

# Goldie's HISTORY KITS



## Rules and Responsibilities

TEACHER MANUAL

STATE HISTORICAL  
SOCIETY OF IOWA  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY  
OF CONGRESS  
TEACHING  
WITH PRIMARY  
SOURCES

# Table of Contents

## Goldie's History Kit

<b>Introduction and Instructions</b> .....	3
<b>Read Iowa History</b> .....	5
• Introduction to Read Iowa History .....	6
• Compelling and Supporting Questions .....	8
• Standards and Objectives .....	9
• Background Essay .....	10
<b>Pre-Lesson Activity 1: Creating and Following a Rule</b> .....	11
• Rules and Responsibilities Booklet .....	12
<b>Pre-Lesson Activity 2: Blaming Statements vs. Responsible Statements</b> .....	14
<b>Pre-Lesson Activity 3: Accepting Responsibility, Responding to Unkind Words</b> .....	15
<b>Part 1: Images of Responsibility</b> .....	16
• Image, Girls Working Together at School .....	18
• Image, Woman Walking Across Crosswalk in Harlem, New York .....	19
• Image, Children Playing Soccer in Washington, D.C. ....	20
• Image, Boy Raking Leaves on a Front Lawn in Bradford, Vermont .....	21
• Anchor Chart, A Responsible Person .....	22
<b>Part 2: "Compost Pile" (2014) and "Open Trash Cans" (1943) Photos</b> .....	23
• Image, Open Trash Cans Along a New York City Street .....	25
• Image, Compost Pile .....	26
• Worksheet, I See, I Think, I Wonder .....	27
<b>Lesson Summative Assessment</b> .....	28
• Image, WPA Workers Serve Lunches in Mason City, Iowa .....	29
• Image, Kids Play the Parachute Game at Friday Fest in Des Moines, Iowa .....	30
<b>Vocabulary Cards</b> .....	31
<b>Additional Resources</b> .....	33
<b>Read Aloud Activity</b> .....	35
• <b>Book:</b> <i>Officer Buckle and Gloria</i> .....	40
• <b>Book:</b> <i>I Can Pick Up Litter</i> .....	41
• <b>Book:</b> <i>Green Green: A Community Gardening Story</i> .....	42
• <b>Book:</b> <i>I Pledge Allegiance</i> .....	43
<b>History Mystery Activity</b> .....	44
• History Mystery Instructions .....	45
• History Mystery Objects .....	48
• History Mystery Worksheet .....	55
<b>Think Like... Activity</b> .....	57
• Think Like... Instructions .....	58
• Think Like... Cards .....	60
<b>Charts: Iowa Core Standards for Social Studies &amp; Literacy</b> .....	67
<b>Rules and Responsibilities Kit Inventory</b> .....	69

# 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 rules and responsibilities. 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 rules and responsibilities. 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 rules and responsibilities 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



## Rules and Responsibilities

LESSON PLAN FOR SUPPORTING QUESTION

**What does it mean to be a responsible citizen?**

**KINDERGARTEN**

**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, "Boy raking up leaves on front lawn, Bradford, Vermont," October 1939*

# Rules and Responsibilities

## Kindergarten

### Overview

Students will explore what it means to be responsible in a variety of settings. These lessons will focus on how to be responsible at home, in school, in the community and in the world. Students also will work together to establish classroom/school rules and determine how to be a responsible citizen to improve their community.



### Unit Compelling Question

Why do rules matter to our lives?



### Unit Supporting Question

What does it mean to be a responsible citizen?

### Table of Contents

<b>Compelling and Supporting Questions</b> .....	8
<b>Standards and Objectives</b> .....	9
<b>Background Essay</b> .....	10
<b>Pre-Lesson Activity 1: Creating and Following a Rule</b> .....	11
• Rules and Responsibilities Booklet .....	12
<b>Pre-Lesson Activity 2: Blaming Statements vs. Responsible Statements</b> .....	14
<b>Pre-Lesson Activity 3: Accepting Responsibility, Responding to Unkind Words</b> .....	15
<b>Part 1: Images of Responsibility</b> .....	16
• Image, Girls Working Together at School .....	18
• Image, Woman Walking Across Crosswalk in Harlem, New York .....	19
• Image, Children Playing Soccer in Washington, D.C. ....	20
• Image, Boy Raking Leaves on a Front Lawn in Bradford, Vermont .....	21
• Anchor Chart, A Responsible Person .....	22
<b>Part 2: “Compost Pile” (2014) and “Open Trash Cans” (1943) Photos</b> .....	23
• Image, Open Trash Cans Along a New York City Street .....	25
• Image, Compost Pile .....	26
• Worksheet, I See, I Think, I Wonder .....	27
<b>Lesson Summative Assessment</b> .....	28
• Image, WPA Workers Serve Lunches in Mason City, Iowa .....	29
• Image, Kids Play the Parachute Game at Friday Fest in Des Moines, Iowa .....	30
<b>Vocabulary Cards</b> .....	31
<b>Additional Resources</b> .....	33

## Kindergarten

### 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.

**Why do rules matter to our lives?**



#### 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 does it mean to be a responsible citizen?**

2) What does it mean to be a respectful citizen?

3) How are rules and laws different in Iowa from other places?



#### Read Iowa History: Rules and Responsibilities

This Read Iowa History lesson addresses “Why do rules matter to our lives?” and “What does it mean to be a responsible citizen?” and includes lesson plans, worksheets, suggested assessments and other tools.

# Standards and Objectives

## Iowa Core Social Studies Standards

No.	Standard
<b>SS.K.8.</b>	Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)

## Iowa Core Literacy Standards

No.	Standard
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<b>W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.

## Objectives

- I can identify rules that keep me safe.
- I can explain and apply how to be responsible.
- I can identify and apply ways to help the environment.
- I can collaborate and explain my thinking to others.
- I can ask and answer questions.
- I can have meaningful conversations.

## Background Essay

**Utilize this background essay, in whole or in parts, with students to provide further context and understanding about rules and responsibilities. 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.**

**Rules** are patterns of behavior that a group agrees to enforce in some manner, with anything from disapproval to severe penalties. When those **rules** are adopted by government, they become laws that can be enforced with penalties of fines or even jail time. **Rules** and laws provide us with the ability to plan what we will do and how others will behave in response. Traffic laws are a good example. Driving on the right side of the road, obeying speed limits, requiring drivers licenses all make the highways safer. Not everyone will obey the laws all the time, but in most cases, drivers know what is expected of them and what they can expect from an oncoming vehicle.

A **responsible** citizen knows and understands what the laws are and obeys them. They may not always agree with them, but for the most part, agrees to follow what the established regulations are. However, civic responsibility goes beyond legal requirements. Responsible citizens look for ways to make their communities better places to live. They support their families and their communities. They volunteer for community projects and clean up their **environment**.

While responsibility involves personal behavior, respect relates to the way we treat others. Respectful citizens allow others to express their opinions and tries to understand why they hold them. Respectful citizens acknowledge others contributions to the community. Sometimes respect means just leaving others alone. It acknowledges others' rights to live their own life in their own way when it is not harming anyone else.

In the United States, the authority to write laws is divided among different levels of government. Congress writes laws that apply to the entire nation that are essential to maintaining peace and order as citizens travel and do business around the country. The state and local governments write laws about matters closer to home. Many state laws are similar across the nation but they are enforced in state and local courts. Education is a good example of state authority. The state legislature establishes the system of Iowa public schools, writes **rules** on what they teach and how they are governed and authorizes taxes to support them.

### Vocabulary Words

- Responsible
- Rules
- Environment

# Creating and Following a Rule



## Unit Compelling Question

Why do rules matter to our lives?



## Unit Supporting Question

What does it mean to be a responsible citizen?

### Overview

This pre-lesson activity will provide students with background information and tools they can use to help them analyze primary sources in later parts of this unit. In this activity, you will have students identify what a rule is and why they are important. Then, as a class, they will create rules that will apply to the entire classroom. You will explain to students about why rules are important to set guidelines for your classroom, school and community. Rules are ultimately meant to help keep everyone safe.

## Instructions

- 1 Explain to students that in social studies, they will be learning how to ask and answer questions about actions they take and why they are taken. This is related to this Read Iowa History's compelling question, "Why do rules matter to our lives?"
- 2 Introduce the definition for the word "Rule." Refer to the definition in the [background essay](#) and the [vocabulary card](#).



**Goldie's History Kit Connection:** To help students with the context of rules, refer to the [Officer Buckle and Gloria](#) book and the [Speed Limit sign](#) to help establish that rules are a part of everyday life.

- 3 Students will brainstorm rules they can think of as a class. You will make a T-chart of rules for home and rules for school. Discuss with students how rules at home may not be the same for everyone and why.
- 4 As a class, have students determine classroom/school rules together and post them for reference in the classroom.



**Goldie's History Kit Connection:** Refer to the [I Pledge Allegiance](#) book to discuss how the pledge is said in the classroom and applies to school rules.

- 5 **Formative Assessment:** Each student can have a [Rules and Responsibilities booklet](#) to fill out throughout the course of these lessons. Using the booklet, students will each draw a picture(s) of school rules. Ask students to explain why it is an important rule verbally or on a digital platform.

## Materials

- [Vocabulary card for "Rule"](#)
- Chart paper
- [Rules and Responsibilities booklet](#)
- **Suggested Book:** *Who Makes the Rules?* by Gail Hennessey

This is a condensed version of the Rules and Responsibilities booklet for students to use during this Read Iowa History unit. This layout of the booklet is for you, the educator, to utilize. A full-size, printable version of this booklet for students is available in the Student Materials PDF.

1

## Rules and Responsibilities

by

---

2

## My Classroom Rules

Draw a picture of a classroom rule(s).

3

## How can people be responsible?



How could these people be more responsible?

---



---



---

4

## Scenarios

Joe forgot to bring his library book back on time. What should Joe say?	The teacher noticed Jamie was coloring when (s)he instead of picking up. The teacher asked Jamie again to pick up. What should Jamie say?	Johnny started yelling at his friend, "You took the ball from me at PE." What should Johnny say?
Joe needed a pencil so he took Jamie's. When Jamie asked him about it, he... What should Joe say?	Jamie and Joe were playing at recess. The bell rang and Joe ran to line up, but Jamie continued to play. What should Jamie do?	Johnny ask Jamie to stop, Jamie didn't listen. What should Johnny say or do?

5

## Blaming vs. Responsible Statements

It's her fault that I'm late...  
I'm sorry I'm late. What did I miss?

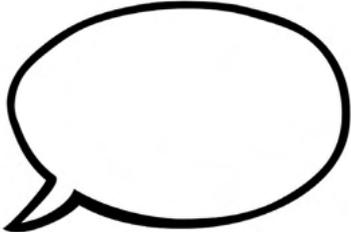
He made me miss the ball...  
We bumped into each other. I'll get it next time.

You didn't tell me what to do...  
I wasn't listening. Could you tell me again?

She didn't clean up...  
We haven't cleaned up yet. We will do it now.

6

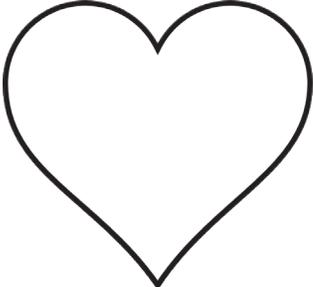
## Speech Bubble



This is a condensed version of the Rules and Responsibilities booklet for students to use through these Read Iowa History unit. This layout of the booklet is for you, the educator, to utilize. A full-size, printable version of this booklet for students is available in the Student Materials PDF.

7

**Kind words  
make a happy heart.**



8

**This is how I can help my  
environment:**

---

---

---

9

**Things I am  
Responsible for:**

---

---

---

# Blaming Statements vs. Responsible Statements



## Unit Compelling Question

Why do rules matter to our lives?



## Unit Supporting Question

What does it mean to be a responsible citizen?

### Overview

The target of this activity is for students to take ownership for their actions. You will use a “Blaming vs. Responsible Statements” worksheet to help students understand how to respond with a responsible statement rather than a blaming statement in regard to their choices and actions.

## Instructions

- 1 Remind students that as a class, you have been talking about what it means to be respectful and responsible. Tell them part of being respectful is accepting responsibility for your own actions.



**Goldie's History Kit Connection:** When talking about responsibility refer to the Boy and Girl Scout items ([sash](#), [vest](#) and [poster](#)). Discuss the objects and questions to further explore responsibility.

- 2 You will use the [“Blaming vs. Responsible Statements” worksheet in the Rules and Responsibilities booklet](#) to discuss the difference between blaming statements and responsible statements with students.
- 3 Read a statement to students. Ask them to determine how to respond.
  - It's her fault that I'm late... I'm sorry I'm late. What did I miss?
  - He made me miss the ball... We bumped into each other. I'll get it next time.
  - You didn't tell me what to do... I wasn't listening. Could you tell me again?
  - She didn't clean up... We haven't cleaned up yet. We will do it now.



**Goldie's History Kit Connection:** To continue talking about responsibility, refer to the [4-H Citizenship Pin](#) and the [Think Like... Jessie Field Shambaugh card](#). Discuss the questions to learn how 4-H encourages responsibility for all members.

- 4 **Formative Assessment:** Model to students how to complete a speech bubble using the scenario(s) available in the booklet. Choose a scenario for students to complete on their own in their booklet.
- 5 **Optional Step:** This is an additional direction to introduce students about ways to “take action” to be responsible. Tell students you will be watching for them take action by using the responsible statements any time they are at school. Point out times when you see students doing it so you can reinforce the behavior.

## Materials

- [Rules and Responsibilities booklet: “Blaming vs. Responsible Statement” worksheet; scenarios; speech bubble](#)
- **Suggested Book:** *But It's Not My Fault* by Julia Cook

# Accepting Responsibility, Responding to Unkind Words



## Unit Compelling Question

Why do rules matter to our lives?



## Unit Supporting Question

What does it mean to be a responsible citizen?

### Overview

Students will review what it means to accept responsibility for their actions. They will also practice how to handle situations when someone else is not responsible with their actions.

## Instructions

- 1 Review with students what it means to act responsibly and how to respond with responsible statements.
- 2 Have a [paper heart](#) (red, or whatever color works) ready to use. On the heart, please write: "Before you speak, think and be smart. It is hard to fix a wrinkled heart."
- 3 Have your class sit in a circle. You will crumple up the paper heart while explaining that this is how someone's heart feels when someone says unkind things.
- 4 Now, uncrumple the heart, and pass it around so each student can try to rub the wrinkles out. When the heart makes it back around the circle to you, hold it up and explain how words can hurt. Tell students to look at the heart, and even though they all tried, they could not get all the wrinkles out. Explain to students that the same thing happens with people. When unkind words are spoken, they cannot be taken back or erased. Like the wrinkles, the hurt doesn't go away.
- 5 Hang the heart up in the classroom as a reminder of using kind words.
- 6 **Formative Assessment:** Students write a kind word/sentence in the center of their [heart in their Rules and Responsibilities booklet](#).

### Materials

- [Paper heart](#)
- [Rules and Responsibilities booklet](#)
- **Suggested Book:** *Peace Week in Miss Fox's Class* by Eileen Spinelli

# Images of Responsibility



## Unit Compelling Question

Why do rules matter to our lives?



## Unit Supporting Question

What does it mean to be a responsible citizen?

### Overview

Students will learn to identify responsibility. When students are responsible, they make choices and take an active role in their learning. In a larger context, showing students ways people responsibly participate and take an active role in their community and world encourages them to be good citizens.

### Source Background

**Source 1:** This image shows two young girls working on school work together. Respect is a way of treating or thinking about something or someone.

**Source 2:** This image shows people crossing the street at this crosswalk in Harlem, New York. The photo features a woman in a bright red coat with matching hat walking across the street in 2008.

**Source 3:** This image shows girls playing soccer in October 1943. Participating on a team - like these girls are - requires teamwork, working together and playing by the rules.

**Source 4:** This image shows a boy raking leaves in a front lawn in Vermont. There are two other boys helping him by putting the leaves in a box.

### Instructions

- 1 Introduce the **definition** for the word “Responsible.” You want students to understand that they are supposed to do the things they are expected to do and to accept the consequences (results) of their actions.
- 2 Students are going to explore what being responsible looks like through different photographs. Have the **primary source images** for this lesson available to display. Show each image one at a time and ask students what it means to be responsible in each image at school and in their community.
- 3 Add other images that reflect your classroom and what they will need to be responsible for as students. Examples include checking out and reading library books, how to line up, picking up toys, classroom jobs, recycling paper or other items, following rules of a game and listening to the you, their teacher.

### Materials

- [Vocabulary card for “Responsible”](#)
- Four primary sources images
- [“Classroom Rules” video](#)
- [Rules and Responsibility booklet](#)
- [“A Responsible Person...” Anchor Chart](#)

*Instructions continued on next page*

# Images of Responsibility

## Instructions continued

- 4 Next, have students watch this [“Classroom Rules” video](#). The video shares ways that students can be responsible at school. Follow up the video by asking students the question below.
  - In what ways were the kids responsible in the video?  
*Examples include: doing chores, taking care of a pet, trying your best, do things without being told, get up on time for school, brush teeth, comb hair, complete homework*
- 5 Create an [anchor chart](#) to complete this prompt: A responsible person... Write this sentence prompt in the center of the chart and have students share ideas to be recorded around it. You can add to this chart through the supporting question lessons (does what they say they will, does what they are told, follows directions, is kind to others and property, makes good decisions, tries their best, does not make excuses).



**Goldie's History Kit Connection:** To show that Iowa students have shown responsibility in response to issues across the world, refer to [Go Hawk Happy Tribe Medallion and Photographs](#), as well as the [Think Like... Emilie Blackmore Stapp card](#). Discuss the objects and questions to think about how students can make an impact.

- 6 **Formative Assessment:** Have students view the images again and share either written or verbally their answers to this question: What could these people do to be more responsible? Have them refer to the [Rules and Responsibilities booklet](#), and have students draw five things that they are responsible for in their life.



Courtesy of Pixabay, 12 December 2015

## Woman Walking Across Crosswalk in Harlem, New York, 2008

PART 1



Courtesy of Library of Congress, Vergara, Camilo J., "Frederick Douglass at W. 125th St., Harlem," 2008

OWI-38614 E



Courtesy of Library of Congress, Buley, Esther, "Washington, D.C. Playing soccer in a physical education class at Woodrow Wilson High School," October 1943

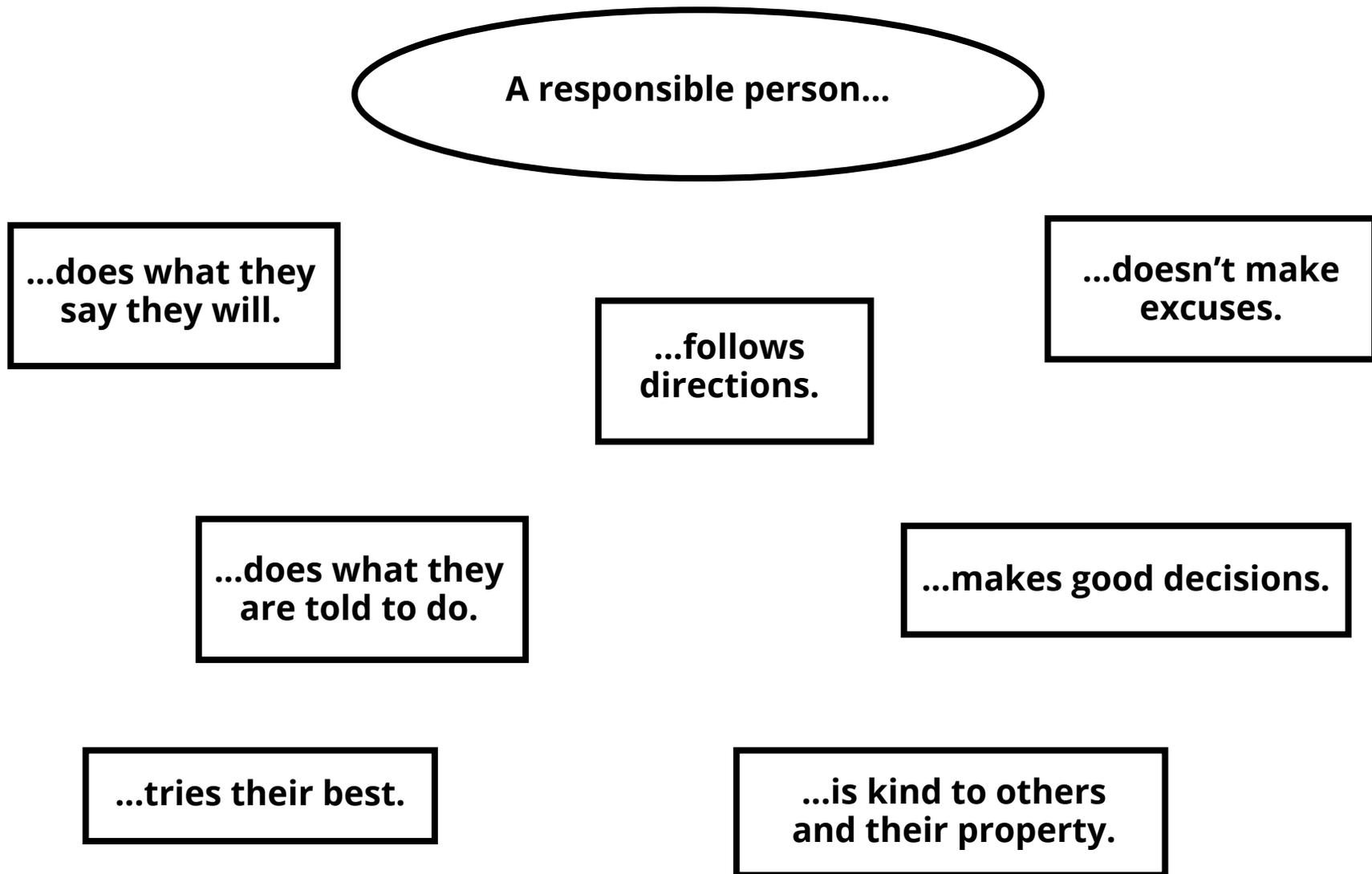


Courtesy of Library of Congress, Lee, Russell, "Boy raking up leaves on front lawn, Bradford, Vermont," October 1939

## A Responsible Person... Anchor Chart

PART 1

These are examples to use with the anchor chart in Part 1 to help students describe acts performed by "a responsible person." You, the educator, can write on this sheet, cut out the possible answers or use it as you see fit.



# "Compost Pile" and "Open Trash Cans"



## Unit Compelling Question

Why do rules matter to our lives?



## Unit Supporting Question

What does it mean to be a responsible citizen?

### Overview

Using primary sources, students will learn about how being a responsible citizen also includes taking care of the environment. Students will determine ways to help protect and conserve the environment in a way applicable to kindergartners.

### Source Background

**Source 1:** This image shows open trash cans along a street in New York City in April 1943. Picking up litter is part of being a good citizen. If you are walking through a street and you see a bag floating through the air, pick it up and fill it with other trash you find. If you see a full bottle of water on the side of the road, make sure you have gloves on unless the bottle is empty, then pick it up then put it in recycling.

**Source 2:** This image shows a large compost pile in 2014. Responsible citizens make composting areas. Composting is a process to create clean, rich soil that will grow just about anything. Composting helps reduce garbage in the landfill and makes rich soil for planting.

### Instructions

- 1 Explain to students another responsibility is to take care of the environment.



**Goldie's History Kit Connection:** To introduce the ideas of showing responsibility for the environment refer to the [Green Green](#) or [I Can Pick Up Litter](#) books. Discuss the questions to further the conversation.

While reading the book(s), refer to the [Recycling Button featuring American Gothic](#) and discuss the questions.

- 2 Display the two primary sources for students. Read them the background information about the sources.
- 3 You will use the ["I See, I Think, I Wonder" worksheet](#) to record student thinking about the images. You also can use their questions to help you determine what possible books or websites to use in later lessons.

*Instructions continued on next page*

### Materials

- ["Compost Pile, August 6, 2014" image](#)
- ["Open Trash Cans Along a New York City Street, April 1943" image](#)
- ["I See, I think, I Wonder" worksheet](#)
- [Rules and Responsibilities booklet](#)
- **Suggested Book:** *Saving the Environment* by Vic Parker  
\*More suggested books are available in [Additional Resources](#)

## “Compost Pile” and “Open Trash Cans”

### Instructions continued

- 4 After students have generated questions, brainstorm ways they can help the environment. Some examples include: turning off the lights when not using a room, recycling, turning off the water when brushing teeth, using both sides of paper, taking shorter showers, creating a compost pile, turning off electronics when not using them, carpooling, using less items made of plastic, etc.
- 5 **Formative Assessment:** Have students draw a picture to explain how they will help the environment in their [Rules and Responsibilities booklet](#).

Open Trash Cans Along a New York City Street,  
April 1943

PART 2



Courtesy of Library of Congress, Parks, Gordon, "New York, New York. Street scene showing open trash cans along the curb," April 1943



*Courtesy of Pixabay, Zimmer, Manfred A., 6 August 2014*

# I See, I Think, I Wonder

This is an example “I See, I Think, I Wonder” worksheet that corresponds with the instructions to analyze the primary source for Part 2. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s Student Materials PDF.

<b>I See</b>  What do you see in the images?	<b>I Think</b>  What are you thinking?	<b>I Wonder</b>  What questions do you have?

# Lesson Summative Assessment



## Unit Compelling Question

Why do rules matter to our lives?



## Unit Supporting Question

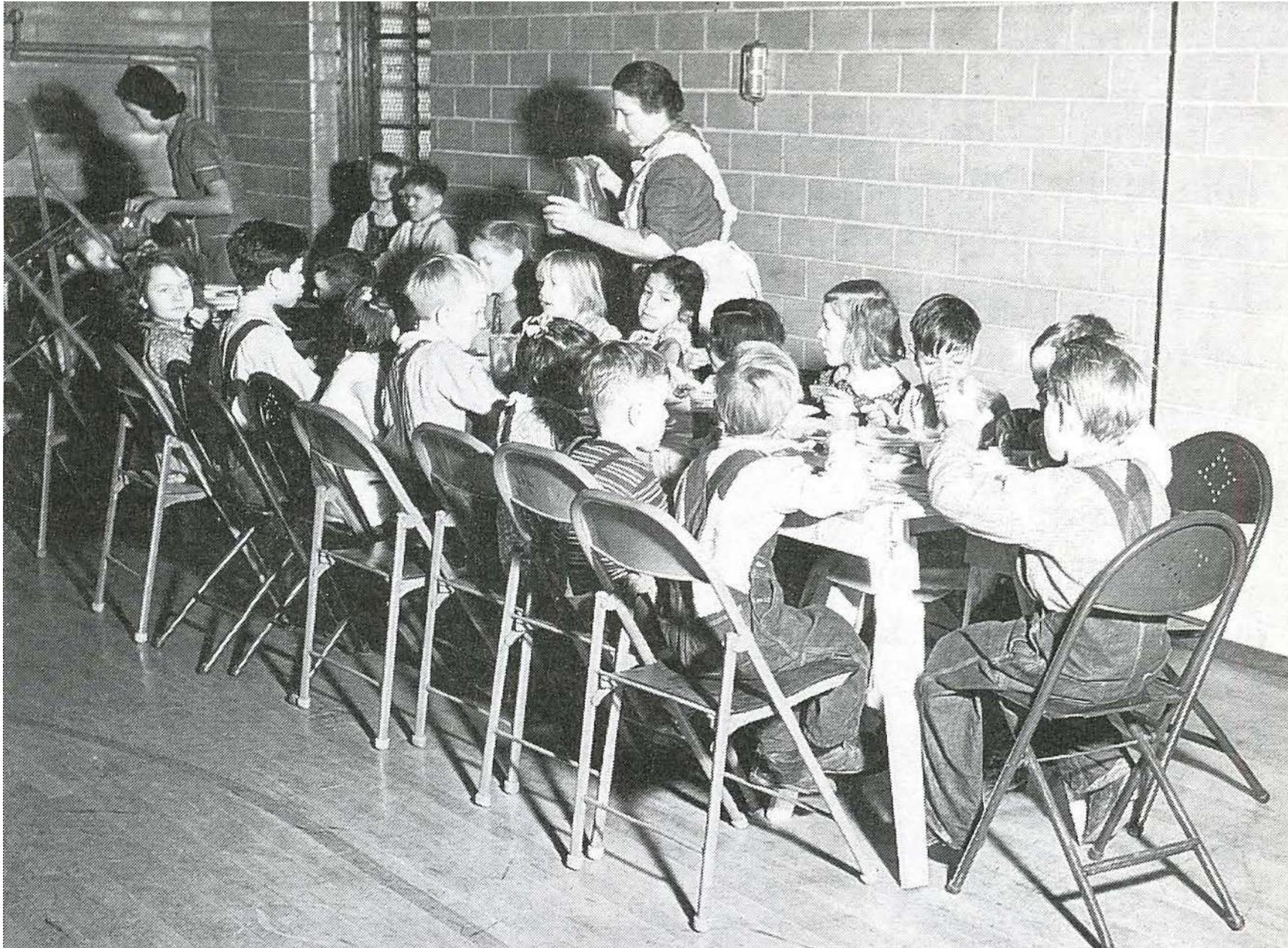
What does it mean to be a responsible citizen?

### Assessment Instructions

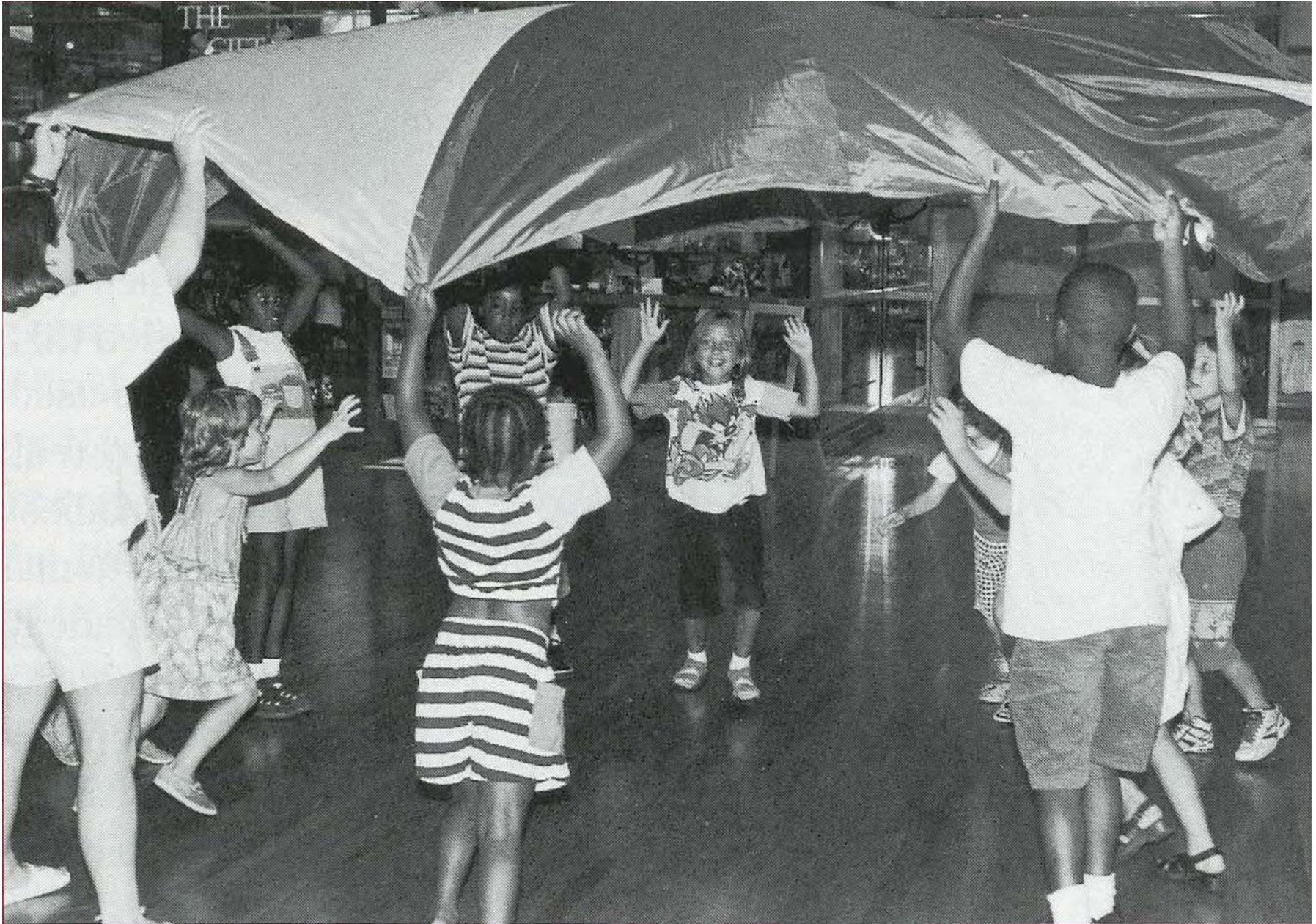
- 1 Remind students that they have been learning about being responsible. Display both images ([WPA Workers Serve Lunches in Mason City, Iowa](#) & [Kids Play the Parachute Game at Friday Fest in Des Moines, Iowa](#)) for the lesson summative assessment. Have students choose an image to analyze.
- 2 Ask students the following questions about the image they choose:
  - How is someone being responsible or could be responsible in the image?
  - What would they do to be responsible?
  - What are they doing?
  - What might they say?

### Assessment Scoring Options

<b>Proficient</b>	Explains three things the kids in the image are responsible for, and explains their thinking to the teacher verbally or on a digital platform.
<b>Developing</b>	Some ideas and understanding, but unable to give three examples of how the kids in the image are/or could be responsible.
<b>Beginning</b>	Unable to give or contribute any ideas of how the kids in the image are/or could be responsible.



Courtesy of State Historical Society of Iowa, *The Goldfinch: Making a Living*, Vol. 17, No. 4, pp. 22, 1996



Courtesy of State Historical Society of Iowa, *The Goldfinch: Toys and Games*, Vol. 19, No. 2, pp. 23, 1997



**Responsible**



**Rules**



**Environment**



## Responsible

To be responsible is to do things that one is expected to do or accept the consequences (results) of their actions. A responsibility is a duty someone has to do. For example, it might be someone's responsibility to feed the dog or wash the dishes.

## Environment

All the physical surroundings on Earth are called the environment. The environment includes everything living (people, animals, plants) and everything nonliving.

## Rules

A rule is something a person must follow to be safe. It is a statement that tells a person what is or is not allowed in a particular game, situation, etc.

## Additional Resources for Educators

### [Rules and Responsibilities Primary Source Set](#)

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

### [ReadWorks.org: Community Life](#)

This digital set provides audio, photos, text and more to help students look at ways to be a good citizen.

### [“Reduce, Reuse, Recycle” - EPA](#)

This helpful webpage from the Environmental Protection Agency provides resources for educators to teach students about how reducing, reusing and recycling can help them, their community and the environment by saving money, energy and natural resources.

### ***Who Makes the Rules?* by Gail Hennessey**

This storybook focuses on who determines the rules for various places, from the classroom to the entire country. It includes vivid images in conjunction with easy-to-read text, and readers are encouraged to recognize and follow rules that impact their own lives.

### ***Saving the Environment* by Vic Parker**

This book features the stories of young people from around the world who have used their talents and skills to help save the environment in their local communities and in the wider world.

### ***Be Careful and Stay Safe* by Cheri Meiners**

This book teaches children how to avoid potentially dangerous situations, ask for help, follow directions, use things carefully and plan ahead. It includes questions, activities and safety games that reinforce the ideas being taught.

### ***That Rule Doesn't Apply to Me* by Julia Cook**

Julia Cook's third book in the Responsible Me! series focuses on Noodle and describes the variety of rules he deals with daily. His mom helps him visualize the consequences of no rules at all and Noodle begins to understand that rules help create a safe environment for everyone.

### ***I Just Want to Do It My Way* by Julia Cook**

RJ's way of doing things isn't working out for him, especially in math class. His teacher is upset because so many of his assignments are missing or incomplete. RJ blames Norma the booger picker and Rodney the alphabet burper for distracting him during class.

### ***What If Everyone Did That?* By Ellen Javernick**

Using humorous illustrations rendered in mixed media, questions about responsibility are answered in a child-friendly way and show the consequences of thoughtless behavior.

### ***But It's Not My Fault* by Julia Cook**

This can be a helpful storybook when speaking with students about blaming versus responsible statements. Follow Noodle on his journey as he learns not to blame others or try to find fault; but instead practices accepting responsibility.

### ***Peace Week in Miss Fox's Class* by Eileen Spinelli Peace**

It's Peace Week, and the rules are simple: don't say mean things, and help others! This book follows Miss Fox's class as they try to keep the peace. A possible follow-up discussion could focus on the question: What could you do instead of reacting to unkind statements?

## Additional Resources for Educators

### ***Compost Stew: An A to Z Recipe for the Earth* by Mary Siddals**

This illustrated book is perfect for an Earth Day focus or year-round reference. This inviting book provides all the answers for kids and families looking for simple, child-friendly ways to help the planet.

### ***Wiggling Worms at Work* by Wendy Pfeffer**

Read and find out about the wonders of worms. This Stage 2 LRFO lets readers know about all the important ways worms work to help the environment — and people.

### ***Where Do Garbage Trucks Go?: And Other Questions About Trash and Recycling* by Ben Richmond**

What is a landfill? What makes some garbage dangerous? Why it is good to recycle — and can we recycle water? Kids see the garbage truck all the time, but this entertaining and educational book will tell them what it does and where it goes, along with other facts about the trash we create and how it affects the environment.

### ***Luna and Me: The True Story of a Girl Who Lived in a Tree to Save a Forest* by Jenny Sue Kostecki**

This is the story of Julia Butterfly Hill and Luna, the redwood tree she lived in for two years, never once coming down.

### ***The Tree: An Environmental Fable* by Neal Layton**

For the rabbits, birds, and squirrels, the big tree is home. But then come two new arrivals with wonderful plans, all ready to create their dream house. With empathy and imagination, Neal Layton offers a hopeful outlook in this fable about the harmony of the natural world.

**READ ALOUD**

READ ALOUD

EDUCATOR MATERIALS

# Rules and Responsibilities



**KINDERGARTEN**

**Goldie's**   
**HISTORY KITS**

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

# Rules and Responsibilities

## Introduction

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

## What’s Included

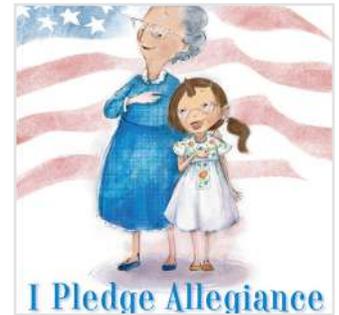
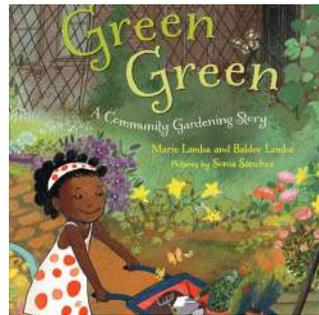
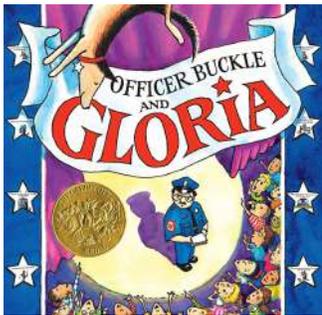
### Each Read Aloud Activity Features

- 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, rules and responsibilities, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Officer Buckle and Gloria* by Peggy Rathmann
- *I Can Pick Up Litter* by Mari Schuh
- *Green Green: A Community Gardening Story* by Marie Lamba and Baldev Lamba
- *I Pledge Allegiance* by Pat Mora and Libby Martinez



## 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.

# Rules and Responsibilities

## Kindergarten

### Read Aloud Table of Contents

<b>Book:</b> <i>Officer Buckle and Gloria</i> .....	40
<b>Book:</b> <i>I Can Pick Up Litter</i> .....	41
<b>Book:</b> <i>Green Green: A Community Gardening Story</i> .....	42
<b>Book:</b> <i>I Pledge Allegiance</i> .....	43

### 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 (rules and responsibilities) 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, rules and responsibilities.
- 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.

# Rules and Responsibilities

## Kindergarten

### 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:** *I Can Pick Up Litter* is a book that introduces students to what litter is, how it is harmful to the environment and how they can play a role and be responsible in cleaning it up. As readers gain an understanding of how to be responsible citizens, you also incorporate primary source images from Part 2 in Read Iowa History that show open trash cans in the 1940s versus someone starting a compost pile in the 2000s. This book and these primary sources can be used together to show how people’s responsibility to maintain and preserve the environment has changed over time.
- 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.

# Rules and Responsibilities 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 rules and responsibilities. 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
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Iowa Core Social Studies Standards

No.	Description
<b>SS.K.6.</b>	Describe students' roles in different groups of which they are members including their family, school, and community.
<b>SS.K.7.</b>	Describe ways in which students and others are alike and different within a variety of social categories.
<b>SS.K.8.</b>	Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)
<b>SS.K.17.</b>	Compare life in the past to life today.

# Officer Buckle and Gloria

**Peggy Rathmann**  
Author

**1995**  
Year of Publication

**Fiction (Storybook)**  
Book Genre/Type

## Book Description

In this book, Officer Buckle is a safety officer that travels to different schools to share the importance of following safety instructions. However, his audience is less than enthused and often falls asleep from boredom. Officer Buckle's obedient, yet animated, dog Gloria captivates the interest of the children through her array of tricks that reinforce the importance of following safety instructions. When Officer Buckle realizes that everyone is paying attention to Gloria, he grows jealous and their friendship is tested. Nevertheless, the true value of friendship prevails. (40 pages)

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

## Why This Book

This book helps students understand how to be responsible by listening to and following instructions. This, in turn, helps them to become and remain responsible citizens. The book also highlights a variety of important safety tips for children to follow that will keep them safe. A secondary theme of the book emphasizes the role of friendship and teamwork. Officer Buckle and Gloria recognize that by listening to each other and working together they can help students become safe and responsible citizens.

## Text-Dependent Questions

- 1 It is important to listen to others when they are talking. How do you think Officer Buckle felt when the students were sleeping during his presentation? How do you feel when someone does not listen to you?
- 2 Think about the different safety tips that Officer Buckle shared. What other safety tips can you think of that Officer Buckle did not mention? How do these instructions keep us and our friends safe?
- 3 Sometimes rules can be difficult to follow. Who is a friend or a family member, like Gloria, that can help you do the right thing?
- 4 If you notice that a friend is not following the rules, how can you share with them the importance of being a responsible citizen?

# I Can Pick Up Litter

**Mari Schuh**

Author

**2019**

Year of Publication

**Informational  
(Photobook)**

Book Genre/Type

## Book Description

*I Can Pick Up Litter* is told from the perspective of a child. This allows any child listening to the story to identify with the narrator. The child explains what litter is and how it is harmful to the planet, animals and humans. The narrator also explains the process of picking up litter and how to recycle. The book encourages children to make this a family effort and to include their friends so that everyone can work together. The book concludes with a glossary, additional sources and critical-thinking questions. (24 pages)

## Why This Book

This book introduces students to the problem of littering. The book explains what litter is, how it is harmful to the environment and how they can play a role in cleaning it up. Readers will gain an understanding of how to be responsible citizens by learning about the value of caring for the environment. The book also encourages teamwork and collaboration while problem-solving.

## Text-Dependent Questions

- 1 Notice the photos throughout the book. How does litter harm the planet, animals and people?
- 2 The story describes a lot of different ways that people can pick up litter. How can you be a responsible citizen and help get rid of litter?
- 3 When picking up litter, it is important to wear thick gloves and bright clothes. How do these safety tips help protect you when picking up litter?
- 4 Why is it important to have an adult or a friend help you clean up litter and recycle?
- 5 In addition to picking up litter, the story also talked about recycling. Recycling entails turning used items (paper, plastic and glass) into new items. Does your family recycle or do you have a recycle bin in your classroom? What could you do to start recycling?

# Green Green: A Community Gardening Story

**Marie and Baldev  
Lamba**  
Authors

**2017**  
Year of Publication

**Informational  
(Storybook)**  
Book Genre/Type

## Book Description

This short story about a community garden will inspire children to play an active role in their neighborhoods. As the city continues to grow and new buildings appear, the importance of green space for everyone to enjoy becomes essential. The illustrations demonstrate that even in the middle of a sprawling city, concerned citizens can come together to make a difference. Children and adults work side-by-side to clean up a public space and transform it into a garden for everyone in their community to enjoy. The book concludes with a message from the author about the process of creating a community garden and instructions for how to make a beautiful clothes-pin butterfly. (32 pages)

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

## Why This Book

This book introduces the reader to the importance of the natural world no matter where one finds themselves. Through the repeated phrases, “green green” and “brown brown, dig the ground,” the author reinforces the importance of caring for the Earth whether one is living on a farm or in the middle of a city. The value of teamwork is demonstrated through a community joining together to clean up a public space for everyone to enjoy. This book demonstrates that a good citizen helps to address the needs of others. The value of sharing is underscored through the creation of a community garden.

## Text-Dependent Questions

- 1 In the beginning of the story, everyone is playing outside and they are surrounded by bright colors. What changes do you notice in the pictures as more buildings are built?
- 2 Remember the litter in the outdoor spaces. Do bathtubs and refrigerators belong outside? What do the people do to transform this space?
- 3 If you don't have access to a community garden or to a farm, you can grow plants in pots at home. Have you ever helped someone plant things in a garden before?
- 4 A community garden is a shared space that everyone can benefit from. What kinds of fruits and vegetables can you plant in a garden?
- 5 Sometimes people don't have access to large outdoor spaces or to fresh food. How does a community garden encourage people to share and support others?

# I Pledge Allegiance

**Pat Mora and  
Libby Martinez**

Authors

**2020**

Year of Publication

**Fiction on Social  
Situations (Storybook)**

Book Genre/Type

## Book Description

Libby's great-aunt, Lobo, has lived in the United States for many years, but she was born in Mexico. Lobo just passed her citizenship test and is preparing to say the Pledge of Allegiance at a special ceremony, while Libby is preparing to lead her class in the Pledge. As they practice together, Libby learns about Lobo's journey from Mexico and her connection to the United States and the importance of each phrase and their family's history. (40 pages)

- [Listen to the digital recording of the book](#) (*English*)
- [Escuche la grabación digital del libro](#) (*Español*)

## Why This Book

This story introduces children to the value of patriotism, citizenship and immigrants through the relationship of a great-aunt and her niece. Young and old, by working together, Libby and Lobo are able to accomplish their goal of learning the "Pledge of Allegiance." This story underscores the importance of family and working together. This book can also serve as a starting point to introduce students to the "Pledge of Allegiance," and its significance. This book's recording is available for students in English and Spanish.

## Text-Dependent Questions

- 1 Notice that Lobo is much older than Libby. However, they are both working toward the same goal. Who is an older person in your life that you can learn from?
- 2 Lobo said that she likes the words, "Liberty and Justice for All." What do liberty and justice mean to you?
- 3 Lobo shares with Libby the story of how she came to the United States. What is your family's story?
- 4 Lobo became an American citizen. By saying the "Pledge of Allegiance," Lobo declares that she is a responsible citizen to the United States. What does it mean to be a responsible citizen?

# HISTORY MYSTERY

EDUCATOR MATERIALS

## Rules and Responsibilities

HISTORY MYSTERY



KINDERGARTEN

**Goldie's**  
**HISTORY KITS**

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

# Rules and Responsibilities

## 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, rules and responsibilities. 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
- Video of select 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 reproducible 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.

# Rules and Responsibilities

## Kindergarten

### History Mystery Table of Contents

<b>Object:</b> Girl Scout Sash .....	48
<b>Object:</b> Boy Scout Vest .....	49
<b>Object:</b> Boy Scout Poster .....	50
<b>Object:</b> Recycling Button featuring American Gothic .....	51
<b>Object:</b> 4-H Citizenship Pin .....	52
<b>Object:</b> Speed Limit Sign .....	53
<b>Object:</b> Go-Hawk Happy Tribe Medallion and Photographs .....	54
<b>Worksheet</b> .....	55

### 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><b>Kit Connections</b></p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> <li>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 <a href="#">Read Iowa History lesson plan</a>.</li> <li>Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions.</li> <li>Choose the most effective, convenient way to display the object photos (and possibly videos) to the class.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a> about rules and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object.</li> <li>After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object.</li> <li>Following this time, pose the questions connected to the object to your students.</li> <li>Remember to connect the objects to the kit topic and the lesson currently in progress.</li> </ul>

# Rules and Responsibilities

## Kindergarten

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

## Girl Scout Sash [\(Object Video Available\)](#)



### Description

This Girl Scout sash was worn by a young Iowan from Shell Rock, located in Butler County. She was in the Girl Scouts from 1947 to 1951 and used this sash to display her pins and badges earned through projects. The sash is 24 inches long, and is primarily green in color.

### Object Significance

This sash identifies to community members that this girl was a member of the Girl Scouts and an active member of her community. Since 1912, the Girl Scouts have been working to empower girls with a sense of self, positive character and skills. The badges on this sash represent some of the tasks, skills and values she and her troop accomplished.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 How does earning these badges show someone you are responsible?
- 3 Some of these badges are for things such as first aid and childcare. What skills would you need to learn to earn these badges?

## Boy Scout Vest [\(Object Video Available\)](#)



### Description

This red Boy Scout vest was worn by Bill Johnson during the 1960s in Madrid, located in Boone County. Similar to the Girl Scouts' sash, this vest was used to display badges he earned through projects.

*Note for Educators: The State Historical Society of Iowa acknowledges that the history of the Boy Scouts of America (BSA) includes a heavy reliance on cultural appropriation of Native American culture and customs. Encouraging stereotypes and misrepresentation of indigenous people, as has been done by the BSA since its origin, is wrong and offensive.*

### Object Significance

This vest and its badges are an example of a young boy in Iowa being an active member of the Boy Scouts. In the 1960s, membership to the Boy Scouts of America was nearly at its peak with numbers surpassing six million. The Boy Scouts were formed in 1910 to develop boys to become future leaders in their community. Similar to the [Girl Scouts](#), these badges offer a glimpse of society's expectations for boys in the 1960s.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 What do you think you can do to earn some of these badges?
- 3 Compare this vest and badges to the [Girl Scouts sash and badges](#). What is similar? What is different? What could account for those similarities and differences?

## Boy Scout Poster



### Description

This is a Boy Scouts of America poster from 1942 that reads “Scouting Needs Leaders!” at the top. It also reads, “You, too, have a job to do” and “An Opportunity for Men Not Available for Military Service.” The artwork displays a woman dressed like the Statue of Liberty leading a cub scout, a boy scout, a sea scout and an explorer scout. The poster is asking people to volunteer as scout leaders during World War II to support the war effort through the Boy Scouts, who provided some relief aid during the war.

*Note for Educators: The State Historical Society of Iowa acknowledges that the history of the Boy Scouts of America (BSA) includes a heavy reliance on cultural appropriation of Native American culture and customs. Encouraging stereotypes and misrepresentation of indigenous people, as has been done by the BSA since its origin, is wrong and offensive.*

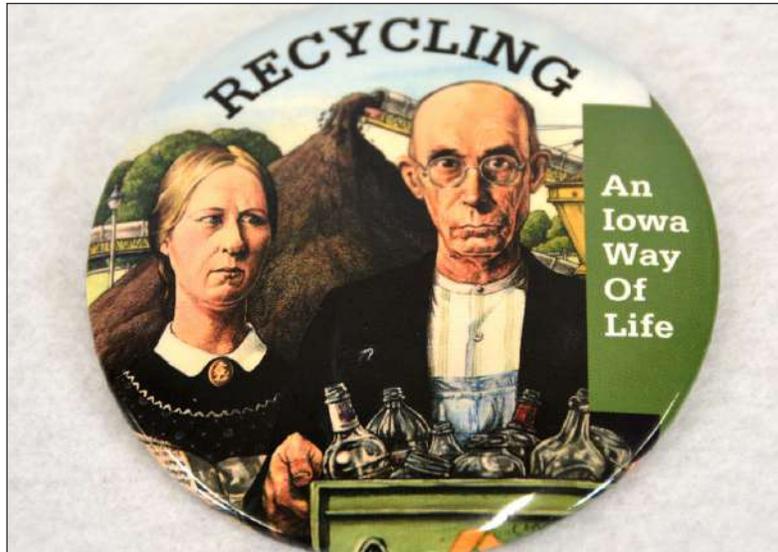
### Object Significance

For the war effort, many men were away from their communities serving overseas, and women were busy taking over work on farms and in factories. During this time, however, men who could not serve were still needed as troop leaders to guide boy scouts in their efforts on the homefront. Posters like this served as a plea to adults to serve their communities during wartime via the boy scouts.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Based on the objects each scout has, what are some ways they might support their families and communities?
- 3 Why would this poster use a woman who is dressed as the Statue of Liberty to entice men to become scout leaders?

## Recycling Button featuring American Gothic



### Description

This button was created by Bruce McGillivray in 1988 for the Iowa Recycling Organization. It reads, "Recycling, An Iowa Way of Life," and is 3.5 inches in diameter. It depicts a parody of the painting [American Gothic](#) by Iowa artist Grant Wood, which is in the Art Institute of Chicago's collection. The [house in the background](#) of the painting is in Eldon, located in Wapello County, and is a State Historic Site.

The button includes the man and woman from Grant Wood's *American Gothic* painting, but replaces the house in the background with a compost pile and the man holds a box of recyclables instead of a pitchfork.

### Object Significance

During the 1980s, the United States was seen as having a garbage crisis as landfills across the country were starting to reach capacity. Governments, businesses and groups started to increase their efforts in creating recycling programs and campaigns in order to slow the increase of waste. This button is trying to persuade Iowans of the importance of recycling by basing the image on the famous *American Gothic* painting.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 The couple is holding glass bottles and newspapers. What materials do you recycle in your home?
- 3 Compost is great for farming as it is full of nutrients. Why is recycling, such as making compost, important to the citizens of Iowa?

## 4-H Citizenship Pin



### Description

This diamond shaped, gold-tone pin is 1/2 an inch by 3/4 of an inch. It has a green 4-H logo on the bottom and a gold torch on top it has a white bar going across the middle that reads, "citizenship."

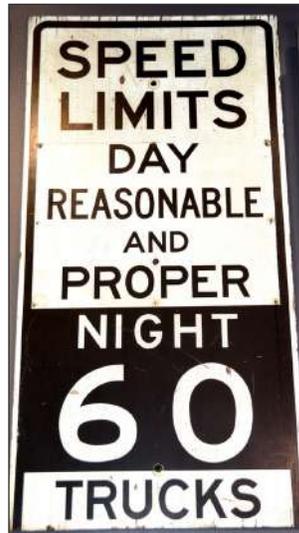
### Object Significance

Along with many other youth programs, 4-H was founded in the early 1900s with the goal of teaching students skills and encouraging them to be active in their communities. Much of this is done through projects and volunteer work. The pin displayed here is an example of an award, which would have been given with a framed certificate, that a member could earn through their service to the community and knowledge of social studies.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Many people who receive this award do a lot of volunteer work. Brainstorm ideas of what volunteer work you could do to earn this award.
- 3 Every year, only one member in each of Iowa's 99 counties can earn this pin. How would receiving this pin demonstrate that the person is a responsible citizen?

## Speed Limit Sign



### Description

This black and white, rectangular sign states "Speed Limits Day Reasonable and Proper Night 60 Trucks." This speed limit sign is mounted on wood and would have been placed by roads around Iowa between 1957 and 1959. The sign was ordered by the Iowa Highway Commission after they established a speed limit for nighttime drivers in 1957.

### Object Significance

This speed limit sign is an example of Iowa's first step to develop standards for its drivers at night. However, during the daylight hours, traffic speed was still up to a driver's judgment, as seen by the "reasonable and proper" language. Before the implementation of speed limits, people drove at speeds they were comfortable with; but this caused people to drive at greatly different speeds. This would, in turn, cause roads to become unsafe. Some people might not like speed limits, but to responsible drivers, having a specific speed limit helps to create safe traffic flow for everyone.

### 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 the speed limit was only set for the nighttime?
- 3 How do you define "reasonable and proper" daytime speed limit? Why do you think this caused unsafe daytime driving conditions?

# Go Hawk Happy Tribe Medallion, Photographs



## Description

This silver medallion was given to Emilie Blackmore Stapp and the Go-Hawk Happy Tribe, the children's group that she founded. The award recognized the group's relief efforts during World War I. The medallion depicts a woman kneeling to two children in a field with a church and sun in the background. Above the scene, a soldier lays on his back. At the bottom reads "Pupilles de la Nation" meaning "War Orphans" in French. On the back is inscribed "Temoignage de Profonde Reconnaissance de la France a Miss Emily Stapp" in French. This is translated as "Token of deep gratitude from France to Miss Emily Stapp." The medallion is kept in a velvet and satin or silk case. The [photographs](#) show members of the Go-Hawk Happy Tribe and their various fundraising efforts for children and families in Europe impacted as a result of World War I.

*Note for Educators: The State Historical Society of Iowa acknowledges that the Go-Hawk Happy Tribe used cultural appropriation with the group's name, outfits and some of its practices. Cultural appropriation is the adoption of an element/elements of one culture or identity by members of another culture or identity, often the dominant culture. The appropriating, misrepresenting and stereotyping of indigenous people by this organization was wrong and offensive, and this should be clearly communicated to students.*

## Object Significance

The [photos](#) show Go-Hawk Happy Tribe group members and their various fundraising efforts for children and families in Europe impacted by World War I. The group was founded to encourage responsible children who were dedicated to "one good deed a day." Members did work in their communities across the United States and England. During World War I, Stapp and its members spent the war years fundraising and providing aid to communities in the United States and across Europe. By the end of 1918, they raised, in today's value, over \$46 million dollars for the war effort, as well as nearly \$1 million for widows and orphans in Europe. The medallion was gifted to the Stapp on behalf of the French people in recognition of her efforts.

## Questions about History Mystery Object

- 1 What do you see when you look at these objects? What else do you notice?
- 2 After looking at the photos, discuss the different types of fundraisers used by the group members. What kind of fundraising efforts are used now? How are they similar? How are they different?
- 3 Why do you think so many children helped other children and families that they did not know and who were living on the other side of the world?

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

Continued on next page.

## Analyze History Mystery Objects

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

THINK LIKE ...

EDUCATOR MATERIALS

# Rules and Responsibilities



KINDERGARTEN

# Rules and Responsibilities

## 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 rules and responsibilities 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 (Jessie Field Shambaugh and Emilie Blackmore Stapp). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

## Think Like... Activity Table of Contents

<b>Card:</b> Think Like Jessie Field Shambaugh . . . . .	60
<b>Card:</b> Think Like Emilie Blackmore Stapp . . . . .	61
<b>Card:</b> Think Like a Geographer . . . . .	62
<b>Card:</b> Think Like an Economist . . . . .	63
<b>Card:</b> Think Like a Historian . . . . .	64
<b>Card:</b> Think Like a Political Scientist . . . . .	65
<b>Card:</b> Think Like a Journalist . . . . .	66

## 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 rules and responsibilities. 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 rules and responsibilities 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.

# Rules and Responsibilities

## Kindergarten

### 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><b>Kit Connections</b></p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> <li>Choose which Kit Connection with a Think Like... card you would like to use.</li> <li>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).</li> <li>Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate.</li> <li>Provide students with the Think Like... questions and display connected primary source image (if applicable).</li> <li>Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit.</li> <li>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</li> </ul>

Type of Activity	Before Activity	During Activity
<p><b>Group Work</b></p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> <li>Separate your students into groups. Assign each group a different Think Like... card from the kit.</li> <li>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.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card.</li> <li>Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen.</li> <li>Following their answers, open the discussion to the class for other ideas or answers regarding the questions.</li> <li>Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.</li> </ul>

## Think Like... Jessie Field Shambaugh Card

# Think Like Jessie Field Shambaugh

- Why do you think clubs were important for children growing up in rural areas?
- Do you know anyone in 4-H? Or in another club, like Girl or Boy Scouts? Who are they and what do they do?
- If you had to create your own club to help students, what would you call your group and what would you do?



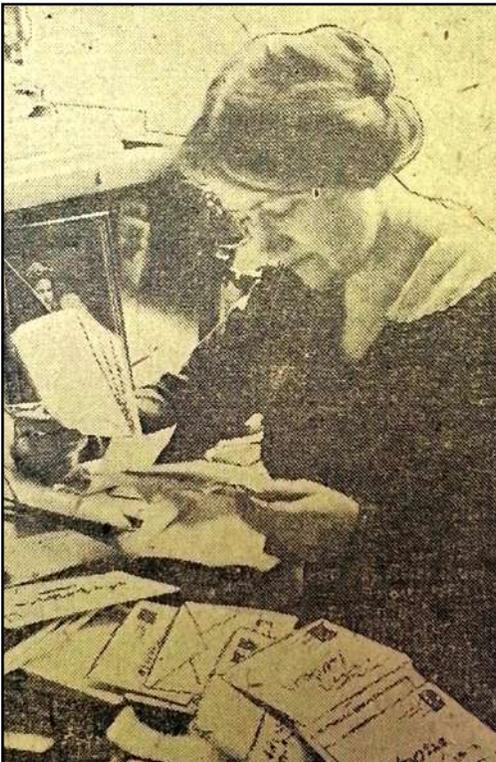
### **Jessie Field Shambaugh (1881-1971)**

Jessie Field Shambaugh was born near Shenandoah, Iowa, on June 26, 1881. Following graduation from Tabor College in 1903, she organized children's clubs while teaching at Goldenrod School in Page County. After leaving the school for a short period, she returned as elected superintendent of Page County schools. The children's groups she began earlier at the school continued to grow and received national attention from the National Commissioner of Education. The clubs further developed into the nationwide 4-H program, a popular youth organization today, and focuses on the four values of "Head, Heart, Hands and Health." Shambaugh died in 1971.

## Think Like... Emilie Blackmore Stapp Card

# Think Like Emilie Blackmore Stapp

- Why do you think clubs like the Go-Hawks Happy Tribe became so popular with children?
- Why do you think the Go-Hawks wanted to help other children?
- During World War I, the Go-Hawks held fund drives and sent money to children in Europe who had lost their parents because of the war. Why do you think it is important for people to help others beyond their local community?



### **Emilie Blackmore Stapp (1876-1962)**

Emilie Blackmore Stapp was born in 1872 in Madison, Indiana, before moving to Des Moines, Iowa, in 1888. Her first book, *Bread and 'Lasses: Sketches of Child Life*, was published in 1902 and *The Trail of the Go-Hawks* was published in 1908. Following a letter from a sick child, Stapp suggested children form their own Go-Hawks Happy Tribe. The group became extremely popular with young children, growing to over 80,000 members at the height of popularity. The group focused on raising money and helping other children in the United States and abroad. During World War I, the group held a [penny drive](#), and they raised over \$43,000 for child orphans in Europe.

## 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)**

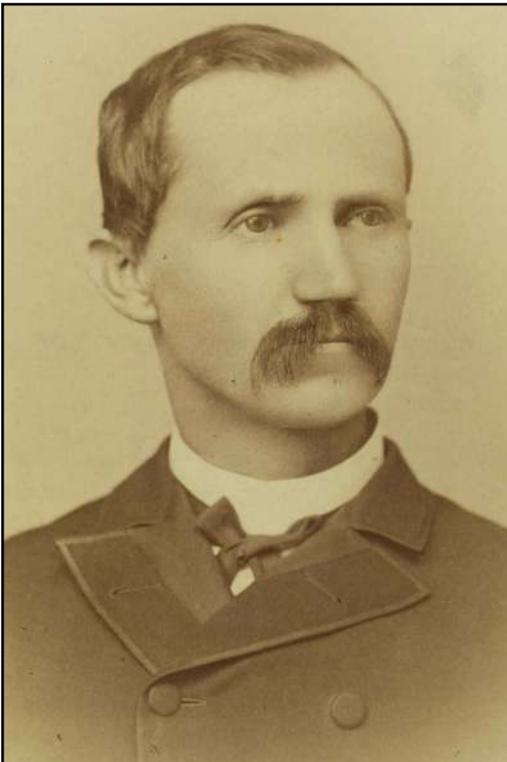
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured 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)**

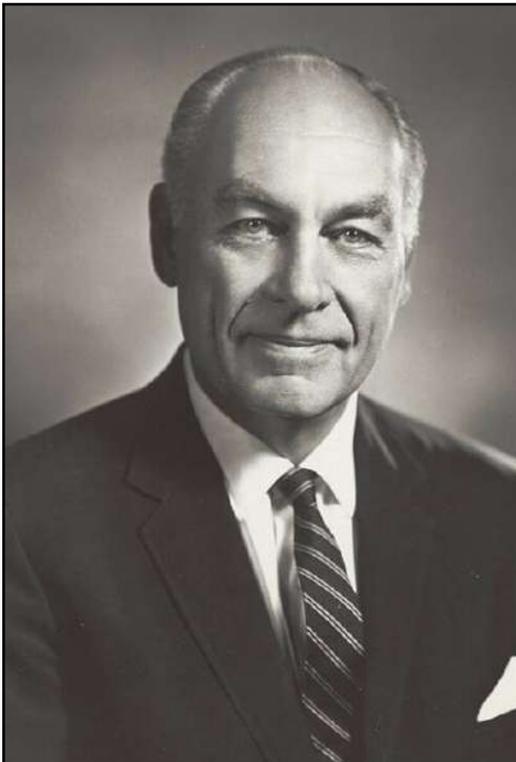
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National 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.

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>SS.K.1.</b>	Recognize a compelling question.				
<b>SS.K.2.</b>	Identify the relationship between compelling and supporting questions.				
<b>SS.K.3.</b>	Construct responses to compelling questions using examples.				
<b>SS.K.4.</b>	Take group or individual action to help address local, regional, and/or global problems.				
<b>SS.K.5.</b>	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
<b>SS.K.6.</b>	Describe students' roles in different groups of which they are members including their family, school, and community.		X	X	X
<b>SS.K.7.</b>	Describe ways in which students and others are alike and different within a variety of social categories.		X		
<b>SS.K.8.</b>	Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)	X	X	X	X
<b>SS.K.9.</b>	Compare and contrast rules from different places. (21st century skills)			X	
<b>SS.K.10.</b>	Give examples of choices that are made because of scarcity.				X
<b>SS.K.11.</b>	Explain the difference between buying and borrowing. (21st century skills)				
<b>SS.K.12.</b>	Distinguish between appropriate spending choices. (21st century skills)				
<b>SS.K.13.</b>	Create a route to a specific location using maps, globes, and other simple geographic models.				
<b>SS.K.14.</b>	Compare environmental characteristics in Iowa with other places.				
<b>SS.K.15.</b>	Explain why and how people move from place to place.				
<b>SS.K.16.</b>	Distinguish at least two related items or events by sequencing them from the past to the present.				
<b>SS.K.17.</b>	Compare life in the past to life today.		X	X	
<b>SS.K.18.</b>	Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.				
<b>SS.K.19.</b>	Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.				

# Iowa Core Literacy Standards Chart

## RULES AND RESPONSIBILITIES

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.		X		
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.		X		
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		X		
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	X	X		
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		X		
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X	X		
<b>W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	X			
<b>W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X			
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	X			

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

### Goldie's History Kit - Rules and Responsibilities Manual

**Book 1:** *Officer Buckle and Gloria* by Peggy Rathmann

**Book 2:** *I Can Pick Up Litter* by Mari Schuh

**Book 3:** *Green Green: A Community Gardening Story* by Marie and Baldev Lamba

**Book 4:** *I Pledge Allegiance* by Pat Mora and Libby Martinez

### History Mystery Object Photos

- Girl Scout Sash
- Boy Scout Vest
- Boy Scout Poster
- Recycling Button featuring American Gothic
- 4-H Citizenship Pin
- Speed Limit Sign
- Go-Hawk Happy Tribe Medallion and Photographs

### 7 Think Like... Cards

- Jessie Field Shambaugh
- Emilie Blackmore Stapp
- 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
- Videos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Rules and Responsibilities Manual

### Goldie's History Kit Container