

Goldie's HISTORY KITS



Schools: Comparing Long Ago, Today and Other Cultures

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct on school. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

This Goldie's History Kit provides four books related to school. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding how school has changed from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Additional Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

Register for Free Goldie's History Kit [Merchandise](#)

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#).

READ IOWA HISTORY

READ IOWA HISTORY

EDUCATOR MATERIALS

Schools: Comparing Long Ago, Today and Other Cultures

LESSON PLAN FOR SUPPORTING QUESTION

What were schools like long ago?



1ST GRADE

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.


[Primary sources](#) (from the digital [Primary Source Sets collection](#)) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the [Primary Source Sets toolkit](#) to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list, instructions and Goldie's History Kit Connections (see below). There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create your own.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These student worksheets are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).



*Courtesy of Library of Congress, Lee, Russell,
"Schoolchildren on circular swing, San Augustine, Texas,"
April 1939*

Schools: Comparing Long Ago, Today and Other Cultures

1st Grade

Overview

In this unit, students are encouraged to think about the world beyond their classroom, especially in the context of going to school. To a young student, school is a topic that they have background knowledge about and understand. Young children often have the misconception that the way they do things is the norm. Many believe if they go to school, learn or eat a certain way, then everyone else must be doing the same. This inquiry will help students discover how schools have evolved and changed, and it will encourage students to examine their own cultural practices with those within their community and around the world. Students will use the inquiry standards to ask and answer questions, analyze primary and secondary sources and evaluate those sources to make a claim using evidence.



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

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1st Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the [Primary Source Sets](#), which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 [Primary Source Sets](#).



Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

Are all schools the same?



Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

- 1) **What were schools like long ago?**
- 2) How have schools changed?
- 3) What are schools like in other countries?



Read Iowa History: Schools: Comparing Long Ago, Today and Other Cultures

This Read Iowa History lesson addresses “Are all schools the same?” and “What were schools like long ago?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards

| No. | Standard |
|-----------------|---|
| SS.1.8. | Identify students' own cultural practices and those of others within the community and around the world. |
| SS.1.20. | Create a chronological sequence of multiple related events in the past and present using specific times. (Long ago/past for this supporting question) |
| SS.1.21. | Compare life in the past to life today within different communities and cultural groups, including indigenous communities. |
| SS.1.22. | Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it. |

Iowa Core Literacy Standards

| No. | Standard |
|---------------|---|
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RI.1.3 | Describe characters, settings, and major events in a story, using key details. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

Objectives

- I can analyze an image.
- I can analyze a document.
- I can ask and answer questions.
- I can determine things that need to go on a Venn diagram.
- I can determine if an artifact is from the time period of long ago.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about what schools were like long ago. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

From its earliest days, the United States committed itself to **education**. Early leaders recognized that democracy requires an electorate that can read and evaluate issues. One of the earliest acts of the federal government was to designate that money received from the sale of one square mile out of each township (36 square miles) of western lands should be earmarked to support local schools.

From its earliest territorial days, Iowa settlers began to create a remarkable system of **schools** to teach pioneer children. Laws were passed to establish a system of one-room schoolhouses across the state so that most children had a school within a mile or two of their home. All property owners were taxed to pay for the teacher and maintain the building, whether they had children or not. Children of all ages were put in the same class, and one teacher taught all subjects. Families provided wood or coal to heat the building and sent their children off with lunches of foods raised at home. The curriculum stressed basic subjects like reading, geography, penmanship, spelling and arithmetic. The length of the school year varied, but many children stayed at home to help with seasonal farm work.

Most Iowa children in the early days had no educational opportunities beyond the one-room school. Not for a couple decades after the Civil War did Iowa towns take much of an interest in establishing public high schools. There were some private schools, often called academies, that prepared students for college work. They might teach foreign languages, history, literature or advanced mathematics, particularly for boys interested in pursuing careers as lawyers or doctors. Girls often studied languages, music or art to prepare them to create good homes and to be good mothers. With the introduction of the automobile, farm children could attend high schools in town more easily, and high school attendance grew rapidly after 1900.

Higher education in Iowa was a combination of public and private institutions. The state created the University of Iowa with its emphasis on the professions. With support from the federal government through grants of public lands, Iowa State University (first known as Iowa State College) was dedicated to teaching more practical subjects, such as agriculture, engineering and home economics. The University of Northern Iowa was first the Iowa Normal College and was created to train teachers. In addition to the state schools, many church denominations established private colleges to train ministers or provide general education classes. The Methodists, Lutherans, Catholics, Presbyterians, Congregationalists, Disciples of Christ, Reformed and Reorganized Latter Day Saints created a web of liberal arts colleges that offer degree programs **today**.

With the growth of schools at every level, new programs and opportunities developed. Sports, music, and special interest clubs cater to students' interest. Teachers must meet much more vigorous standards for employment, and classrooms enjoy vastly enhanced technological support through the Internet and computer-aided instruction. What schools teach can be divisive issues in a community when they involve religious issues or controversial subjects, and every era has its own challenges. From earliest pioneer days, Iowa has been justly proud of its schools. For many years, Iowa led the nation in the percentage of its adult citizens who can read and write. Iowa children always rank at or near the top on standardized tests. **Changing** population trends, especially the decline of school-age children in rural areas, and budget issues challenge schools to maintain Iowa's preeminent position as an education leader, but schools remain a primary commitment of the Hawkeye State.

Vocabulary Words

- Change
- Artifact
- Photograph
- Education
- Today
- Secondary Source
- Primary Source
- Document
- School
- Analyze
- Long Ago

Question Formulation Technique (QFT)



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

Overview

This pre-lesson activity will illustrate a tool students can use to analyze primary sources. The [Question Formulation Technique \(QFT\)](#) was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

Source Background

The photograph shows children from Webster Consolidated School standing beside a horse-drawn bus. The image was taken in 1928 in Keokuk County, Iowa.

Instructions

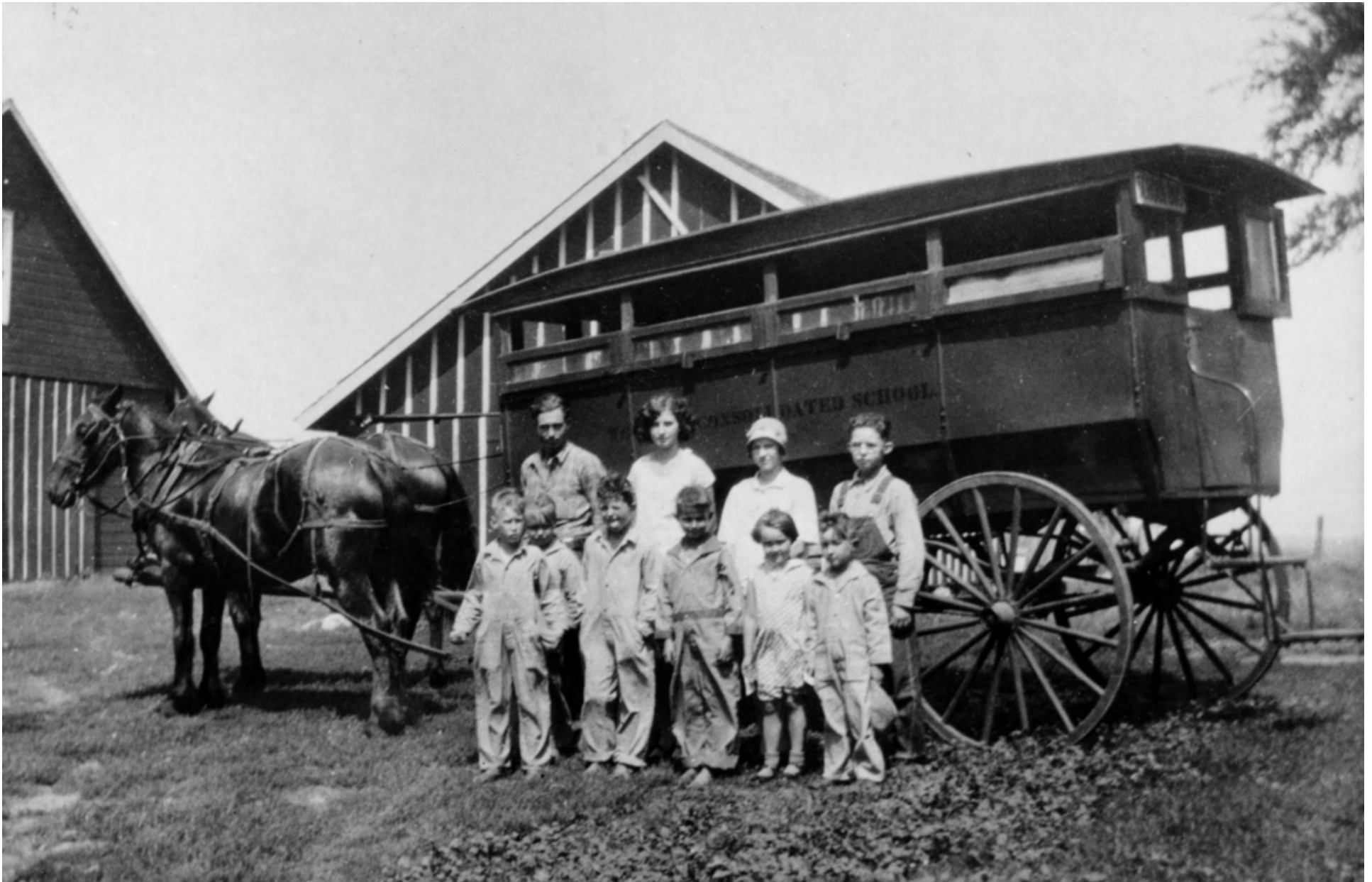
- 1 This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you, the educator, watch the 12-minute [QFT Instruction video](#). In the video, a fourth-grade teacher uses QFT to learn more about what her students knew or did not know about fractions.
- 2 To have students practice QFT, have the class analyze a primary source together. Display the primary source, [“Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa.”](#) Follow the steps below to assist students in their analysis of the image.
 - Write as many student questions as you can on the board or on chart paper.
 - Do not stop to discuss, judge or answer any questions.
 - Write down every question exactly as stated, change any statements to questions.
 - Sort and prioritize questions.

Materials

- [QFT Instruction video](#)
- [“Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa”](#)

Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa, 1928

PRE-LESSON ACTIVITY 1



Courtesy of State Historical Society of Iowa, 1928

Introducing the Compelling Question



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

Overview

This pre-lesson activity is designed to set the stage for the inquiry of this unit by introducing the compelling question and having students think about school. Also, consider creating a classroom timeline labeled “Long Ago and Today” where analyzed sources could be visually posted after being introduced in class.

Instructions

- 1 First start out by asking students the following questions and write their responses on chart paper.
 - How would you describe school?
 - What do you like best about school?
 - What do you like least about school? Why?
- 2 Then, ask students the question, “What does change mean?” (Change = to make or become different)
- 3 Explain to students that they are going to be looking at changes in school over time. The class is going to figure out what schools were like **long ago**, which is a time that happened in the distant past. They are also going to look at school **today**, which is the present. Then they will compare school from these periods of time to see how it has changed.
 - **Optional:** If you would like to show the class a visual example, show a baby picture of yourself to show long ago in comparison to a picture of you today (present). Historians, a person who studies the past, use timelines to show change. You can even create a classroom timeline with an item like a long piece of butcher paper, a string or a painter’s tape across a wall. Label the timeline “Long Ago (past)” and “Today (present)” and leave space in between. You can use others photos of yourself that would be in the middle of the timeline to show how you have changed over time.

Materials

- Chart paper
- [Vocabulary cards](#)
- Globe or map
- [Pre-Lesson Activity worksheet](#)



Goldie's History Kit Connection: To further introduce the idea of what schools were like long ago, refer to the [School Days Then and Now](#) and/or [A One-Room School](#) books and discuss the questions.

To learn more about teachers a long time ago, refer to the [Think Like... Phebe W. Sudlow card](#) and the [Teacher Certificate](#) object. Read the descriptions and discuss the questions.

Instructions continued on next page

Introducing the Compelling Question

Instructions continued

- 4 This leads students to the unit compelling question: Are all schools the same? A compelling question means people want to learn about it so they can do something to help someone, or fix a problem or learn more. In this unit compelling question, the class is going to learning about schools and try to figure out how:
 - Schools around the world are the same because...
 - Schools around the world are different because...
 - Schools around the world have things in common and things that are different because...
- 5 **Optional:** The [Schools: Comparing Long Ago, Today and Other Cultures Primary Source Set](#) addresses schools in other countries. Feel free to introduce this aspect into this step to help students more fully understand the compelling question. If available, show students countries on a globe or a large class map. Utilize the 2018 photos of the South Korean students in the primary source set to help students see similarities and differences.
- 6 **Formative Assessment:** At the end of this pre-lesson activity, have students share how they have changed since they were in kindergarten. Use the [Pre-Lesson Activity worksheet](#) to let students draw how they have changed.

Comparing Kindergarten to 1st Grade

This is an example worksheet students can use to draw how they have changed from kindergarten to first grade. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Think about when you were in kindergarten. Draw how you have changed over time.

| Past (Kindergarten) | Present (1st Grade) |
|---------------------|---------------------|
| | |

Williams School in Brush, Colorado, October 27, 1915



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

Overview

Students will be introduced to vocabulary words to prepare for the unit. Students will analyze sources and you will help students understand how to use context clues, develop a reasonable idea about who created a primary/secondary source, when they created it, where they created it and why they created it. You will begin a classroom Venn diagram where students can record changes over time.

Source Background

This photograph of a one-room schoolhouse in Brush, Colorado, shows seven children and a teacher outside. Named the Williams School, the image shows a small portion of the 30 to 40 students expected when beet work in the fields was over. This photo was taken seven weeks after school opened. From its earliest territorial days, Iowa settlers began to create a system of schools to teach pioneer children. Laws were passed to establish a system of one-room schoolhouses across the state so that most children had a school within a mile or two of their home. All property owners were taxed to pay for the teacher and maintain the building, whether they had children or not. Children of all ages were put in the same class, and one teacher taught all subjects. Families provided wood or coal to heat the building and sent their children off with lunches of foods raised at home. The curriculum stressed basic subjects like reading, geography, penmanship, spelling and arithmetic. The length of the school year varied, but many children stayed at home to help with seasonal farm work like planting and corn harvest.

Instructions

- 1 Introduce the [vocabulary cards](#). Below are some options to help you introduce the words to students.
 - As you read the word, have students also read aloud with you.
 - Have students write the word.
 - Discuss the word's definition. Use it in context (a sentence, scenario), and draw something to help them remember it. Have students pick a word, define what it means and draw an example. Then, have them share this information with a partner.
 - Post the words on a classroom word wall or display to refer back to them throughout the unit.
 - You can also print a set of cards (on thicker paper) for pairs to play a memory game where they match the word to its definition.
- 2 Display the [photograph of "Williams School in Brush, Colorado, October 27, 1915"](#) for students to analyze. Explain to them that this is a picture of a school from long ago.

Instructions continued on next page

Materials

- [Vocabulary cards](#)
- ["Williams School" photograph](#)
- [Image analysis worksheet](#)
- Chart paper
- **Suggested Book:** *At School: Long Ago and Today* by Lynnette R. Brent
- **Suggested Website:** [One-Room Schoolhouses](#) (ReadWorks.org)

Williams School in Brush, Colorado, October 27, 1915

Instructions continued

- 3 Ask students, “Why would we want to look at this photograph? What can we learn from it?”
- 4 Students will analyze the photo in a large group. They can use the [image analysis worksheet](#) to record their observations. Encourage students to ask questions they have about the image.



Goldie's History Kit Connection: To further the discussion, refer to the [Double Slate of Matthew Tinley](#), [Chalk Holder](#) and [Elementary School Report Card](#) to discuss objects from a classroom a long time ago.

- 5 To offer students more context as to what schools were like long ago, use the website [One-Room Schoolhouses](#) (ReadWorks.org) or read aloud the [background essay](#).



Goldie's History Kit Connection: To provide more context, refer to the [A One-Room School](#) book and discuss the questions.

- 6 Next, students will note aspects of schools long ago. This can include elements such as the building and classroom materials. To record their observations, create a [Venn diagram](#) on the chart paper. The circle on the left will read, “past,” the circle on the right will read, “present.” The part in the middle will read, “same.”
- 7 At the end of this activity, have students fill in the “past” section of the Venn diagram.
- 8 **Formative Assessment:** Use this time to do teacher observation and/or take questions from students answer.



Courtesy of Library of Congress, Hine, Lewis Wickes, "Williams School - Brush, Colo.," 27 October 1915

Image Analysis Worksheet

This is an example worksheet that corresponds with the instructions in Part 1 to analyze the photo of the children at Williams School in Colorado. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

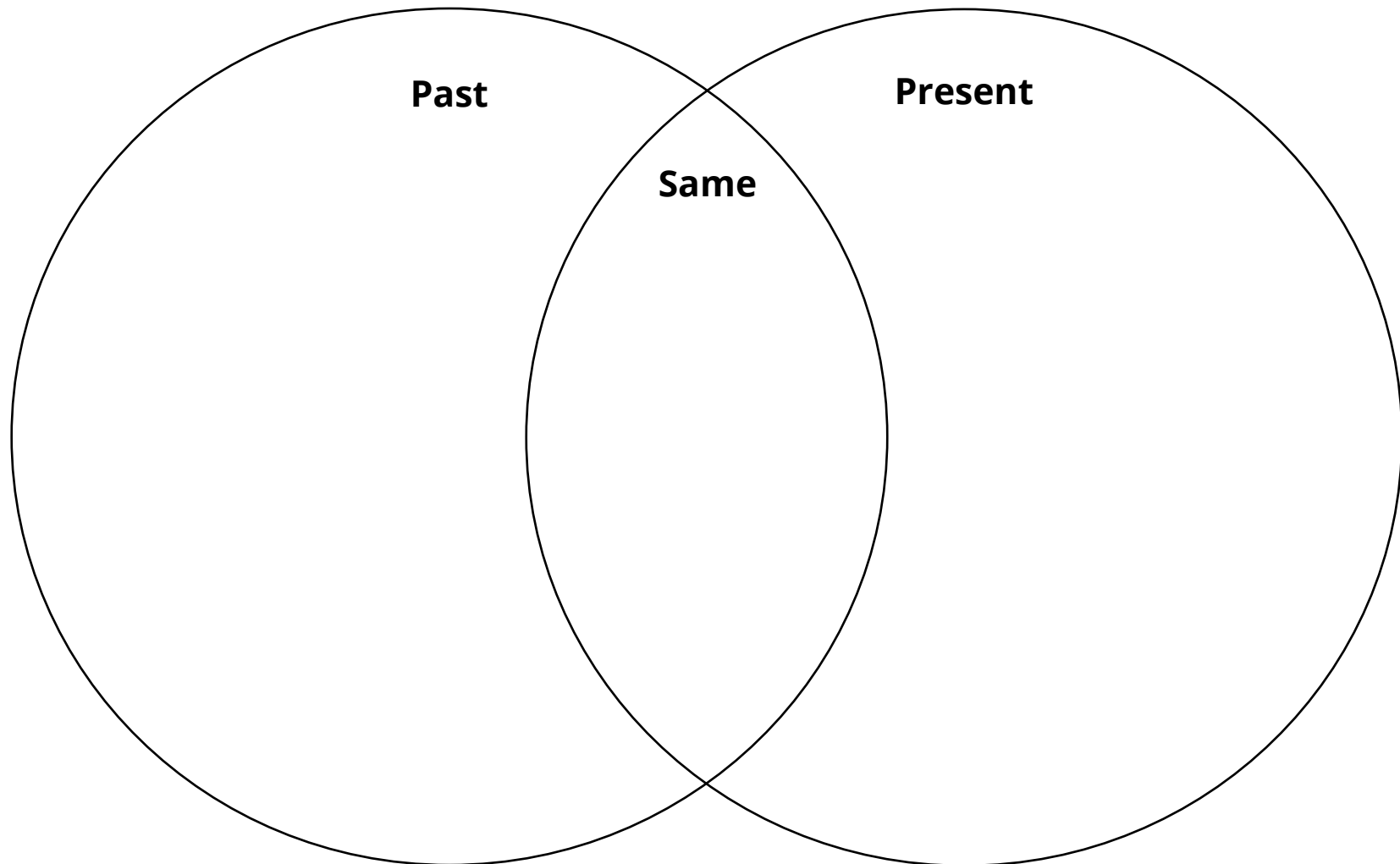


Analyze an Image

| | |
|----------------------------|--|
| Who? | |
| What? | |
| When? | |
| Where? | |
| Why? | |
| Questions I have... | |

Schools: Past & Present Class Venn Diagram

This is an example Venn diagram to model the class Venn diagram after to compare school life from the past and present. This version of the Venn diagram is for you, the educator, to fill out, add notes and utilize.



“McGuffey’s Readers” and “One-Room Schoolhouse”



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

Overview

Students will view examples of one-room schoolhouses in Iowa. They will use their observations to help answer their student-generated questions, and you will add content to the class Venn diagram that shows school life in the past and present.

Source Background

Source 1: This video focuses on McGuffey’s Readers, which were the primary text used in schools to teach spelling, history, poetry, religion, morals and etiquette. It was from the pages of McGuffey’s Readers that such meaningful prose sprang forth. Eventually, six readers were published under the McGuffey name and it became the standard textbook. Many pioneer children brought their McGuffey’s to Iowa by covered wagon in the 1830s.

Source 2: This video shows the function of a one-room schoolhouse in Iowa. There were no grade levels in country schools, and one teacher taught up to 15 students of varying ages. But some schoolhouses had as few as two students. When a student passed one lesson, they moved on to the next. Such a setup kept the teacher busy finding a different activity for each child. While one group of children read from their books, another practiced penmanship.

When Iowa was a territory and an early state, children had no educational opportunities beyond the one-room schoolhouse. A few decades after the Civil War, Iowa towns took an interest in establishing public high schools. There were some private schools, often called academies, that prepared students for higher learning. They might teach foreign languages, history, literature or advanced mathematics, particularly for boys interested in pursuing careers as lawyers or doctors. Girls often studied languages, music or art. With the introduction of the automobile, farm children could attend high schools in town more easily, and high school attendance grew rapidly after 1900.

Instructions

- 1 Have students view the two Iowa PBS videos, [“McGuffey’s Readers”](#) and [“One-Room Schoolhouse.”](#)



Goldie’s History Kit Connection: Refer to the [McGuffey Reader](#) object. Read the description and discuss the questions.

- 2 After viewing, ask students, “What were schools like long ago?” Then ask, “What challenges does a one-room schoolhouse create for teachers and students?”
 - *Examples include: student ages, one classroom with one teacher, class size, student and teacher roles, materials used*

Instructions continued on next page

Materials

- [“McGuffey’s Readers” Iowa PBS video](#)
- [“One-Room Schoolhouse” Iowa PBS video](#)
- Class Venn diagram
- [“Hanover #4” by Dan Zoll](#)
- [Buchanan County Historical Society website](#)

“McGuffey’s Readers” and “One-Room Schoolhouse” Videos

Instructions continued

- 3 Use this time to answer student-generated questions and for discussion about the [class Venn diagram](#).
- 4 Students will reflect on the first-hand account of education in a one-room schoolhouse. Some suggested reading includes [“Hanover #4” by Dan Zoll](#) from the IAGenWeb Project.
 - **Hanover #4:** This is a first-hand account of education in a one-room schoolhouse. Emphasize the sections: “The School Room”, “Schoolyard Games” and “The Outhouse”. These sections help students understand how to use context clues, develop a reasonable idea about who created a secondary source, when they created it, where they created it and why they created it. Use sources as a means to help students answer their questions from the previous lesson(s).



Goldie's History Kit Connection: To learn about a one-room school for formerly-enslaved children, refer to [Freedom's School](#) and discuss the questions. This book can be compared and contrasted with what has already been learned to show a different one-room school perspective.

- 5 **Formative Assessment:** To help students better understand what a one-room schoolhouse was like, read aloud the The School Room and The Outhouse sections from [“Hanover #4.”](#) Ask the students what they learned about schools in the past and continue to fill in the “past” section of the Venn diagram.

The School Room

The one room Hanover # 4 school actually consists of three rooms; the main class room, the entry room and the basement. To enter the school, you must climb the concrete steps outside the entry. You open the door and you find you in a good sized room, about 10' by 10'. On your left is the doorway into the basement. The stairway into the basement was covered. The top side of the covered stairwell formed a shelf on your left about three to four feet high. That's where we used to store our lunches until recess or noon.

On your right are hooks in the wall for hanging winter coats, hats and scarves. In winter the walls of the entryway would be covered on three sides by winter coats. The walls at floor level would be haphazardly lined with overshoes strewn about. The basement was a light and cheerful basement; there were six window along the basement wall above ground. It is easy to forget that we didn't have electricity in those days. The only lighting in the basement was natural lighting coming in the windows. The basement contained a big furnace and a supply of wood; and in later years, coal.

To enter the main classroom, you again went up a short flight of stairs. It was a very typical country school classroom. The far wall as you entered the room was a wall-to-wall slate blackboard. Above the blackboard was a roll-up map case, in which you could pull down one of several maps; one of the world, of North America, South America, the United States and Iowa. The maps were an integral part of our geography lessons. On Fridays we used to have map games where the teacher would pull down a map and read off a name of a capital and the first student that called out the state or country would win. This would go on for a whole class period. Later we got into cities rather than capitals.

Above the map case and off to right was a copy of the famous uncompleted portrait of George Washington by Gilbert Stuart. For balance the portrait of Abe Lincoln was hung on the left. I don't remember who painted that one. The teacher's desk was in the front of the room a few feet from the blackboard. Just in front of the teacher's desk was a long bench. This bench was used to conduct classes. For example, when it was time for the 5th grade arithmetic class or spelling class to convene, the teacher would call the class up to the bench and quiz them on the assignment or send them to the board for math problems or spelling words. The rest of the school would be busy doing their assignments, day-dreaming or learning next year's words and problems.

The rest of the room was taken up four rows of desks. There were two rows on the left side of the room and two rows on the right side. The desks were much like that shown here. These desks were fastened to 1 x 4s so all the desks in a row were attached together. The desks in the front of each row were smaller for the lower grades. The rear desks were larger for the bigger kids.

The center of the room was open. There was a big hot air grate where heat from the furnace would rise to heat the room. The grate was about four feet by four feet. There were three big windows on the East and West side of the school. They gave plenty of light on most days. On those cloudy winter days, though, I am sure there was not a lot illumination, but it didn't bother the kids.

Other furnishing in the room included a small table with a portable Victrola record player near the front window on the left side. This record player was one of the wind-up-with-a-crank type record player. It was used for our music/singing class. We would sing lots of old Steven Foster favorites like, Camptown Races, Old Folks at Home, My Old Kentucky Home, Jeanie with the Light Brown Hair, and Old Black Joe.

In the back of the room was a table upon which sat the water crock. It was a white porcelain

crook with a push button faucet near the bottom. When you wanted a drink, you would get your cup (each student had his/her own cup) and push the button and fill the cup – (after you got permission from the teacher). Most of the kids had collapsible cups made out of tapered rings of tin nestled together. When the water jug was near empty, some two kids would be assigned to take the pail over to the McCormick farm to get some water. The older boys were usually assigned to this chore because the pail, once full, was heavy. The pail was a long, somewhat thin, pail, often used for milk. Again it seemed that the fellows assigned to that chore always seemed to have trouble with the windmill because it always seem to take over a half hour to get the water.

Schoolyard Games

As I recall, we used to have two recesses and a lunch hour break as a part of our school day. We had a number of games that we used to play at recess or at noon. We used to play Prisoner's Base, Ante, Ante Over, and in the winter Fox and Goose and King of the Mountain. The one I want to describe now was called Prisoner's Base.

Prisoner's Base

The game called Prisoner's Base may have had Indian origins or gypsy origins and was also called Dare Base and Prison Bars.

The first step in establishing the game was for the two biggest guys in the schoolyard to choose up sides. The principal criterion for being selected was foot speed, quickness and a daring attitude. It also helps to be pals with one of the schoolyard studs. The teams would line up along two parallel lines, one team on one line and the other team on the other line. The lines were about 60 to 100 feet apart. Individuals from each team would make a daring excursions from its line or home base which was a "safe" area, over toward the enemy's line or base. When a two opposing raiders meet in midfield, the one who left base last is able to "capture" the other. Once captured, the prisoner must remain touching the opponent's base until he is touched by a teammate. If more prisoners were taken, the last prisoner must keep one foot on the opponent's base while holding hand with the previous prisoner. The prisoners form a line stretching out toward their own base. The more prisoners in the line, the easier it was to rescue the first one captured. Rescue is accomplished by being touched by a non-prisoner teammate. Once touched by a teammate, the prisoner and the rescuing teammate have a free return to home.

The strategy was to send a teaser out to midfield and try to get the enemy to go after the teaser. When the enemy send someone after the teaser, you have your speedster leave right after the enemy has and try to catch him before he catches the teaser and before their speedster gets your speedster. Of course, from time to time there are real arguments over who left base last. But I cannot remember these disputes lasting very long; somehow the schoolyard social structure had some long proven method of working out the disagreement and proceeding on with the game.

Ante, Ante, Over

This game seemed to have its origins in the days of one-room schools and also goes by the name Andy-over or Anthony-over.

Again the players must choose up into two teams. This game involves a ball thrown over the roof of the anteroom of the school house, hence the name. One team would get on one side of the schoolhouse anteroom with the ball and throw the ball over the ante-room roof. It was required that the ball had to roll or bounce over the peak of the roof, usually hitting the roof on

the way up and then hitting the overhang of the school house roof. As you threw the ball, you were required to yell "Ante, Ante, Over" or "Andy over". The objective was to make the ball make as many crazy bounces as possible so the other team would not catch it. If the ball were caught, the person who caught the ball and all his/her teammates would hold their hands behind their backs and run to the other side of the school, some one way around the front of the school and some would go the other way around back. The objective was to confuse the other side as to who had the ball. The person who had the ball was to tag as many of the opposing team as possible before they reached the other side. Once tagged, you had to join the other team.

The Hanover No. 4 school house had a basement with windows on both sides of the school. When it was your turn to throw the ball over the roof, one person would be assigned to watch through the windows to get an advanced warning that they are coming around the back.

The game went on until recess was over or until one team was totally captured.

Fox and Goose

Fox and Goose is played all over the world including China but particularly it was a winter time game, you needed snow on the ground to play it, preferably, fresh snow. In order to set up for the game, the game area needed to be laid out in the snow. A "playing field" is made by stomping out a circle 50 to 60 feet in diameter into the snow. Next, four to eight paths are made that cross at the center, dividing the circle into a "pie-slice" form. This game is best played with a smaller group of people, four through six would be ideal. One person is selected or appointed as the Fox and the rest are the Geese. The Geese are expected to torment the Fox and the Fox tries to catch the Geese. Now you're ready for action. The Fox can chase and try to tag the Geese, using only the tromped-down circle and pathways. The pathways provide sneaky shortcuts, and fortunately for the Goose, the center is "goose haven"--where he or she can't be caught. Upon tagging the Goose, the Fox doesn't get a meal; rather, they change roles, the Fox becomes a Goose and the Goose becomes a Fox. Any Goose who steps outside the path tromped in the snow gets penalized and becomes the Fox.

King of the Mountain

Just to the east of the school is State Highway 76, (When I went to school, it was State Highway 13, why they changed it from 13 to 76, I was never able to figure out). The highway is below the school ground level by about 12 to 15 feet, so there is a steep bank from the edge of the school ground down to the gutter along the highway. In winter that bank would collect a goodly amount of snow. Climbing up the bank through the snow became quite a chore. The first one up became the "King of the Mountain". He had to defend his kingdom by pushing all other climbers down. Eventually, someone made it up and a tussle ensued and someone got pushed down the bank. If it was the challenger, a new king was crowned.

The Outhouse

It was a fairly standard out house as outhouses go for country schools. It was a double outhouse; there were two sections, one for the boys and one for the girls. It was, as I recall, about a three-holer on each side. There was a wooden fence that protected each side from prying eyes. And like all outhouses back in Iowa, it was cold in winter, THERE WAS NO HEAT. Kids tended to waste no time there in winter. And of course, in spring and fall, the odor kind of limited your staying power.

“Pledge of Allegiance” and “My Country, ‘Tis of Thee”



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

Overview

Students will investigate schools long ago using primary sources to gain background knowledge and add to their class Venn diagram to document their observations. One way to introduce students to primary and secondary sources is by using the digital resource, [Kid Citizen](#).

Source Background

The photograph, taken by Marjory Collins, is of New York City students reciting the “Pledge of Allegiance.” The image was taken in January 1943 at New York Public School 8, which was in a predominantly Italian-American section of the city. The other primary source is an [audio recording](#) and sheet music for “My Country, ‘Tis of Thee,” written by Samuel Francis Smith, an American Baptist minister and writer. Also known as “America,” the sheet music was written in 1874 and the audio recording was created in 1898.

Instructions

- 1 Display the [photo of the New York students reciting the “Pledge of Allegiance”](#) in January 1943. You can also display the [sheet music](#). Have students listen to the [audio of “My Country, ‘Tis of Thee”](#) and see the words on the [sheet music](#).
 - **Optional:** Walk students through a morning at school as they’d experience it in the past - such as in the 1940s. Students arrived and the school day began at 9 a.m. It was a busy day for both the teacher and students. Morning exercises included the raising of the flag, pledge of allegiance, readings from the Bible and a patriotic song. Then it was time for lessons to begin. The teacher began by ringing a hand bell on her desk to call the youngest children to the recitation bench for reading class. Every 10 to 15 minutes, the bell was rung and the next group by grade would stand and walk to the recitation bench for their reading lesson.
- 2 Use the QFT process to have students generate questions they have about the primary sources.
- 3 The suggested read aloud books can help students understand how to use context clues, develop a reasonable idea about who created a secondary source, when, where and why they created it. Use sources as a means to help students answer their questions from the previous lesson.

Materials

- [“Pledge of Allegiance” photograph](#) and [sheet music](#)
- [“My Country, ‘Tis of Thee” audio](#) and [sheet music](#)
- Class Venn diagram
- **Suggested Books:** *At School: Long Ago and Today* by Lynne R. Brent; *A One-Room School* by Bobbie Kalman; *Going to School in Pioneer Times* by Kerry A. Graves; *School in Colonial America* by Mark Thomas

Instructions continued on next page

“Pledge of Allegiance” and “My Country, ‘Tis of Thee”

Instructions continued



Goldie's History Kit Connection: To learn how students express their desire to learn and teachers express their design to educate and share American traditions, refer to [The First Step: How One Girl Put Segregation on Trial](#) book and the [Think Like... Harriette Curley Bruce](#) card and discuss the questions.

- 4 You will help students continue to fill out the [class Venn diagram](#). They will note aspects of schools long ago and you will add these observations to the Venn diagram.
- 5 **Formative Assessment:** Use this time to answer student-generated questions and for discussion about the Venn diagram.

Students Recite "Pledge of Allegiance" in New York, January 1943



Courtesy of Library of Congress, Collins, Marjory, "New York, New York students pledging allegiance to the flag in public school eight in an Italian-American section," January 1943

NOV 20 1917 ©CLE413449 R

Pledge of Allegiance to My Flag.

Con spirito.

Music by M. K. FOWLER.

I pledge al - le - giance to my Flag, and to the Country for which it stands;

ff
Piano.

This system contains the first two staves of music. The top staff is the vocal line, and the bottom staff is the piano accompaniment. The music is in 3/4 time with a key signature of two flats (B-flat and E-flat). The lyrics are written below the vocal staff.

One Na-tion, in - di - vis - i - ble, with Lib - er - ty and Jus-tice for all.

rit......

This system contains the second two staves of music. The top staff is the vocal line, and the bottom staff is the piano accompaniment. The lyrics are written below the vocal staff. The music concludes with a *rit.* (ritardando) marking.

Copyright, 1917, by M. K. Fowler.

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AMERICAN SCHOOL MUSIC READER.

MY COUNTRY, 'TIS OF THEE.

HENRY CAREY.

1. My coun - try, 'tis of thee, Sweet land of lib - er - ty,

Of thee I sing: Land where my fa - thers died, Land of the

pilgrims' pride, From eve - ry mountain side Let freedom ring!

2. My native country, thee—
Land of the noble free—
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills—
Like that above.

3. Let music swell the breeze,
And ring from all the trees
Sweet freedom's song!
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,—
The sound prolong!

4. Our fathers' God! to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King!

Changes in School Lunch and Recreation



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

Overview

Students will analyze two primary source images. They will record who, what, when, where and why during their analysis, as well as their own questions as they investigate recess and lunch in a one-room schoolhouse.

Source Background

Source 1: This image shows schoolchildren on a circular swing in San Augustine, Texas. The image was taken by Russell Lee in 1939.

Source 2: The image shows a group of young students having their lunch outside at a country school in Grundy Center, Iowa. The photo was taken by Arthur Rothstein in 1939.

Most one-room schoolhouses had two recesses and a lunch-hour break as a part of the school day. There were a number of games that we used to play at recess, such as: Prisoner's Base and Ante, Ante Over, and in the winter, Fox and Goose and King of the Mountain. Students also played hide and seek, Blind Man's Bluff, Hide the Thimble, or I Spy. Jacks and marbles were popular and competitions were fierce for one's favorite "aggie" or "cat's eye." If there was a playground, it may have a slide, merry-go-round or seesaw. Lunches were carried in a tin pail, pan or basket. Food was wrapped in wax paper or a towel. Common foods packed in lunches were: corn bread, hard-boiled eggs, biscuits, homemade bread with peanut butter and jelly or cheese. Others were a slice of cake, or homemade cookies, dried or seasonal fruits (apples, peaches, pears, berries) and seasonal vegetables (tomatoes, carrots, turnips, beans).

Instructions

- 1 Display for students the photographs of the [schoolchildren in Texas on the circular swing](#) and the [students at lunch at their country school](#).
- 2 Ask students the following questions to discuss:
 - Why would we want to look at in these images?
 - What can we learn from them?
 - What can these photos tell us about recess and lunch long ago?
- 3 Students will analyze the photos, either as a whole group or by dividing the class in half to each analyze an image and then share findings with the whole class. Use the [image analysis worksheet](#) to record responses or have students use the worksheet.

Instructions continued on next page

Materials

- ["Schoolchildren on Circular Swing in San Augustine, Texas" image](#)
- ["Lunch Hour at a Country School in Grundy Center, Iowa" image](#)
- [Image analysis worksheet](#)
- Class Venn diagram

Changes in School Lunch and Recreation

Instructions continued



Goldie's History Kit Connection: To learn more about the topic of this part, refer to the [Lunch Box](#) and [Numa High School Girls' Basketball Uniform](#). Discuss the objects and the questions.

- 4 Have students note aspects of schools long ago and continue filling out the “past” section of the class Venn diagram.
- 5 Activate prior knowledge by asking students, “What types of things do you do during recess time?” Discuss their answers. Explain to them you will be reading a passage from long ago. Tell students to be thinking about how the games they play are the same or different and how games have changed.
- 6 Read aloud the [“Schoolyard Games” section](#) of “Hanover #4.” Ask students the following questions: What games and activities are the same to what is played now? What games and activities are the same? Why have school games and activities changed? Have them fill in the present and same sections of their Venn diagram.
- 7 **Formative Assessment:** Use this time to answer student-generated questions and for discussion about the [Venn diagram](#).



Courtesy of Library of Congress, Lee, Russell, "Schoolchildren on circular swing, San Augustine, Texas," April 1939



Courtesy of Library of Congress, Rothstein, Arthur, "Lunch hour at country school. Grundy County, Iowa," October 1939

Image Analysis Worksheet

This is an example worksheet that corresponds with the instructions in Part 4 to analyze the photos of the children at lunch and recess. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.



Analyze an Image

| | |
|----------------------------|--|
| Who? | |
| What? | |
| When? | |
| Where? | |
| Why? | |
| Questions I have... | |

Lesson Summative Assessment



Unit Compelling Question

Are all schools the same?



Unit Supporting Question

What were schools like long ago?

Assessment Instructions

- 1 The class has been learning about what school was like for students and teachers years ago. Distribute the [Lesson Summative Assessment worksheet](#) to students. As they complete the worksheet, they will analyze the image and determine if it was used in the past or not.
- 2 A formative performance task to complete before beginning the worksheet is to brainstorm a class list of school artifacts from long ago and their use/importance.
- 3 Then, in writing (using the [worksheet](#)) or on a digital platform have students answer the question: What were schools like long ago?
- 4 **Optional:** You also can have students complete their own [Venn diagram](#) similar to the one created by the class to compare school in the past to present day. This activity can be done along with the worksheet or this can take the place of the worksheet.






Assessment Scoring Options

| | |
|-------------------|---|
| Proficient | <p>Worksheet: Determines artifacts from schools long ago, and explains their thinking to the teacher verbally or on a digital platform.</p> <p>Venn Diagram: Determines at least three examples of “present and same” on individual Venn diagrams with words or pictures, and explains their thinking to the teacher verbally or on a digital platform.</p> |
| Developing | <p>Worksheet: Determines some artifacts from schools long ago, and explains some artifacts to the teacher verbally or on a digital platform.</p> <p>Venn Diagram: Determines one to two examples of “present and same” on individual Venn diagrams with words or pictures, and explains their thinking to the teacher verbally or on a digital platform.</p> |
| Beginning | <p>Worksheet: Unable to determine if artifacts were from schools long ago, and/or contribute any ideas about artifacts from long ago that are accurate.</p> <p>Venn Diagram: Unable to determine examples of “present and same” on individual Venn diagrams with words or pictures, and cannot explain their thinking to the teacher verbally or on a digital platform.</p> |




Lesson Summative Assessment

This is an example worksheet that corresponds with the instructions in the Lesson Summative Assessment activity. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Schools Long Ago

| | |
|--|------------------|
| | |
| <p>Lunch Box</p>  | <p>Yes or No</p> |
| <p>Teacher's Bell</p>  | <p>Yes or No</p> |
| <p>Seesaw</p>  | <p>Yes or No</p> |
| <p>Playground</p>  | <p>Yes or No</p> |
| <p>Computer</p>  | <p>Yes or No</p> |

Lesson Summative Assessment

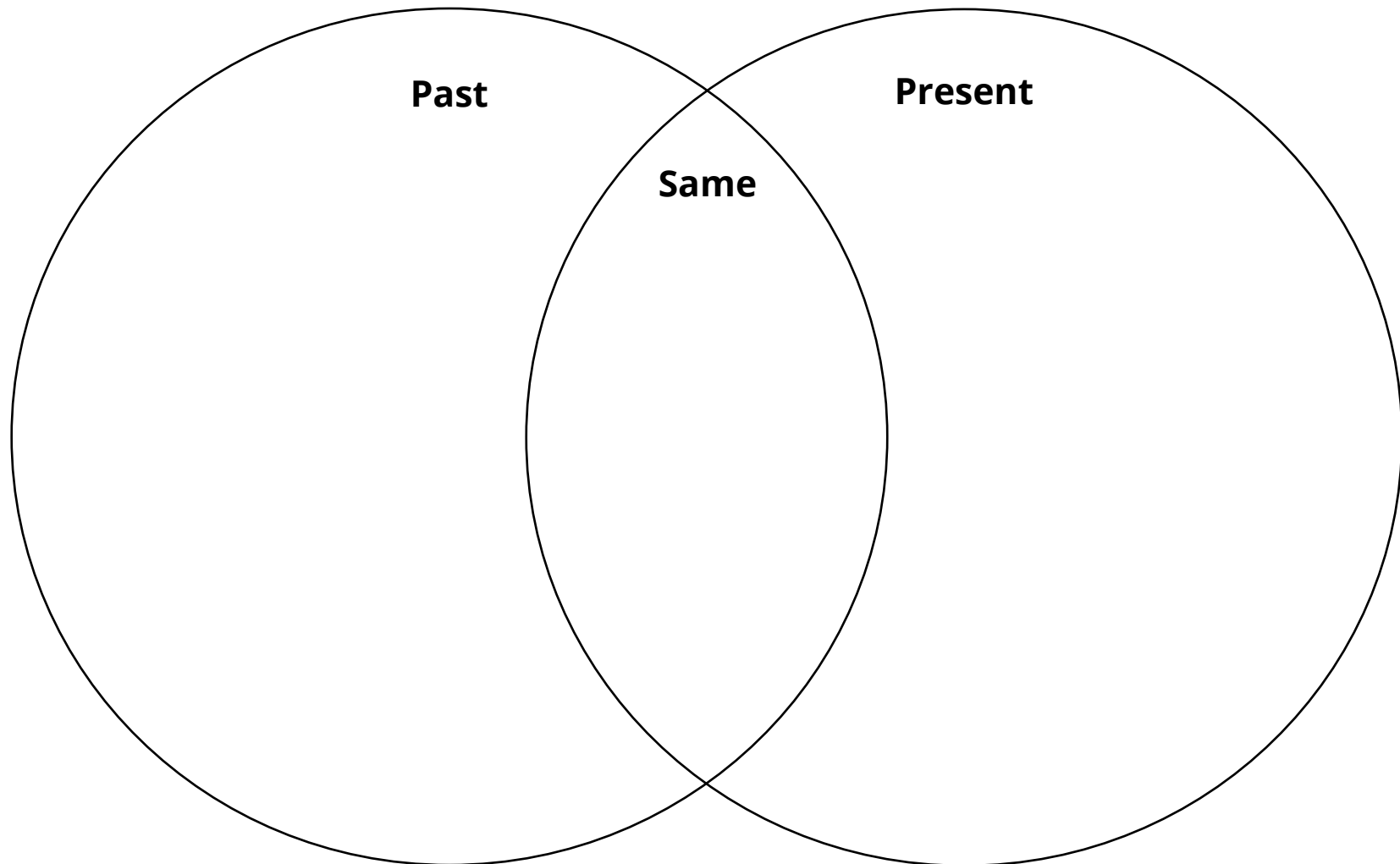
| | |
|---|-------------------------|
| | |
| <p>One-Room Schoolhouse</p>  | <p>Yes or No</p> |
| <p>Calculator</p>  | <p>Yes or No</p> |
| <p>Art Supplies</p>  | <p>Yes or No</p> |

Lesson Summative Assessment

What were schools like long ago?

Schools: Past & Present Venn Diagram

This is an example Venn diagram worksheet to use for a lesson summative assessment. This version of the Venn diagram is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.





Change



Artifact



Document



Photograph

Change

To make or become different; the act or instance of making or becoming different.

Document

Written artifacts about something; a piece of written, printed or electronic matter that provides information or evidence or that serves as an official record.

Artifact

An item made by a human, typically an item of cultural or historical interest.

Photograph

Pictures taken with a camera.



Analyze



Long Ago



Today



School

Today

The period of time that is happening now (present).

Analyze

To look at something carefully; to examine something typically for purposes of explanation and interpretation.

School

An institution (location) for educating children.

Long Ago

The period of time that happened in the distant past.



Education



**Primary
Source**



**Secondary
Source**



Education

The action or process of educating or of being educated (learning about something); the knowledge and development resulting from the process of being educated.

Secondary Source

A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions being analyzed by the source.

Primary Source

A historical item (document, photo, etc.) that was created at or near the time of the events studied, by a known person, for a known purpose.

Additional Resources for Educators

[Schools: Comparing Long Ago, Today and Other Cultures Primary Source Set](#)

This digital source set offers a number of other school-related primary sources, source-dependent questions and links to additional resources.

[“One-Room Schoolhouses” - ReadWorks Curriculum](#)

This website provides non-fiction passages at a first-grade level with audio about one-room schoolhouses. The user must create a free account to view content.

[“School: How Has it Changed” - ReadWorks Curriculum](#)

This website provides non-fiction passages at a first-grade level with audio about how schools have changed. The user must create a free account to view content.

[Primary Sources - Kid Citizen](#)

This webpage from Kid Citizen offers interactive episodes for children to explore civics and government concepts by investigating primary source photographs from the Library of Congress.

[“Rules for Students 1872”](#)

The webpage offers a primary source showing the class rules for students of a one-room schoolhouse in 1872.

[Buchanan County Historical Society - One-Room Schoolhouse](#)

This webpage from the Buchanan County (Iowa) Historical Society provides an excerpt about what daily life was like for students and teachers in one-room schoolhouses in the state.

***A One-Room School* by Bobbie Kalman**

This book examines the daily routine of the one-room school and includes stories and activities.

***At School: Long Ago and Today* by Lynnette R. Brent**

This book is an introduction to how education has changed in the past 100 years, discussing how buildings and classrooms, books and lessons, recess and after school activities and ways of getting to school are different.

***Going to School in Pioneer Times* by Kerry A. Graves**

This book discusses the school life of children in pioneer times, including lessons, books, teachers, examinations and special days.

***School in Colonial America* by Mark Thomas**

This book describes schools in colonial America, and what children learned there.

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

Schools: Comparing Long Ago, Today and Other Cultures



1ST GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Schools: Comparing Long Ago, Today and Other Cultures

Introduction

A “**read aloud**” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. This Goldie’s History Kit provides four books related to school. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What’s Included

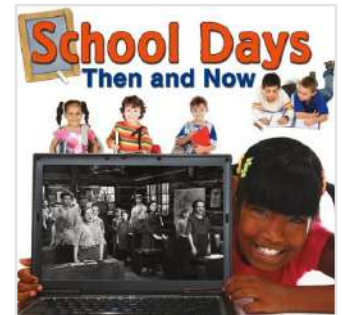
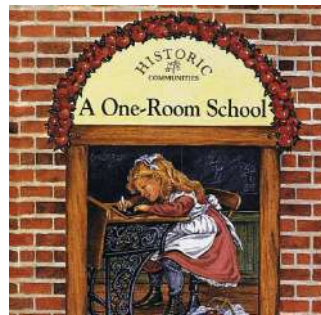
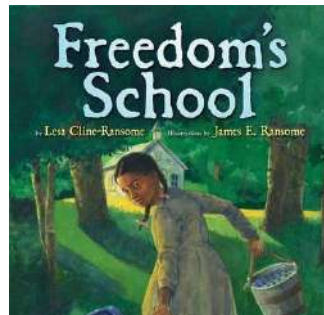
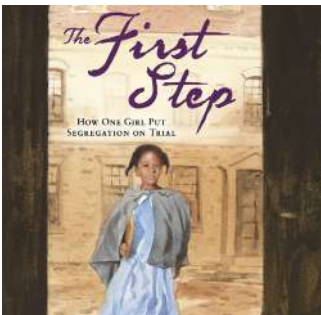
Each Read Aloud Activity Features

- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

Books

This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, school, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *The First Step: How One Girl Put Segregation on Trial* by Susan E. Goodman
- *Freedom’s School* by Lesa Cline-Ransome
- *A One-Room School* by Bobbie Kalman
- *School Days Then and Now* by Bobbie Kalman



Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

Schools: Comparing Long Ago, Today and Other Cultures

1st Grade

Read Aloud Table of Contents

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Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic (schools) with a brief explanation. You can use the [background essay](#) and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the [Read Iowa History lesson plan](#) and the topic, schools.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

Schools: Comparing Long Ago, Today and Other Cultures

1st Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
 - **Example:** Using Part 4 in the Read Iowa History, one of the sources focuses on the function of a one-room schoolhouse in Iowa. Students learned basic historical information like there were no grade levels in Iowa country schools, and one teacher taught up to 15 students of varying ages. A complementary children's book that works with this activity is *A One-Room School* by Bobbie Kalman. This book focuses on explaining to readers what it was like to attend a one-room school. Through various subjects, students are introduced to the ways schools operated and the difficulties children faced when trying to receive an education.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

Schools Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit about school. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards

| No. | Description |
|---------------|---|
| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

Iowa Core Social Studies Standards

| No. | Description |
|-----------------|---|
| SS.1.7. | Investigate how social identities can influence students' own and others' thoughts and behaviors. |
| SS.1.8. | Identify students' own cultural practices and those of others within the community and around the world. |
| SS.1.9. | Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills) |
| SS.1.10. | Compare and contrast rules or laws within different communities and cultures. (21st century skills) |
| SS.1.21. | Compare life in the past to life today within different communities and cultural groups, including indigenous communities. |
| SS.1.23. | Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities. |

The First Step: How One Girl Put Segregation on Trial

Susan E. Goodman

Author

2016

Year of Publication

**Historical Nonfiction
(Storybook)**

Book Genre/Type

Book Description

This piece of historical non-fiction tells the story of a young African-American girl, Sarah Roberts, and the first lawsuit in the United States to desegregate schools. In 1847, Sarah attended the whites-only Otis School in Boston. One day, she was told she was no longer allowed to attend school because of her skin color. Sarah and her parents sought equal access to education and filed a lawsuit against the City of Boston. Although the Roberts family lost their case, they set a precedent for future African-American rights. (40 pages)

- [Listen to the digital recording of the book](#)

Why This Book

For centuries there have been girls and boys, like Sarah, who have not had equal access to education. Through this work, readers are introduced to what schools were like in the 19th century and parts of the 20th century. Readers also will learn about the unfair treatment of African-American people through the segregation of schools. In Iowa, two decades after Sarah's case went to court in Boston, a young African-American girl from Muscatine, also challenged school segregation. In 1868, Susan Clark and her father Alexander Clark witnessed the Iowa Supreme Court ban segregation in schools. Yet, desegregation would not be a national requirement until 1954, when the U.S. Supreme Court ruled in favor of desegregation in the landmark *Brown v. Board of Education* decision. By revisiting Sarah Robert's story, the author provides readers with a reminder of how far Iowa schools have come and just how much improvement is still to come to provide equitable access to education for all students. Goodman encourages all readers, "If you see something is wrong, speak up." The book concludes with a timeline of major events in desegregation, biographies of the main characters, a list of resources and a note from the author.

Text-Dependent Questions

- 1 The Otis School was only for white children. Why did Sarah's parents choose to send her there if they knew she was not allowed because of her skin color?
- 2 Sarah was forced to go to a different school further from her home. It didn't teach the same subjects as the whites-only schools and it only had one book. Why do all children, no matter the color of their skin, deserve equal access to education?
- 3 In this story, we see that Sarah's community wanted to change the education system by coming together. Even though Sarah lost her case, how did her story inspire others to act?
- 4 Over 100 years passed between Sarah's case and the desegregation of all schools in America. Why is it that change often takes so long to happen?

Freedom's School

Lesa Cline-Ransome

Author

2015

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

Finally, Lizzie and her younger brother Paul can attend school following the end of enslavement; however, it is not an easy journey. First, Lizzie and Paul have a long walk every day to and from school. Sometimes along the way, they encounter white boys and men who harass them by calling them names or throwing rocks at them. Once at school, they only have one teacher for all the children. The school room is very simple and they don't have many books. Nevertheless, Mizz Howard does her best to teach all the children. Then one day, the entire community is devastated when they discover the school has been set on fire. Yet, they are able to come together and rebuild the school for their children. (32 pages)

- [Listen to the digital recording of the book](#)

Why This Book

This book is a story of perseverance in the face of adversity. Specifically, readers are introduced to the many barriers formerly-enslaved people faced in their pursuit of an education. Although they were granted the ability to receive an education, this did not mean that they had access to an education. As the story reveals, many children had to travel long distances to attend school, and once there, the conditions were not ideal. In reflecting upon what school was like for formerly-enslaved children and adults, this story also serves as a reminder of the present disparities children face in access to education.

Text-Dependent Questions

- 1 How did Lizzie and Paul learn before they were allowed to go to school?
- 2 Although Lizzie and the other children were allowed to go to school, they still faced many struggles. What are some examples of the troubles they faced in trying to gain an education?
- 3 Sometimes students did not go to school because they had to help their parents work on the farms. How did this affect their education?
- 4 After the school was burned to the ground, Lizzie said, "halfway to freedom feels like no freedom at all." What does she mean?
- 5 Consider what school was like for Lizzie and her friends. How is Lizzie's school different from your school? How is it similar?

A One-Room School

Bobbie Kalman

Authors

1994

Year of Publication

Informational

Book Genre/Type

Book Description

The unique circumstances of one-room schools during the time of early settlement and expansion in the United States is brought to life in this book. Readers are presented with numerous facts about what it was like to attend school in the 1800's. Topics covered in this book include, school supplies, running the school and getting to school. (32 pages)

Why This Book

This book focuses on explaining to readers what it was like to attend a one-room school. Through various subjects, students are introduced to the ways schools operated and the difficulties children faced when trying to receive an education. Photos are incorporated on each page to help the readers visualize what schools used to look like. Captions with further information and reflective questions accompany the images. Each page discusses multiple topics designated by headings.

Text-Dependent Questions

- 1 Long ago, there was only one teacher per school. Today, how many teachers do you learn from each day?
- 2 Today, we still learn the three R's in school (reading, writing, and arithmetic/math), as described in the book. What other subjects do you learn in school that they did not teach in the past?
- 3 In one-room schools, the teacher and the students had to do all of the chores to keep the classroom clean. Today, teachers continue to help keep their classrooms clean. Who else has a job to help keep the school clean? *(Next time you see a custodian, make sure to thank them for their hard work.)*
- 4 Recess has always been an important part of school. It gives everyone a break and an opportunity to get outside and play. Do any of the games or toys these early settlers played with look similar to a game or toy you play with today?

School Days Then and Now

Bobbie Kalman

Author

2014

Year of Publication

Informational

Book Genre/Type

Book Description

Through this book, readers are presented with explanations of what schools used to be like decades earlier. They also are encouraged to compare that information to what they know schools are like today. (24 pages)

Why This Book

Each page focuses on one topic, such as one-room schools, school helpers and learning tools. The main topic is presented through an explanation of what schools used to be like long ago. Readers are provided a comparison of what schools are like today. Additionally, each page contains a question or two that help the reader reflect upon their school and consider how it might be different from schools in the past. Readers are able to imagine what schools used to be like by looking at the pictures on each page from then and now.

Text-Dependent Questions

- 1 Long ago, in one-room schools, students of all ages learned together. Today, why is it helpful to split students up by age and teach them separately?
- 2 Originally, only one teacher was assigned to an entire school. Try to think about all the different people that work at your school. What are some of the different things they do besides teach?
- 3 In one-room schools, students learned only a few subjects. What is your favorite subject to study? Would you have been able to study it long ago?
- 4 For a long time, blackboards were the main tool students and teachers used to write information on and practice their skills. How do all of the tools you have available to you today help to improve your education? Think about your access to technology, too. How does having access to a computer and/or the Internet affect your studies?

HISTORY MYSTERY

EDUCATOR MATERIALS

Schools: Comparing Long Ago, Today and Other Cultures



HISTORY MYSTERY

1ST GRADE

Goldie's
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Schools: Comparing Long Ago, Today and Other Cultures

Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme, school. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme

What's Included

This History Mystery Activity Features

- Photographs of objects
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. Some objects also include videos. All images and videos for History Mystery are available on the USB flash drive included in this kit and also in the [Google Drive folder](#).

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

Schools: Comparing Long Ago, Today and Other Cultures

1st Grade

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Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

| Type of Activity | Before Activity | During Activity |
|--|---|---|
| <p>Kit Connections</p> <p>Using the objects identified with Kit Connections</p> | <ul style="list-style-type: none"> Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the Read Iowa History lesson plan. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. If they have not already read it or had it read to them, please read aloud the background essay about school. | <ul style="list-style-type: none"> After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. Following this time, pose the questions connected to the object to your students. Remember to connect the objects to the kit topic and the lesson currently in progress. |

Schools: Comparing Long Ago, Today and Other Cultures

1st Grade

| Type of Activity | Before Activity | During Activity |
|---|--|---|
| <p>Group Work</p> <p>Standalone activity with students working together in small groups to investigate objects</p> | <ul style="list-style-type: none"> • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the background essay about school. | <ul style="list-style-type: none"> • It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object. |

Double Slate of Matthew Tinley



Description

This object is a double slate board that belonged to student Matthew Tinley. A slate is a thin piece of hard flat material that is used for writing. The date on its frame reads, "November 7, 1883." Tinley carved his initials "M.T." multiple places along the frame of the double slate.

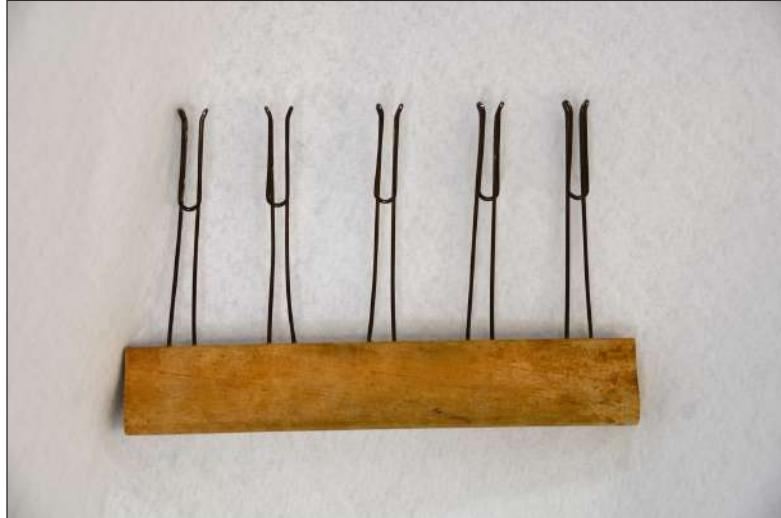
Object Significance

This slate was used by students such as Tinley to practice writing and arithmetic in classes and at home in the 19th century. Before the 20th century, much of Iowa's schools were one-room schoolhouses where there was one teacher who taught all ages. And this object provides insight into the resources available to classrooms, as well as how students were expected to perform.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 How did one-room schools limit the time a teacher could interact with students? How could a slate help to show that students were completing their class work?
- 3 How is this similar to school resources today? How is it different?

Chalk Holder



Description

This is a chalk holder, which was likely used for musical lessons drawn on a chalkboard. It has a wooden handle that narrows on the side with five wires coming out. These metal wires extend out of the handle and form a loop to hold pieces of chalk. This tool allowed teachers to draw up to five lines on the chalkboard at the same time. The overall holder is 8 by 5.125 inches.

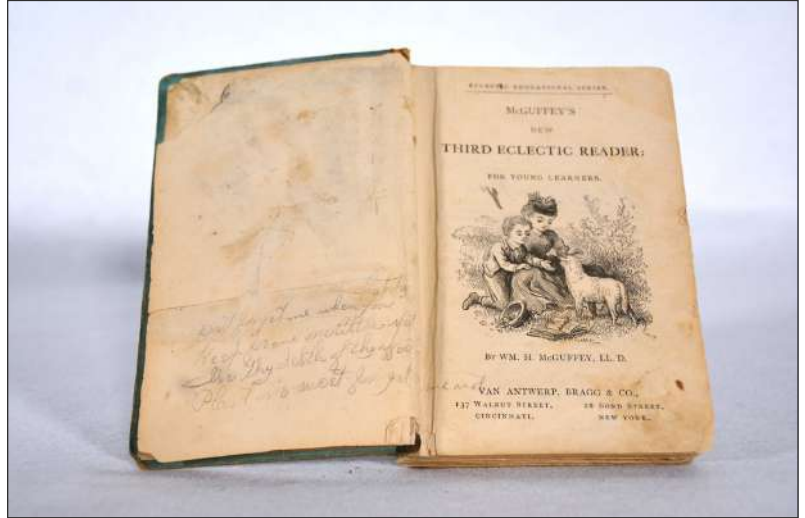
Object Significance

Prior to electronic boards or whiteboards, Iowa schools used chalkboards in classrooms. With a tool such as this one, teachers were able to draw up to five lines on the chalkboard at the same time which allowed for more time to teach their students.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think this was likely used for musical lessons rather than teaching other subjects?
- 3 Why would it be helpful for a teacher to use this tool on a chalkboard?
- 4 How is this similar to tools teachers use to give students instructions today? How is it different?

McGuffey Reader



Description

This object is a book used to teach English grammar. The book's title is *McGuffey's New Third Eclectic Reader* and was the third in a series of textbooks that were originally created and published by William McGuffey in 1836. This series's edition was copyrighted in 1865 and is 242 pages long. The book is 6.75 by 4.5 by .75 inches.

Object Significance

This object is part of a series that became the most-widely used textbooks in elementary schools from 1836 to 1960 in the United States. At least 120 million copies of the books were sold. Each *McGuffey Reader* was progressively more extensive and difficult than the last, with the third version including the definition of words. These books helped standardize the use of English in the U.S., as well as reflected cultural elements from the nation. The first editions of the first two *McGuffey Readers* were written personally by William McGuffey, and they also encouraged certain standards of morals and civics for children.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think *McGuffey Readers* were chosen by so many schools?
- 3 How is a progressively challenging series of textbooks such as this similar to today's textbooks? How is it different?

Lunch Box



Description

This object is a green lunchbox that Rosalie Bunge used in grade school from 1950 to 1958. The lunch box is made of metal with two latches on the front, a handle on the top, a dome-shaped, hinged lid and slots on each of its sides for a label card. The box came with a thermos container and cup. The thermos is blue with red stripes and the metal cup is not colored. The lunchbox is 7.5 by 9 by 4.5 inches. The thermos is 8.25 by 2.75 inches.

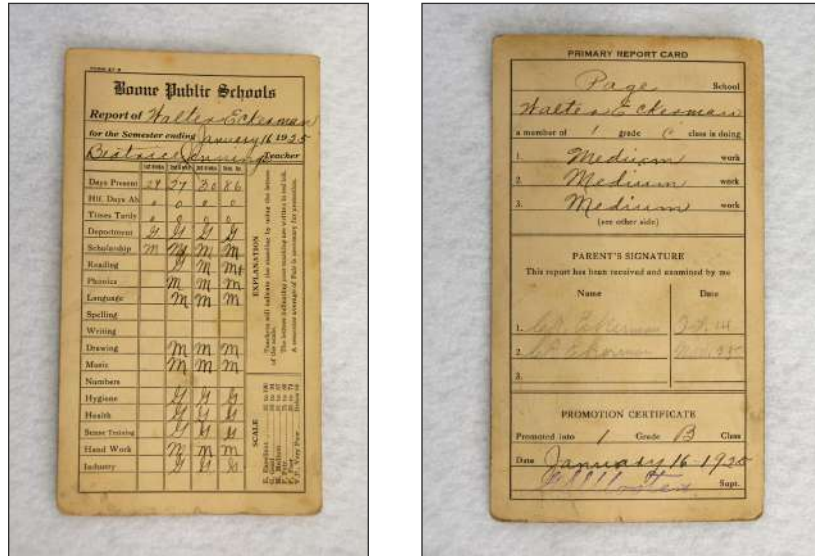
Object Significance

This object is an example of a lunchbox an elementary student used to bring a meal from home. For much of Iowa and the United States' history, students were expected to bring their own food to school if they wanted to eat. By the early 20th century, public attitude toward this expectation started to change. The National School Lunch Act of 1946 mandated that schools provide lunch to students. But often those who could would still bring meals their families made to eat rather than what the United States Department of Agriculture (USDA) provided through schools.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think schools started to provide lunches? How does having lunch impact your learning?
- 3 Do you or anyone you know bring meals from home? How are those containers similar to this set? How is it different?

Elementary School Report Card



Description

This is Walter Leland Eckerman's report from elementary school in 1925. The front has "Boone Public Schools" in bold font with details and a chart and legend in print. Eckerman's name was handwritten on the card as well as the semester and his teacher's name. His teacher hand wrote information pertaining to his attendance and grades. On the back are details listing Eckerman's performance, his parents' signatures and a statement of promotion to the next class level dated January 16, 1925.

Object Significance

By the early 20th century, school systems in Iowa began to grow beyond one-room schools, and, in turn, parts of those systems started to become more uniformly standardized. Many schools used different grading scales based around various combinations of letters, numbers and percentages to base the grades for students. While these scales could vary between schools, the use for each of them presented a more standardized evaluation of students in the school district compared to individualized ones from teachers.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Eckerman was born in 1919 in Fairview, Iowa, and moved around the state multiple times growing up. How would report cards such as this one help each new school he attended?
- 3 How is this report card's grades similar to those you receive? How is it different?

Teacher Certificate



Description

This is a teacher's certificate given to George Martin Brown of Ringgold County, Iowa, in 1868. On the top portion of the certificate is "Teacher's Certificate" in red font curved above the Seal of Iowa. This is flanked by "2nd" in the top left corner and "Grade" in the top right. The certificate's content, in a mixture of red and black font, states that Brown was certified to teach orthography (spelling), reading, writing, arithmetic, geography, English grammar and United States history at the second-grade level. The certificate includes the signature of the Ringgold County's superintendent for its public schools below the Seal of Iowa and in the bottom right corner. In the bottom left corner is a list of grades for each of the previously-stated subjects that Brown is qualified to teach.

Object Significance

This certificate is an example of Iowa's history in ensuring standards for those that studied to become a teacher. In order to be able to teach in Iowa schools, Brown himself first had to demonstrate his knowledge of various subjects and the ability to teach them in Iowa. Brown managed to earn his certificate and went on to teach in Ringgold County while having to re-certify every 12 months. This assurance of standards for teachers as far back as the mid-19th century emphasizes the importance of education in Iowa.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Look at the subjects Brown was certified to teach for second-grade students. How are these subjects similar to what you learn about? How are they different?
- 3 Today's teachers in Iowa are still required to be certified in order to teach. How might today's standards compare to those Brown had to meet?

Numa High School Girls' Basketball Uniform



Description

This basketball uniform was used by players of the Numa High School's girls basketball team around 1950. The shirt is white with red lettering, piping on the collar and cuffs on the sleeves along with two buttons on the neck. The red lettering displays "Numa, 55" on the front and "55" on the back. The shorts are white with red buttons and strip down the leg. The shirt is 23 by 22 inches and the shorts are 17 by 16 inches.

Object Significance

This object is an example of one of the after-school activities available to Numa High School students in the small town of Numa, Iowa, in Appanoose County. Before its closure in 1957, the Numa's girls basketball team went to the state tournament multiple times and won the title in 1941. After-school activities, such as sports, have long been offered in Iowa schools since the early 20th century; and, for many, an important part of school.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 In 1957, a newspaper writer from the nearby town of Moulton wrote that "Numa High School ... [was] never a large school but always a power on the basketball court, made quite a name for itself in state basketball circles." Why might some students at Numa High School have taken such an interest in basketball over other after-school activities? What makes you say that?
- 3 Do students still play basketball in school today? How are their uniforms compared to this one?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and [Google Drive folder](#).

Analyze an Object

| | | |
|----------|---|--|
| 1 | 1. What does it look like? Think about size, shape and color. | 4. Do you see any signs of wear? Does it mean anything about how the object was used? |
| | 2. What is the object made from? Is it one or more materials combined? | 5. What year or time period do you think it is from? Why do you think it was from that year? |
| | 3. Is there any writing or details? If yes, what does it tell you about the object? | 6. Who is the owner? Write a brief description of the owner. |
| 2 | 1. What does it look like? Think about size, shape and color. | 4. Do you see any signs of wear? Does it mean anything about how the object was used? |
| | 2. What is the object made from? Is it one or more materials combined? | 5. What year or time period do you think it is from? Why do you think it was from that year? |
| | 3. Is there any writing or details? If yes, what does it tell you about the object? | 6. Who is the owner? Write a brief description of the owner. |

Continued on next page.

Analyze History Mystery Objects

| | | |
|---|---|--|
| 3 | <p>1. What does it look like? Think about size, shape and color.</p> | <p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p> |
| | <p>2. What is the object made from? Is it one or more materials combined?</p> | <p>5. What year or time period do you think it is from? Why do you think it was from that year?</p> |
| | <p>3. Is there any writing or details? If yes, what does it tell you about the object?</p> | <p>6. Who is the owner? Write a brief description of the owner.</p> |
| 4 | <p>1. What does it look like? Think about size, shape and color.</p> | <p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p> |
| | <p>2. What is the object made from? Is it one or more materials combined?</p> | <p>5. What year or time period do you think it is from? Why do you think it was from that year?</p> |
| | <p>3. Is there any writing or details? If yes, what does it tell you about the object?</p> | <p>6. Who is the owner? Write a brief description of the owner.</p> |
| 5 | <p>1. What does it look like? Think about size, shape and color.</p> | <p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p> |
| | <p>2. What is the object made from? Is it one or more materials combined?</p> | <p>5. What year or time period do you think it is from? Why do you think it was from that year?</p> |
| | <p>3. Is there any writing or details? If yes, what does it tell you about the object?</p> | <p>6. Who is the owner? Write a brief description of the owner.</p> |

THINK LIKE ...

EDUCATOR MATERIALS

Schools: Comparing Long Ago, Today and Other Cultures



1ST GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

THINK LIKE ...

Schools: Comparing Long Ago, Today and Other Cultures

Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding about school from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Phebe W. Sudlow and Harriette Curley Bruce). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

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What’s Included

Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
 - Definition of card description (ex: the job of a geographer)
 - Questions to guide the connection between the card and the topic
 - Brief biography of a notable Iowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic, not just school. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about how schools have changed over time as an historian may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

Schools: Comparing Long Ago, Today and Other Cultures

1st Grade

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

| Type of Activity | Before Activity | During Activity |
|---|--|---|
| <p>Kit Connections</p> <p>Using the Think Like... cards with Kit Connections</p> | <ul style="list-style-type: none"> Choose which Kit Connection with a Think Like... card you would like to use. If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. If they have not already read it or had it read to them, please read aloud the background essay. | <ul style="list-style-type: none"> Provide students with a description of the profession they will think like, as well as the biography of the lowan who had the same career, if appropriate. Provide students with the Think Like... questions and display connected primary source image (if applicable). Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class |

| Type of Activity | Before Activity | During Activity |
|---|--|---|
| <p>Group Work</p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p> | <ul style="list-style-type: none"> Separate your students into groups. Assign each group a different Think Like... card from the kit. Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. If they have not already read it or had it read to them, please read aloud the background essay. | <ul style="list-style-type: none"> It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. Following their answers, open the discussion to the class for other ideas or answers regarding the questions. Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress. |

Think Like... Phebe W. Sudlow Card

Think Like Phebe W. Sudlow

- Phebe Sudlow began teaching when she was 15 years old. Today, a 15-year-old would be in high school. Discuss why policies have changed for teachers from long ago to today.
- Sudlow fought for equal pay in her positions with Davenport schools. Why do you think she advocated for equal pay?
- Sudlow had a lot of firsts for a woman in her career as an educator. Discuss the qualities that she needed to achieve these goals long ago. Are these same qualities needed today? Why or why not?



Phebe W. Sudlow (1831-1922)

Phebe Sudlow was born in New York and moved to Ohio at four. At 15, she began to teach at the same school that she attended as a student. She moved to rural Scott County, Iowa, when she was in her mid-20s and taught at a local school. She moved to Davenport and was promoted to assistant principal, and then principal of two schools. Sudlow was being paid less than her male colleagues. She argued before the school board for equal pay; she was granted it. In 1874, Sudlow became the first woman in U.S. history to be appointed superintendent of a public school district. She also became the first female president of the Iowa State Teachers Association and first female professor at the University of Iowa in Iowa City.

Think Like... Harriette Curley Bruce Card

Think Like Harriette Curley Bruce

- Harriette Curley broke the color barrier as a teacher within Des Moines Public Schools. What was her impact on the district?
- Why would a school district hire teachers based on their skills and not based on “color, creed or nationality?”
- After her retirement, Curley stated “I had no misgivings when I took the job ... I can honestly say that I have never had one unpleasant moment at Perkins.” What does this say about the Perkins Elementary School community after their initial protest?



Harriette Curley Bruce (1925-2001)

Harriette Curley graduated from East High School and Drake University in Des Moines, Iowa. In 1946, she was hired to teach kindergarten at Perkins Elementary in the Des Moines Public School (DMPS) district. Curley received a hostile welcome from some as the first Black woman to teach in the district. Several parents and community members went to school board meetings to protest Curley's hiring. But as DMPS Superintendent N.D. McCombs argued that “She topped the list of applicants by a wide margin.” More African-American women followed her footsteps at DMPS and her husband, E. Nevin Bruce, was hired as the first Black male full-time teacher.

Think Like... a Geographer Card

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



Ira Cook (1821-1902)

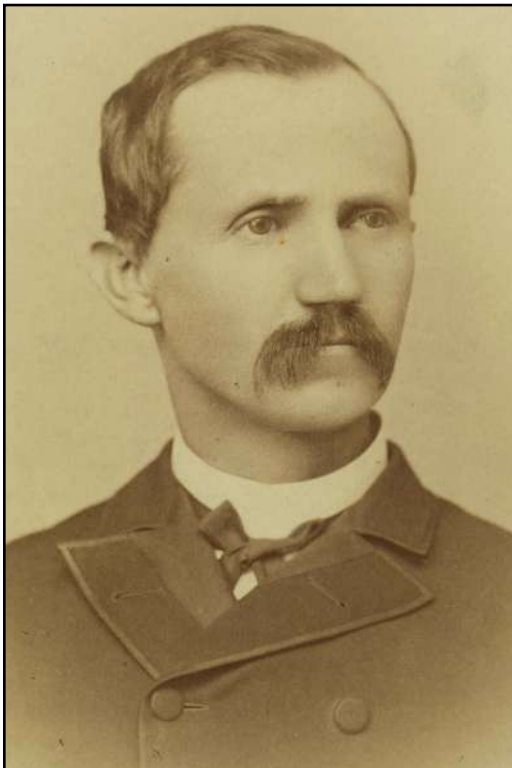
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



Voltaire Twombly (1842-1918)

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



Louise Noun (1908-2002)

Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



George Gallup (1901-1984)

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

Iowa Core Social Studies Standards Chart

SCHOOLS

| No. | Description | Read Iowa History | Read Aloud | History Mystery | Think Like... |
|----------|---|-------------------|------------|-----------------|---------------|
| SS.1.1. | Explain why a compelling question is important. | | | | |
| SS.1.2. | Generate supporting questions across the social studies disciplines related to compelling questions. | | | | |
| SS.1.3. | Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion. | | | | |
| SS.1.4. | Construct responses to compelling questions using examples. | | | | |
| SS.1.5. | Take group or individual action to help address local, regional, and/or global problems. | | | | |
| SS.1.6. | Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. | | | | |
| SS.1.7. | Investigate how social identities can influence students' own and others' thoughts and behaviors. | | X | | X |
| SS.1.8. | Identify students' own cultural practices and those of others within the community and around the world. | X | X | | |
| SS.1.9. | Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills) | | X | | |
| SS.1.10. | Compare and contrast rules or laws within different communities and cultures. (21st century skills) | | X | | |
| SS.1.11. | Compare the goods and services that people in the local community produce with those that are produced in other communities. | | | | |
| SS.1.12. | Explain why people in one country trade goods and services with people in other countries. | | | | |
| SS.1.13. | Explain why people have different jobs in the community. (21st century skills) | | | | X |
| SS.1.14. | Explain why something borrowed must be returned. (21st century skills) | | | | |
| SS.1.15. | Describe the role of financial institutions in the community in order to save and invest. (21st century skills) | | | | |
| SS.1.16. | Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics. | | | | |
| SS.1.17. | Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S. | | | | |
| SS.1.18. | Use a map to detail the journey of particular people, goods, or ideas as they move from place to place. | | | | |
| SS.1.19. | Compare how people in different types of communities use goods from local and distant places to meet their daily needs. | | | X | |
| SS.1.20. | Create a chronological sequence of multiple related events in the past and present using specific times. | X | | | |
| SS.1.21. | Compare life in the past to life today within different communities and cultural groups, including indigenous communities. | X | X | X | |
| SS.1.22. | Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it. | X | | | |
| SS.1.23. | Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities. | | X | | |

| No. | Description | Read Iowa History | Read Aloud | History Mystery | Think Like... |
|---------------|---|-------------------|------------|-----------------|---------------|
| RL.1.1 | Ask and answer questions about key details in a text. | | X | | |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | X | | |
| RL.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | X | | |
| RL.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | | | |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. | | X | | |
| RI.1.1 | Ask and answer questions about key details in a text. | X | X | | |
| RI.1.2 | Identify the main topic and retell key details of a text. | X | X | | |
| RI.1.3 | Describe characters, settings, and major events in a story, using key details. | X | | | |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. | | X | | |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | X | | |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | X | X | | |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | X | | | |

**Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.*

Goldie's History Kit - Schools: Comparing Long Ago, Today and Other Cultures Manual

Book 1: *The First Step: How One Girl Put Segregation on Trial* by Susan E. Goodman

Book 2: *Freedom's School* by Lesa Cline-Ransome

Book 3: *A One-Room School* by Bobbie Kalman

Book 4: *School Days Then and Now* by Bobbie Kalman

History Mystery Object Photos

- Double Slate of Matthew Tinley
- Chalk Holder
- McGuffey Reader
- Lunch Box
- Elementary School Report Card
- Teacher Certificate
- Numa High School Girls' Basketball Uniform

7 Think Like... Cards

- Phebe W. Sudlow
- Harriette Curley Bruce
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of and Manual

Goldie's History Kit Container