was not available to import items grown in other parts of the world. Something that is an eye opener for most students is that soda was just beginning to show up, and there were few choices.
4. Do the same thing with non food items. Help them understand that the large store with hundreds of items did not exist and there were few items and less variety of those items.
- 5.

## Visit the Gale Center of History and Culture

Focus on the H&E/Holt Store to reinforce this activity. Also visit machinery and transportation items in the back yard. Visit the Grainery to see items that families would have stored for personal use during winter months instead of depending on the store.

### Suggested Museum Activities

Young children:

1. Have a scavenger hunt for colors, shapes, etc.  
Ask questions such as:
  1. How many green things can you find? Red? Yellow?
  2. Look around the store and see how many circles you can see.
2. Count the number of cans of a certain item. Or, count the number of vegetables in a particular bin, eggs, etc.
3. What do they think is the heaviest things in the store? The lightest?
4. Look for alphabet letters on labels of items in store.
5. Listening activities
  - What is on the *highest* shelf?
  - What is on the *lowest* shelf?
  - Which canned goods are *nearest* to us?
  - What item is the *same height* as the \_\_\_\_\_?
  - What is *beside* the \_\_\_\_\_?
  - What is *below* the \_\_\_\_\_?

Older Children:

1. Group the items in the basket into vegetables and fruits. How do you know which is which?
2. Classify items in the basket. Let students do this by physical characteristics they choose. They might choose to do vegetables and fruits, red, not red, etc. or by size or shape. (This is something fourth graders do for science)
3. What items would they think would be hard to find?

4. Which common things that we have today are missing in the store? (napkins, paper towels, candy bars, ice cream bars, pizza, etc.) Why do they think they aren't in the store?
5. What do they think might have been children's favorite treats back when the store was first opened? (This would be a good time to talk about kids buying penny candy.)
6. Where do they think the milk was kept? What about butter?
7. Where do they think the meat would be kept? (Show them the meat locker and tell about the system Holts used to store people's meat.
8. Create an activity that will connect the labels on the items on the shelf to South Jordan early merchants. (Flour, canned goods, etc.)

If students shop or use the cash register, have them practice counting back change with play money. Someone could be the cashier and someone the shopper. Children could practice weighing things and computing their cost according to prices.