

# Goldie's HISTORY KITS



## Transportation in Rural and Urban Spaces

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>Part 1: Introducing Transportation and Maps</b> .....	11
• Worksheet, Market Maze .....	13
<b>Part 2: Chronological Sequencing of Historical Images</b> .....	14
• Images, Sources 1-8 .....	16
<b>Part 3: Transportation in Rural Spaces from Long Ago</b> .....	21
• Image, Horse-Drawn School Bus in Webster, Iowa .....	23
• Image, Wooden Bus of the Renwick Independent School in Iowa .....	24
• Image, People Loading Potatoes onto a Chicago, Burlington & Quincy Railcar .....	25
• Image, Eclipse Lumber Company Truck in Clinton, Iowa .....	26
• Worksheet, "Be an Image Detective!" .....	27
<b>Part 4: Transportation in Rural Spaces from Long Ago</b> .....	28
• Image, Tipton Consolidated School Buses .....	30
• Image, Western Union Messengers in Des Moines, Iowa .....	31
• Image, Horse-Drawn Wagon Filled with Flynn Farm Dairy Milk Cans in Des Moines, Iowa .....	32
• Image, Elevated Railroad in New York City .....	33
<b>Lesson Summative Assessment #1</b> .....	34
• Worksheet, Sequence of Events .....	35
<b>Lesson Summative Assessment #2</b> .....	36
<b>Vocabulary Cards</b> .....	37
<b>Additional Resources</b> .....	41
<b>Read Aloud Activity</b> .....	42
• <b>Book:</b> <i>The Transcontinental Railroad</i> .....	47
• <b>Book:</b> <i>The Patchwork Bike</i> .....	48
• <b>Book:</b> <i>Public Transportation: From the Tom Thumb Railroad to Hyperloop and Beyond</i> .....	49
• <b>Book:</b> <i>Transportation Then and Now</i> .....	50
<b>History Mystery Activity</b> .....	51
• History Mystery Instructions .....	52
• History Mystery Objects .....	55
• History Mystery Worksheet .....	62
<b>Think Like... Activity</b> .....	64
• Think Like... Instructions .....	65
• Think Like... Cards .....	67
<b>Charts: Iowa Core Standards for Social Studies &amp; Literacy</b> .....	74
<b>Transportation in Rural and Urban Spaces Kit Inventory</b> .....	76

# 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 transportation. 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 transportation. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

## History Mystery

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

## Think Like... Cards

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


# Instructions

## How To Use The Kit

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

## Begin with Read Iowa History

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

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

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

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

## Additional Digital Access

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

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

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

# READ IOWA HISTORY

EDUCATOR MATERIALS

## Transportation in Rural and Urban Spaces

LESSON PLAN FOR SUPPORTING QUESTION

**What was transportation like in rural  
and urban areas long ago?**



2<sup>ND</sup> GRADE

# 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 the State Historical Society of Iowa, Des Moines Register & Tribune, 1940*



# Transportation in Rural and Urban Spaces

## 2nd Grade

### Overview

In this unit, students will develop and demonstrate chronological thinking skills, analyze photographs by becoming an “Image Detective,” discuss various transportation modes and routes and compare life long ago in rural and urban areas through the lens of transportation.



#### Unit Compelling Question

How is life the same and different in rural and urban areas?



#### Unit Supporting Question

What was transportation like in rural and urban areas long ago?

### Table of Contents

<b>Compelling and Supporting Questions</b> .....	8
<b>Standards and Objectives</b> .....	9
<b>Background Essay</b> .....	10
<b>Part 1: Introducing Transportation and Maps</b> .....	11
• Worksheet, Market Maze .....	13
<b>Part 2: Chronological Sequencing of Historical Images</b> .....	14
• Images, Sources 1-8 .....	16
<b>Part 3: Transportation in Rural Spaces from Long Ago</b> .....	21
• Image, Horse-Drawn School Bus in Webster, Iowa .....	23
• Image, Wooden Bus of the Renwick Independent School in Iowa .....	24
• Image, People Loading Potatoes onto a Chicago, Burlington & Quincy Railcar .....	25
• Image, Eclipse Lumber Company Truck in Clinton, Iowa .....	26
• Worksheet, “Be an Image Detective!” .....	27
<b>Part 4: Transportation in Rural Spaces from Long Ago</b> .....	28
• Image, Tipton Consolidated School Buses .....	30
• Image, Western Union Messengers in Des Moines, Iowa .....	31
• Image, Horse-Drawn Wagon Filled with Flynn Farm Dairy Milk Cans in Des Moines, Iowa .....	32
• Image, Elevated Railroad in New York City .....	33
<b>Lesson Summative Assessment #1</b> .....	34
• Worksheet, Sequence of Events .....	35
<b>Lesson Summative Assessment #2</b> .....	36
<b>Vocabulary Cards</b> .....	37
<b>Additional Resources</b> .....	41

## 2nd Grade

### How to Apply Read Iowa History Lessons to Other Primary Sources

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

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



#### Unit Compelling Question

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

**How is life the same and different in rural and urban areas?**



#### 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** questions below is the supporting question for this Read Iowa History unit.

- 1) **What was transportation like in rural areas long ago?**
- 2) What is transportation like in rural areas today?
- 3) **What was transportation like in urban areas long ago?**
- 4) What is transportation like in urban areas today?



#### Read Iowa History: Transportation in Rural and Urban Spaces

This Read Iowa History lesson addresses “How is life the same and different in rural and urban areas?” and “What was transportation like in rural and urban areas long ago?” and includes lesson plans, worksheets, suggested assessments and other tools.



# Standards and Objectives

## Iowa Core Social Studies Standards

No.	Standard
<b>SS.2.16.</b>	Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
<b>SS.2.17.</b>	Explain how environmental characteristics impact the location of particular places.

## Iowa Core Literacy Standards

No.	Standard
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

## Objectives

- I can demonstrate chronological thinking skills.
- I can understand some of the differences between urban and rural areas long ago.
- I can evaluate routes for goods, including showing consideration for environmental characteristics such as mountains, rivers, etc.
- I can analyze images including the who, what, when, where and why.

## Background Essay

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

**Transportation** is about how to get from here to there. What is the **route** and what is the mode of travel? Walking from one place to another with whatever one could carry was the earliest form of **transportation**, and the first **routes** were paths through fields or woods. Where there were rivers, small rafts, canoes and boats provided easier and faster travel than by foot, and they were capable of carrying larger loads than a single person. People by the sea learned how to catch the wind in a boat's sails and travel to distant ports for trade and exploration.

In early Iowa, rivers were the first highways. Indians, French and British fur traders loaded canoes to trading posts that sent furs to the East Coast and on to Europe. The Missouri and Mississippi Rivers and their tributaries provided an extensive system of water routes. Early Iowa settlers often arrived by sailing down the Ohio to St. Louis or up from New Orleans and then landing in one of the Mississippi River towns. Western Iowa pioneers established Council Bluffs and Sioux City along the Missouri where they could get supplies.

Stage coaches and wagons drawn by horses or oxen could take early settlers across land where there were no navigable rivers. In the 1850s, railroads extended their first lines west of the Mississippi and soon were bringing waves of pioneers seeking homes on the fertile Iowa prairies. Trains could travel in all weather, haul tons of freight on each trip and make travelers much more comfortable. Being on a rail line was so important to a town's survival that local citizens invested in them and voted public bonds to support them. In western Iowa, the railroad companies platted towns along their routes. Soon, nowhere in Iowa was more than 10 miles from a rail line.

The automobiles greatly helped to end the isolation many farm families felt. While there were still many **rural** one room schools by 1920, more farm children started enrolling in town high school, and their families no longer made only Saturday night shopping trips into town. Trucks and buses added new forms of travel and hauling. Airplanes made their appearance in the Iowa skies in the early 20th century. The U.S. Post Office added air mail service. Airports in the larger cities connected Iowans with distant destinations, both in the U.S. and abroad. The interstate highway system made automobile travel much faster and safer.

Today, when automobiles are almost universal among Iowa families, there is not that much difference between **rural** and **urban transportation**. **Urban** residents often have more access to public or commercial resources, like taxis or buses, and **rural** residents usually have longer trips to airline terminals. However, **rural** trips rarely experience the heavy traffic of **urban** rush hour. Access to affordable, reliable and convenient **transportation** is a critical factor in modern life. Iowans have good roads but it is costly to maintain such an extensive system.

Just like technology changes and modes of **transportation** change, definitions change over time as well. For the purposes of this source set, "**long ago**" means anything pre-1960, and, with a couple of exceptions, the "today" sources are all in the 21st century. The U.S. Census Bureau revised the population requirement for an **urban** area since the U.S. population has more than tripled from 1900 to 2000. For the purposes of this source set, the "long ago" definition of **urban** is a population of 2,500 or more people, which was set in 1910 and remained until 1950. In the "today" category, we use the 2000 definition from the U.S. Census Bureau of 50,000 or more people.

### Vocabulary Words

- Consumer
- Natural Resource
- Route
- Urban
- Long Ago
- Producer
- Rural
- Transportation

# Introducing Transportation and Maps



## Unit Compelling Question

How is life the same and different in rural and urban areas?



## Unit Supporting Question

What was transportation like in rural and urban areas long ago?

### Overview

Students will be introduced to the word “transportation,” as well as different transportation modes and routes. This introductory activity about maps connects how roads are ways for producers to get their products to consumers. If available, the trade book *Market Maze* by Roxie Munro offers an engaging format as students search for images on each themed page as several producers (fishermen, apple growers, flower growers, bakers, etc.) produce and transport their product to an urban farmer’s market. Students can follow their journey and learn about maps as small graphic representations of a large space and the environmental characteristics of that location.

## Instructions

### 1 Introducing “Transportation”

Display these word parts to students: **port** means *to carry*, **trans** means *across*, **ation** means *an action or process*.

### 2 Have students discuss these questions: What word fits all three of these parts? What does that word mean?

### 3 Activate Prior Knowledge

Now, ask students: How many forms of transportation can you name?

## Materials

- **Suggested Book:** *Market Maze* by Roxie Munro
- **“Market Maze” worksheet**, if using book



**Goldie’s History Kit Connection:** To help students further explore the different types of older and newer transportation, refer to the [Public Transportation: From the Tom Thumb Railroad to Hyperloop and Beyond](#) book and discuss the questions.

To explore different types of historical transportation, refer to the [Milburn Electric Car, Brougham Carriage](#) and [Velocipede](#). Discuss the objects and questions. Refer to the [Think Like... Mary Anita “Neta” Snook Southern card](#) to learn about early air flight. Compare these to current transportation.

### 4 Introduce the concept of maps and transportation routes to students. Here are two materials that you could use to do that:

- Find a book with a real or fictitious road map. One great option is *Market Maze* by Roxie Munro. If using this book, read the introduction and display “It’s Apple-Picking Time!” (pg. 6-7) or use this [free digital version](#). This is available as an ebook to Epic! subscribers.
- Consider displaying a map of your community, maybe through the use of Google Maps. Help students make the connection to how their community is represented on this map by looking at familiar landmarks.

*Instructions continued on next page*

# Introducing Transportation and Maps

## Instructions continued

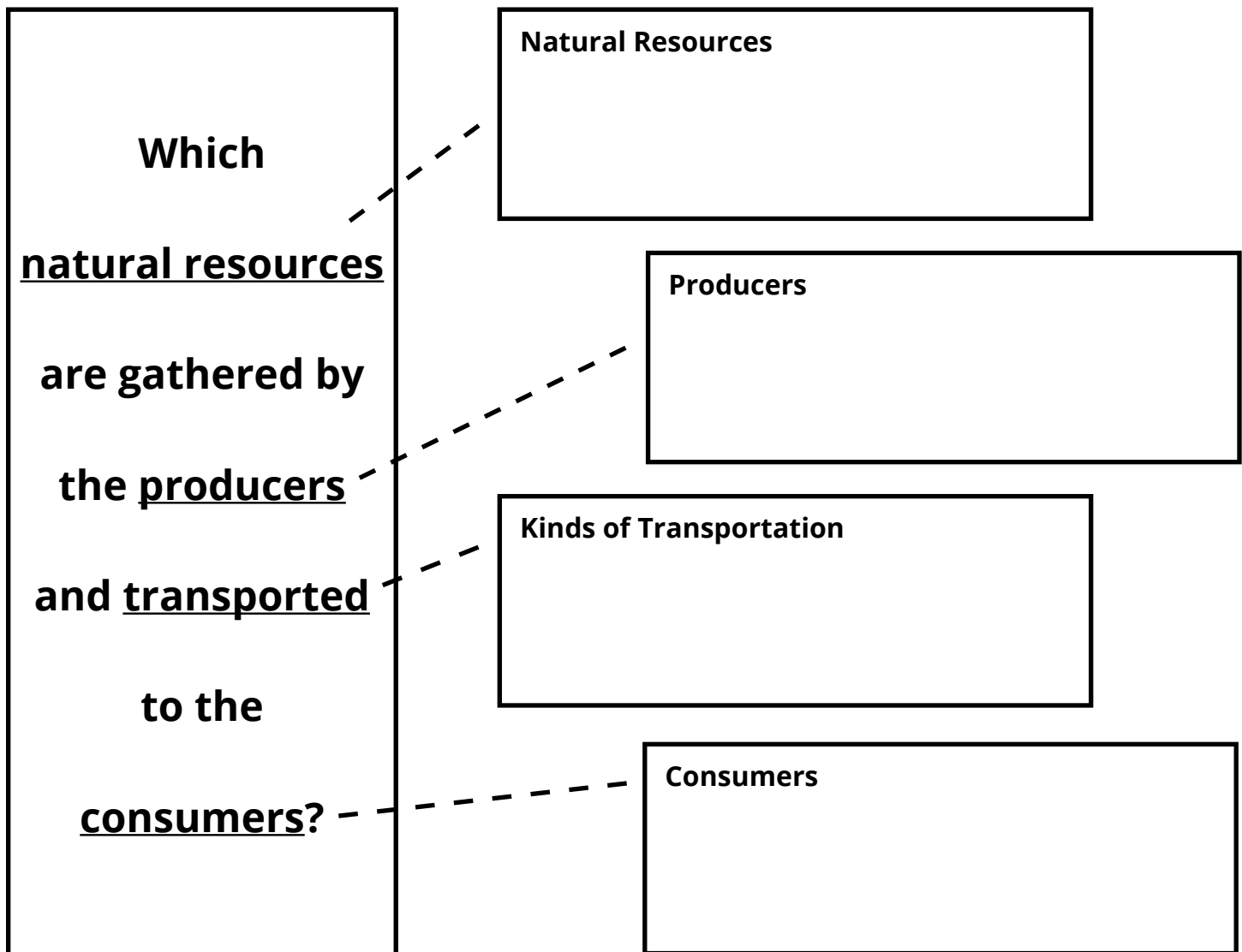
- 5 Talk to students about how maps are representations of real or imaginary places. Maps help people to understand a big area of land and water. They also show major roads, landmarks and environmental characteristics like mountains, rivers, etc. Using either “It’s Apple-Picking Time!” or a map of your community, discuss how transportation routes must be planned around environmental characteristics such as waterways, mountains, rock formations, etc.
- 6 Read and follow the directions on the [“It’s Apple-Picking Time!” page](#). Ask students the following question: Which natural resources are gathered by the producers and transported to the consumers?
- 7 Display the worksheet and complete one together as a model, using “It’s Apple-Picking Time!” You can continue to use subsequent pages from the book as literacy center activities for students to practice locating transportation routes that connect producers to consumers. Reproduce this [“Market Maze” worksheet](#) for students to record about their thinking.
- 8 **Formative Assessment:** Observe students talking. Do they understand that a map represents a geographic location? Do they understand that lines represent roads or routes and that the names on a map tell us the names of rivers, roads, towns, buildings, etc.? Are students using the term “transportation” to understand that goods are carried from one place to another? Do students talk about different modes of transportation (truck, bike, boat, walking, etc.) even if they don’t use the term mode? If the same misconception is heard more than once while listening to various students, it needs to be addressed with the whole class during discussion.

# Market Maze Worksheet

This is an example worksheet that corresponds with the instructions in Part 1 to analyze the book, *Market Maze*. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

**Directions:** Circle the title of the map you are using from the book, *Market Maze*, by Roxie Munro.

Good Catch Today	It's Apple-Picking Time	Milk for Cereal, and Ice Cream Too	Love the Corn on the Cob	Pansies are My Favorite	I Want Mine Scrambled	Eat Your Veggies	Now For the Yummies
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# Chronological Sequencing of Historical Images



## Unit Compelling Question

How is life the same and different in rural and urban areas?



## Unit Supporting Question

What was transportation like in rural and urban areas long ago?

### Overview

Students will play the game “Make One Move” to practice the skill of chronological sequencing using primary sources. This game forms the foundational skill of chronological thinking that is fundamental to historians. This same skill will be assessed independently in Part 4. Emphasize how technology changes can show chronological sequence and so can understanding the year of the photos. Number lines and understanding of place value are natural math connections to this game.

### Source Backgrounds

**Source 1:** This 1928 photo shows children standing beside a horse-drawn bus for the Webster Consolidated School in Keokuk County, Iowa.

**Source 2:** The 1937 photo features a wooden bus of the Renwick Independent School in Renwick, Iowa.

**Source 3:** Residents are standing beside wagons of potatoes onto a Chicago, Burlington & Quincy railcar into 1903.

**Source 4:** This photo shows a dump truck of the Eclipse Lumber Company in Clinton, Iowa, in 1913.

**Source 5:** This photo is a bird’s eye view of Tipton Consolidated school buses.

**Source 6:** This 1918 photo shows a Western Union messenger team with bicycles/motorcycles in Iowa.

**Source 7:** The image shows a delivery wagon of Flynn Farm Dairy on a residential street in Iowa.

**Source 8:** This photograph shows elevated railroads in the Bowery in the southern part of Manhattan.

### Instructions

- 1 Have students gather as a whole class. Display the eight primary source photographs on an easy-to-sort surface so all students can see.
- 2 Demonstrate the “Make One Move” game with a small group:
  - Select four students to play the game as an example.
  - Tell students this is a “no talking” game. The players have to guess in their heads why other students are making that move. The goal is to get the photos in the correct order from oldest to most recent.
  - Put four of the photos up in a horizontal line. One at a time, each student will pick up one photo and move it to another place in line.
  - Have students “turn and talk” to a partner about why they think the photos are in the correct or incorrect order

### Materials

- Eight primary source images

*Instructions continued on next page*

# Chronological Sequencing of Historical Images

## Instructions continued

- At the end of each turn, everyone who is playing has to shake their head “yes” or “no” if the photos are in the correct order.
- The initial game is over when the whole group agrees that the photos are in the correct order.
- After a turn or two, teacher asks students, “What are you looking at in the photographs to make your decision?” Students may point out items such as clothing, wheels or the material that is found in regard to the form of transportation.

3 Play the game as a whole class or possibly as small groups.



**Goldie's History Kit Connection:** Refer to the [Transportation Then and Now](#) book to further explore the comparison between historical and modern transportation.

4 **Formative Assessment:** As students think about if the photos are in the correct chronological order, notice which students are accurate when shaking their heads “yes” or “no.”



Source 1



Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, 1940

Source 2



Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, October 1937



Source 3



Courtesy of the State Historical Society of Iowa, 1903

Source 4



Courtesy of the State Historical Society of Iowa, 1913

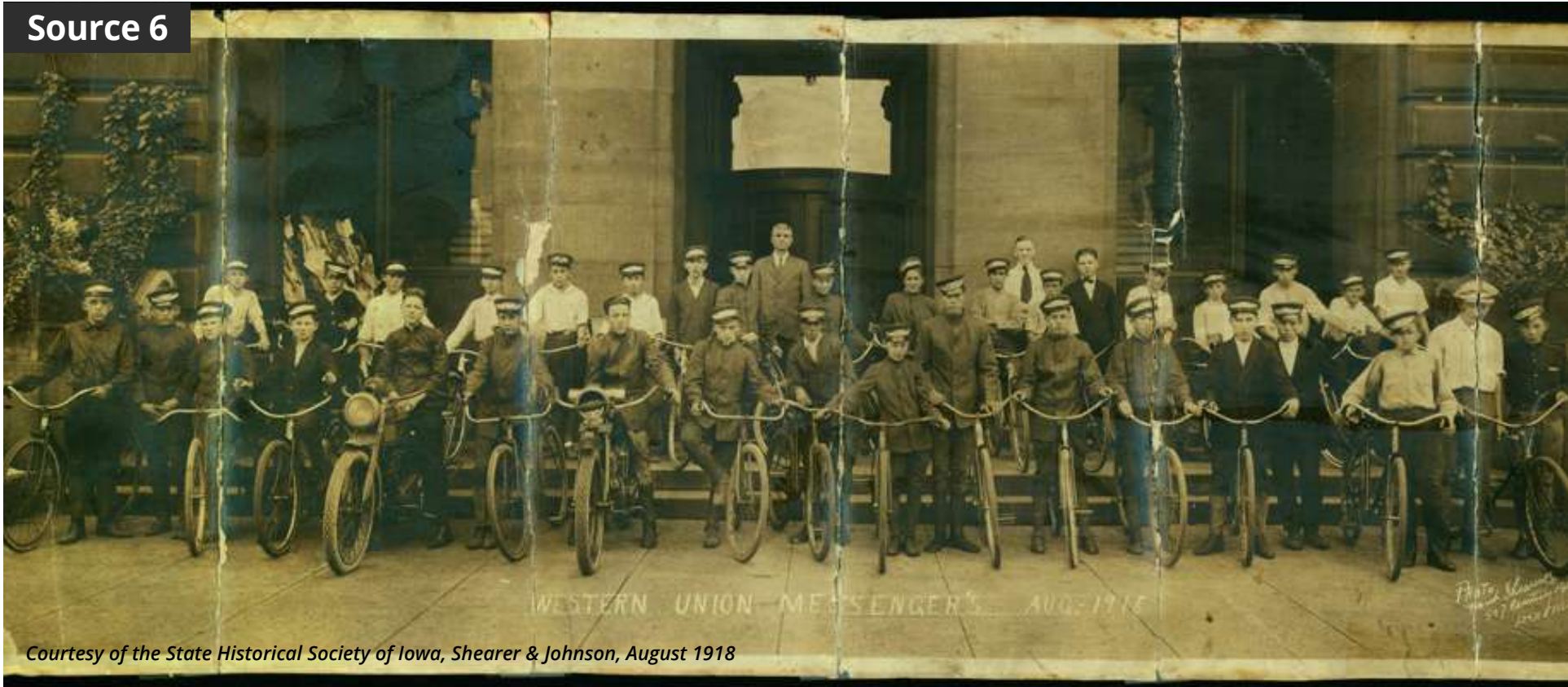


Source 5



Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, 1940





Courtesy of the State Historical Society of Iowa, Shearer & Johnson, August 1918



Source 7



*Courtesy of the State Historical Society of Iowa, 1915*

Source 8



*Courtesy of Library of Congress, "Elevated railroads in New York City: in the Bowery," 1896*

# Transportation in Rural Spaces from Long Ago



## Unit Compelling Question

How is life the same and different in rural and urban areas?



## Unit Supporting Question

What was transportation like in rural and urban areas long ago?

### Overview

Students will analyze sources in order to answer the question, “What did transportation in rural places look like long ago?” Students will analyze each historical photograph by explaining the who, what, when, where and why that they observe in the photo.

### Source Background

These four photos from “[long ago](#),” show what early road and rail transportation looked like. Early forms of transportation in Iowa were paths and people carried what they could. Wagons allowed people to move more items, but often at a very slow pace. Automobiles and roads allowed for faster transportation but also cost more money. Railroads allowed for faster and more comfortable transportation, especially over long distances. The railroad was so important to Iowans that many towns located or even relocated to be along them, and by the late 1800s, no one in Iowa was more than 10 miles from a rail line. The “[Galbraith’s Railway Mail Service Maps, Iowa, 1897](#)” shows the complex network of railroad lines in Iowa. These sources show life in rural areas long ago, and, for the purpose of this lesson, this Read Iowa History is using the 1910-1950 U.S. Census definition of “rural” as being less than 2,500 people. See the [GIS Story Map on Rural America](#) for more information.

**Source 1:** This 1928 photo shows children standing beside a horse-drawn bus for the Webster Consolidated School in Keokuk County, Iowa.

**Source 2:** The photo features a wooden bus of the Renwick Independent School in Renwick, Iowa, in October 1937.

**Source 3:** Residents are shown standing beside wagons in the process of loading potatoes onto a Chicago, Burlington & Quincy railcar into 1903.

**Source 4:** This photo shows a dump truck of the Eclipse Lumber Company in Clinton, Iowa, in 1913.

### Instructions

- 1 Display photos for your students. Tell them that these photos show transportation in rural places from long ago. Explain how for a long time, people have needed to figure out their modes of transportation and routes.
- 2 Display “[Wagons of Potatoes to Railroad Train, Lacona, 1903](#),” along with the “[Be an Image Detective](#)” worksheet for the class. As a class, talk through the title, kind of image and the “Start with the Basics,” “Observe...” sections. Leave “Put the Pieces Together” and “Questions...” for later.

*Instructions continued on next page*

### Materials

- Four primary source images
- “[Be an Image Detective!](#)” worksheet
- Optional: “[Bird’s Eye View Map of Marengo, Iowa, 1868](#)”

# Transportation in Rural Spaces from Long Ago

## Instructions continued

- 3 Repeat this process with the image [“Horse-Drawn Bus, Keokuk County, Iowa, 1928.”](#)
- 4 Start the analysis with the photos of the [“Wooden Bus of the Renwick Independent School in Iowa”](#) and [“Eclipse Lumber Company Truck in Clinton, Iowa”](#) but stop after “The Basics” section on the analysis tool. Students will work with a partner to complete the observation part for the images.
- 5 **Optional:** Give students a magnifying glass as they make observations.
- 6 As a whole group, ask the students to tell what they think “long ago” means. Then show the [vocabulary card](#) with definition to see if they are correct. Repeat with the [“rural” vocabulary card](#).
- 7 For the whole group, display all four photos. Talk through the remaining sections of the [“Be an Image Detective” worksheet](#), focusing on gathering evidence to answer the question: What was transportation like in rural areas long ago?



**Goldie's History Kit Connection:** To explore more about other modes of transportation that can be used in rural spaces, refer to [The Patchwork Bike](#) book and discuss the questions. Refer to the [Think Like... Frederick and August Duenenberg card](#) and discuss the questions.

- 8 **Optional Activity:** Display the image of the [“Bird's Eye View Map of Marengo, Iowa, 1868.”](#) Discuss how this map from long ago shows what a rural community looked like. Describe the routes and modes of transportation that people in Marengo and farmers in Iowa used long ago.
- 9 **Formative Assessment:** During work time, observe students to see if they identify evidence within the image. Ask students to describe transportation in rural places long ago using evidence gathered from the photos.





*Courtesy of the State Historical Society of Iowa, 1928*





# People Loading Potatoes onto a Chicago, Burlington & Quincy Railcar, 1903

PART 3



*Courtesy of the State Historical Society of Iowa, 1903*





*Courtesy of the State Historical Society of Iowa, 1913*

This is an example “Be an Image Detective” worksheet to help guide students in their analysis of images that are primary sources. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic’s Student Materials PDF.

<b>Title:</b> <b>Who made the image?</b> <b>What year?</b>		<b>What kind of image is it?</b> <input type="checkbox"/> photo <input type="checkbox"/> drawing/cartoon <input type="checkbox"/> painting <input type="checkbox"/> advertisement <input type="checkbox"/> something else
<b>Start with the Basics</b> In one sentence, what is happening in this image?  Is the image ... <input type="checkbox"/> black & white <input type="checkbox"/> color  What does this tell us about when the image was made?  Is there a caption? <input type="checkbox"/> yes <input type="checkbox"/> no  If so, what does the caption tell you?	<b>Observe ... Look for the Details</b>  Describe what you see in the image.   What are the people doing in the image?   What are the objects used for in the image?	<b>Put the Pieces Together</b> Where do you think this image takes place? What is its location?  What evidence tells you that?  What time period? What evidence tells you that?  Why do you think this image was made?  How does this image compare to modern times?
<b>What questions does this image lead you to ask?</b>		

# Transportation in Urban Spaces from Long Ago



## Unit Compelling Question

How is life the same and different in rural and urban areas?



## Unit Supporting Question

What was transportation like in rural and urban areas long ago?

### Overview

Students will analyze primary sources in order to answer the question, “What did transportation in urban places look like long ago?” Students will analyze each historical photograph by explaining the who, what, when, where and why that they observe in the photos.

### Source Background

These four photos from “[long ago](#),” show what early road and rail transportation looked like. Early forms of transportation in Iowa were paths and people carried what they could. Wagons allowed people to move more items, but often at a very slow pace. Automobiles and roads allowed for faster transportation but also cost more money. Railroads allowed for faster and more comfortable transportation, especially over long distances. The railroad was so important to Iowans that many towns located or even relocated to be along them, and by the late 1800s, no one in Iowa was more than 10 miles from a rail line. See the [GIS Story Map on Rural America](#) for more information.

**Source 1:** This photo is a bird’s eye view of Tipton Consolidated school buses.

**Source 2:** This 1918 photo shows a Western Union messenger team with bicycles/motorcycles in Des Moines, Iowa.

**Source 3:** The image shows a delivery wagon of Flynn Farm Dairy on a residential street in Des Moines, Iowa.

**Source 4:** This photo shows elevated railroads in the Bowery, a neighborhood in the southern part of Manhattan, New York City.

### Instructions

- 1 Display photos for your students. Tell them that these photos show transportation in urban spaces from long ago, and as you all continue to work as historical detectives, the class is going to look and see how transportation in urban spaces long ago was different than rural spaces.
- 2 Display “[Elevated Railroads in New York City, 1896](#),” along with the “[Be an Image Detective](#)” worksheet for the class. As a class, talk through the title, kind of image and the “Start with the Basics,” “Observe...” sections. Leave “Put the Pieces Together” and “Questions...” for later.
- 3 Repeat this process with the image, “[Horse-Drawn Wagon Filled with Flynn Farm Dairy Milk Cans in Des Moines, Iowa, 1915](#).”

*Instructions continued on next page*

### Materials

- Four primary source images
- “[Be an Image Detective!](#)” worksheet
- **Optional:** “[Bird’s Eye View Map of Marengo, Iowa, 1868](#)”; “[Panoramic Map of Davenport, Iowa, 1888](#)”

# Transportation in Urban Spaces from Long Ago

## Instructions continued

- 4 Start the analysis with the photos of the [“Western Union Messengers in Des Moines, Iowa”](#) and [“Tipton Consolidated School Buses”](#) but stop after “The Basics” section on the analysis tool. Students will work with a partner to complete the observation part for the images.
- 5 **Optional:** Give students a magnifying glass as they make observations.
- 6 As a whole group, ask the students to tell what they think “urban” means. Then show the [vocabulary card](#) with definition to see if they are correct.
- 7 For the whole group, display all four photos. Talk through the remaining sections of the [“Be an Image Detective” worksheet](#), focusing on gathering evidence to answer the question: What was transportation like in rural and urban areas long ago? Compare and contrast the rural and urban transportation - what is similar and what is different? Why?



**Goldie's History Kit Connection:** To explore more about other modes of transportation that can be used in urban spaces, refer to the [Bus Sign](#), [Rock Island Dinner Service Set](#), [Des Moines Railroad Transportation Token](#) and the [Rock Island Railroad Ticket](#). Discuss the objects as well as the questions.

To further explore how the railroad connected rural and urban areas across the United States in the past, refer to the [Transcontinental Railroad](#) book and discuss the questions.

- 8 **Optional Activity:** Display the image of the [“Bird’s Eye View Map of Marengo, Iowa, 1868”](#) (which shows a rural area as depicted by the images in Part 3) and [“Panoramic Map of Davenport, Iowa, 1888.”](#) Ask students to compare and contrast the images aloud. How were people’s needs for transportation different in rural spaces and urban spaces?
- 9 **Formative Assessment:** During work time, observe students to see if they identify evidence within the image. Ask students to describe transportation in rural places long ago using evidence gathered from the photos.





Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, 1940







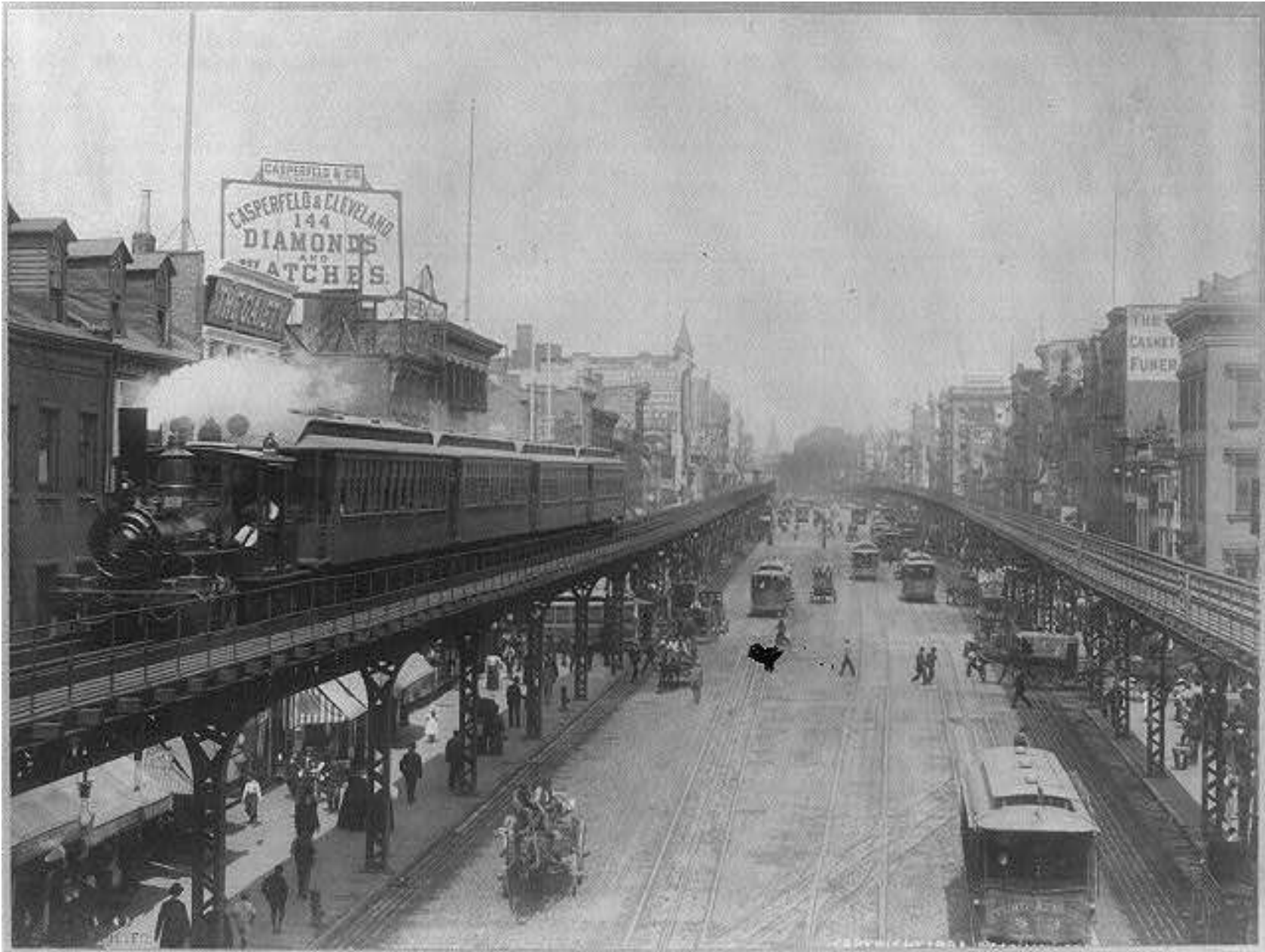
## Horse-Drawn Wagon Filled with Flynn Farm Dairy Milk Cans in Des Moines, Iowa, 1915

PART 4



*Courtesy of the State Historical Society of Iowa, 1915*





Courtesy of Library of Congress, "Elevated railroads in New York City: in the Bowery," 1896

# Lesson Summative Assessment #1



## Unit Compelling Question

How is life the same and different in rural and urban areas?



## Unit Supporting Question

What was transportation like in rural and urban areas long ago?

### Assessment 1: Chronological Thinking Skills Instructions

- 1 Students will be shown three images, and they will be asked to chronologically sequence them.
- 2 Distribute ["Sequence of Events" worksheet](#) and explain the directions.
- 3 Give students work time. The clues section of the assessment measures students' ability to identify evidence that supports their answer. Both the year of the photo and technology in the photo (such as what the tires are made of) show evidence of chronological thinking skills.

### Assessment Scoring Options

<b>Proficient</b>	Student shows understanding of chronological thinking skills, answers are accurate
<b>Developing</b>	Mixture of some accurate and some inaccurate parts
<b>Beginning</b>	Student unable to write any ideas in the given time and/or ideas are very inaccurate

This is an example worksheet that corresponds with the instructions for the Lesson Summative Assessment #1. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

**Label** these photos in number order with 1 as the oldest photo and 3 as the newest photo (photo 2 is inbetween).




Wooden Bus of the Renwick Independent School, Renwick, Iowa 1937




Horse-Drawn Bus, Keokuk County, Iowa, 1928




Tipton Consolidated School Buses, Tipton, Iowa, 1940

**Circle** the clues that helped you to figure that out.

**Write** one sentence telling how you know which photo is oldest and which photo is the newest.

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<b>Grade</b>	<b>Proficient</b> Shows understanding of chronological order, accurate	<b>Developing</b> Mixture of some accurate and some inaccurate parts	<b>Beginning:</b> Unable to write any ideas in the given time and/or ideas are very inaccurate
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## Lesson Summative Assessment #2



### Unit Compelling Question

How is life the same and different in rural and urban areas?



### Unit Supporting Question

What was transportation like in rural and urban areas long ago?

### Assessment 2: Applying Ideas about Transportation Instructions

- 1 In this assessment, students will answer the question, “Why does transportation look different in rural and urban areas?” by using the information they gathered previously and their own background knowledge to answer this application question.
- 2 Assign students to groups of three or four people.
- 3 Give students the question and ask them to agree on an answer to share with the teacher and/or the class. They must include evidence in their answer as they explain their answer.
- 4 Students with strong understanding will say something like, “People in rural areas have different needs than people in urban areas. People in rural areas have a farther distance to travel.” Students could also talk about the availability of technology such as, “People in urban areas long ago could ride a passenger train, but people in rural areas did not have passenger trains to ride.”
- 5 **Optional:** Groups will dictate a paragraph to the teacher that tells their answer and explains why they picked that answer.

### Assessment Scoring Options

<b>Proficient</b>	Student shows understanding of urban and rural areas, answers are accurate
<b>Developing</b>	Mixture of some accurate and some inaccurate parts
<b>Beginning</b>	Student unable to write any ideas in the given time and/or ideas are very inaccurate





**Rural**



**Urban**



**Route**



**Transportation**

## Route

A route is the path from one place to another. It is a way for travel or movement, the path from point A to point B.

## Transportation

Transportation is the act of moving something from one location to another. It is how people and goods get from here to there.

## Rural

Rural means relating to or characteristic of the country or the people who live there. Typically means a population of less than 2,500 people.

## Urban

Urban typically refers to cities or people who live in cities. Usually, an urban area includes a population of 2,500 people or more.



**Producer**



**Consumer**



**Natural  
Resource**



**Long Ago**

fish.

A natural resource is something found naturally in nature such as trees, coal, and

## Natural Resources

## Producer

A producer is someone who makes or gathers goods and resources.

## Long Ago

The period of time that happened in the distant past. Long ago in this Read Iowa History is defined as about 75 to 200 years ago; from about 1750 to about 1950.

## Consumer

A consumer is someone who uses goods and resources.

## Additional Resources for Educators

### [Transportation in Rural and Urban Spaces Primary Source Set](#)

This is a digital collection of primary and secondary sources that highlight how transportation has changed in rural and urban America over time.

### ***Market Maze by Roxie Munro***

This is a picture book about transportation routes for different products, such as fish, apples, dairy products, corn, vegetables, flowers, eggs and baked goods. Information on all of the products and their journeys is included along with answers to all of the mazes.

### [GIS Story Map on Rural America](#)

This interactive website provides resources to explore U.S. Census population data in regard to rural America.

### [Galbraith's Railway Mail Service Maps of Iowa](#)

This Library of Congress resource includes historical map of Iowa shows the complex network of railroad lines in Iowa in 1897.

**READ ALOUD**

READ ALOUD

EDUCATOR MATERIALS

# Transportation in Rural and Urban Spaces



2<sup>ND</sup> GRADE

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

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

# Transportation in Rural and Urban Spaces

## Introduction

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

## What’s Included

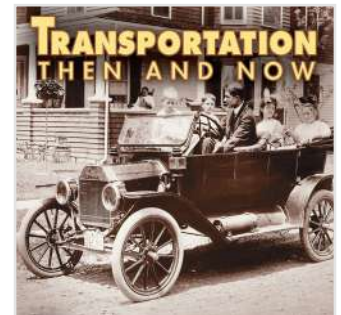
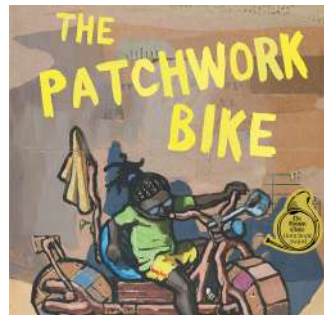
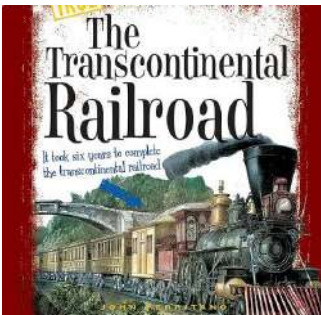
### Each Read Aloud Activity Features

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

## Books

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

- *The Transcontinental Railroad* by John Perritano
- *The Patchwork Bike* by Maxine Beneba Clarke
- *Public Transportation: From the Tom Thumb Railroad to Hyperloop and Beyond* by Paul Comfort
- *Transportation Then and Now* by Robin Nelson



## 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.

# Transportation in Rural and Urban Spaces

## 2nd Grade

### Read Aloud Table of Contents

<b>Book:</b> <i>The Transcontinental Railroad</i> . . . . .	47
<b>Book:</b> <i>The Patchwork Bike</i> . . . . .	48
<b>Book:</b> <i>Public Transportation: From the Tom Thumb Railroad to Hyperloop and Beyond</i> . . . . .	49
<b>Book:</b> <i>Transportation Then and Now</i> . . . . .	50

### 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 (transportation) 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, transportation.
- 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.



# Transportation in Rural and Urban Spaces

## 2nd Grade

### After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
  - **Example:** In Parts 3 and 4 of the Read Iowa History, students will be comparing and sequencing images demonstrating rural and urban modes of transportation from long ago. There are multiple books in this kit that would work well with these activities. In particular, the book *Transportation Then and Now* by Robin Nelson provides side-by-side comparisons of what different modes of transportation looked like in the past compared to today. The short prose encourages readers to consider the changes that have occurred in transportation.
- 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.

# Transportation 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 transportation. 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>RI.2.1</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

## Iowa Core Social Studies Standards

No.	Description
<b>SS.2.7.</b>	Explain how people from different groups work through conflict when solving a community problem.
<b>SS.2.11.</b>	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
<b>SS.2.17.</b>	Explain how environmental characteristics impact the location of particular places.
<b>SS.2.18.</b>	Describe how the choices people make impact local and distant environments.
<b>SS.2.19.</b>	Make a prediction about the future based on past related events.
<b>SS.2.20.</b>	Determine the influence of particular individuals and groups who have shaped significant historical change.
<b>SS.2.21.</b>	Compare perspectives of people in the past to those in the present with regards to particular questions or issues.

# The Transcontinental Railroad

**John Perritano**  
Author

**2010**  
Year of Publication

**Informational**  
Book Genre/Type

## Book Description

Scholastic's *A True Book Series* introduces students to brief histories concerning people, place and events. This edition of *The Transcontinental Railroad* traces the development of transportation in the 1800s from the first steam-powered locomotive to the linking of railways from New York to California. In just over 60 years, mass transportation transformed the landscape of the United States. (48 pages)

## Why This Book

There are three sections in this informational book that provide students with descriptions of what transportation was like in the 1800s. First, the "Rise of the Rails" sets the stage for pre-locomotive travel by foot and boat before introducing the invention of the earliest trains. Throughout the pages, the author includes illustrations, historic images and facts about railway transportation that bring the subject to life for the reader. The next section, "Working on the Railroad" explains the labor-intensive process of building the railroad by hand. Finally, "End of the Line" describes the completion of the transcontinental railway and the ways in which it transformed the Nation. The book concludes with a table of railway statistics, additional resources and a glossary.

## Text-Dependent Questions

- 1 The first trains were nicknamed the "iron horse." How do trains serve a similar function to horses and how do they differ?
- 2 Oftentimes, railways follow riverways. Why would it be helpful to build this new mode of transportation alongside a natural resource?
- 3 How has transportation, like trains, served to unite people across rural and urban communities?
- 4 Today, people have machinery that makes construction easier. But in the 19th century, railway tracks were laid by hand. What were some of the tools that the workers used to build the railroads?
- 5 How did the completion of the Transcontinental Railroad impact the transportation of goods and services?

# The Patchwork Bike

**Maxine Beneba  
Clarke**  
Author

**2018**  
Year of Publication

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

## Book Description

The events of this book take place “at the edge of the no-go desert.” Three siblings and their “fed-up mum” live in a home made of mud walls. Even though the children do not have money to purchase a bike, they creatively build their own bike from a variety of objects found within their home. This allows them to play and travel over the sand dunes in their backyard. (40 pages)

- [Listen to the digital recording of the book \(read by author\)](#)

## Why This Book

This book subtly introduces the reader to multiple cultures and socio-economic statuses. The author is Australian, the book is set in an African village and the main characters are Muslim. The role of imagination in the invention of transportation is highlighted in this work through the three siblings’ ability to construct their very own bike. This story also addresses the role of poverty and provides an example of the ways in which access to resources and transportation can impact a person’s life.

## Text-Dependent Questions

- 1 Traditionally, bikes are made of metal. What objects did the three siblings use to build their bike?
- 2 The first bicycle was invented in 1817. Since then, many models of bicycles have been developed. If you could build your own bicycle what would it look like?
- 3 How does the bicycle that the three siblings built help to improve their lives?
- 4 Bicycles are low in cost compared to other modes of transportation. Why is it important to have multiple types of transportation?

# Public Transportation: From the Tom Thumb Railroad to Hyperloop and Beyond

**Paul Comfort**

Authors

**2020**

Year of Publication

**Informational (Storybook)**

Book Genre/Type

## Book Description

Beginning with the first steam engine train and ending with the possibilities in aircraft, readers are introduced to a different form of transportation on each page. This book is packed full of information about the first modes of transportation and the innovations that have occurred over time. (30 pages)

## Why This Book

Each page contains an explanation and fun fact about the specific type of transportation introduced on the page. This book helps readers imagine the impact of mass transportation by placing an emphasis on public transportation.

## Text-Dependent Questions

- 1 A lot of new forms of transportation were created during the 1800s. What are the different types that you noticed? How did each help people move from place to place?
- 2 Transportation concerns things that help take people from one place to another. How do applications on smartphones help people travel?
- 3 In the United States, many people work to ensure that public transportation is accessible to everyone. How did the Americans with Disabilities Act help people in wheelchairs or with limited mobility gain access to transportation?
- 4 Improvements to transportation and new forms of transportation are constantly being developed. How does the new Maglev (magnetic train) compare to the first steam engine train?



# Transportation Then and Now

**Robin Nelson**

Author

**2003**

Year of Publication

**Informational Picture  
Book**

Book Genre/Type

## Book Description

Each page gives a side-by-side comparison of what different modes of transportation looked like in the past compared to today. The short prose encourages readers to consider the changes that have occurred in transportation. (24 pages)

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

## Why This Book

This story explicitly demonstrates the ways that transportation has changed over time. Readers can see images that help them visualize the developments within transportation. Additional information is provided through a transportation timeline and a fact sheet.

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## Text-Dependent Questions

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

# HISTORY MYSTERY

EDUCATOR MATERIALS

## Transportation in Rural and Urban Spaces

HISTORY MYSTERY



2<sup>ND</sup> GRADE

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

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

# Transportation in Rural and Urban Spaces

## 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, transportation. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

### By participating in History Mystery, students will:

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

## What's Included

### This History Mystery Activity Features

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

## Objects

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

## Questions

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

### History Mystery Worksheet with Artifact Interpretation Instructions

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

# Transportation in Rural and Urban Spaces

## 2nd Grade

### History Mystery Table of Contents

<b>Object:</b> Bus Sign . . . . .	55
<b>Object:</b> Milburn Electric Car . . . . .	56
<b>Object:</b> Brougham Carriage . . . . .	57
<b>Object:</b> Velocipede . . . . .	58
<b>Object:</b> Rock Island Dinner Service Set . . . . .	59
<b>Object:</b> Des Moines Railroad Transportation Token . . . . .	60
<b>Object:</b> Rock Island Railroad Ticket . . . . .	61
<b>Worksheet</b> . . . . .	62

### 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 transportation.</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>



# Transportation in Rural and Urban Spaces

## 2nd Grade

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 transportation.</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>

## Bus Sign



### Description

This object is a bus sign used in Des Moines, Iowa, in the 1960s. The sign's black and red strips of cloth are sewn together and indicate bus route names in yellow font and stops in white. The sign is mounted on rolls that can expand or retract the names shown. The sign would have hung on the side of a bus and is 23 by 34 inches.

### Object Significance

Just as access to transportation is important in many people's lives so, too, is knowing where that mode of transportation goes. In the 1960s, many people, both in urban and rural areas, did not have access to personal transportation and relied heavily on public transportation, like buses. Bus signs such as this one helped people know where buses were going to ensure they got where they were going in a timely manner.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This sign in particular was used on a route around Drake University, located in Des Moines. Why might a route around a university be established?
- 3 How are bus routes and stops presented to the public today? How does that compare with this sign?

# Milburn Electric Car



## Description

This black vehicle was developed by the Milburn Wagon Company in 1919. Iowa Governor George W. Clarke bought this car that year and he and his wife drove it between Des Moines and Adel for more than 20 years.

## Object Significance

Electric vehicles such as this one have been around for over a century. Through the late 19th century, various vehicles ran on steam, gas and electricity. Electric cars were nearly exclusive to urban areas because the power grids needed to recharge their batteries were hard to come by outside of cities. Early electric vehicles fell out of favor as the reasonably priced, mass-produced and gas-powered Model T developed by Henry Ford in 1908 was more appealing to the general population.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 In 1919, the road system in the United States was not as developed as it is today. How might this vehicle's use be limited by that? What makes you say that?
- 3 Today, many people have gas-powered vehicles rather than electric. However, hybrid and electric cars are becoming more popular. Why do you think some Americans are moving away from gas-powered vehicles?

# Brougham Carriage



## Description

This horse-drawn carriage was made by the H.H. Babcock Company in Watertown, New York, around 1879. Designed by British statesman Lord Brougham around 1838, J.D. Edmundson of Des Moines, Iowa, owned and used this carriage.

## Object Significance

J.D. Edmundson was a very successful and wealthy banker in his life; but, like so many others, restricted to animal-drawn transportation. For both urban and rural residents, animals such as horses were essential in being a mode of transportation beyond the limits of moving on foot or taking a train from town to town.

## Questions about History Mystery Object

- 1 What do you see when you look at this object?
- 2 Although costly, why might someone choose to own a carriage and horses?
- 3 How does this carriage compare to the automobile today? What is the same? What is different?



# Velocipede



## Description

This is a velocipede, which is an early form of a bicycle propelled by working pedals on cranks fitted to the front axle. It was developed and manufactured by Pickering & Davis of New York City, New York. Wesley Redhead, a state representative in Iowa, bought this velocipede in 1869. The velocipede is painted blue with stripes of black along the edge of the wheels. Its metal frame includes two pedals attached to the front wheel's axle and a leather covered seat attached to a spring in the center.

## Object Significance

Prior to specific names today, a wheeled vehicle (e.g. unicycles, bicycles and tricycles) powered and driven by a human driver was simply known as a velocipede through 1869. Originally developed in Europe, these machines eventually found their way across to the eastern United States. This new mode of transportation never really caught on with the general population, however, until a sudden interest in it from 1867 to 1869 before quickly declining.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 For many decades, velocipedes saw more use in urban areas rather than in rural areas. Why do you think that was? How do you think this could have affected their popularity in Iowa?
- 3 Many cities banned the use of velocipedes on sidewalks after many riders rode on them rather than the road. Why do you think the riders did that? How does this compare to velocipede or bicycle travel today?

## Rock Island Dinner Service Set



### Description

This dinner service set consists of a bowl, cup and saucer, salad plate and dinner plate. The Chicago, Rock Island, and Pacific Railroad (typically known just as Rock Island) used this set to serve meals to passengers in a dining car from the 1970s to the 1980s. The pieces are white ceramic with a maroon stripe near the edge of each piece.

### Object Significance

Prior to the creation of the dining car in 1868, passengers were limited to whatever food they brought along or establishment near stops that typically consisted of cheap, low-quality meals and drinks. Various rail lines began to implement dining cars to better serve their passengers and provide an all inclusive experience for those that could afford it. While this dinner service is from the late 1900s, dining cars were part of train transportation from the late 1800s.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 During and after the American Civil War, the country railroad system greatly expanded between the east and west coasts. What impact do you think this had on changing the experience for passengers? Why would a dining car be needed?
- 3 These dishes are thick and heavy. Why would this dinner service need to be hefty?

# Des Moines Railroad Transportation Token



## Description

This token was used to pay for transportation with the Des Moines Railroad Company. Stated along the edge of the token is "Des Moines Railway Co." with the image of a cable streetcar in the center. On the other side it states "Good For One Fare" along the edge with the image of a bus in the center. The token is .625 inches in diameter.

## Object Significance

Buses and, at one time, cable cars were a public form of transportation providing access to transportation without the need for personal transportation. During the 19th and early 20th century, people would purchase these kinds of tokens to pay for their passenger fees. Along with being made out of cheap metals, these tokens guaranteed loyalty as the tokens were only good with one company

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why would companies use tokens rather than take U.S. government issued coins?
- 3 How is this way of paying for transportation similar to today's methods? How is it different?

# Rock Island Railroad Ticket



## Description

This is a ticket for a trip from Keosauqua, Iowa, to Ottumwa, Iowa. Stamped onto the ticket is the logo stating "Chicago Rock Island & Pacific Ry." on top, information pertaining to baggage on the left side, a series of four numbers on the right, the names of where they're departing and their destination in the center and "Good only One (1) Day from Date of Sale" stated at the bottom. Underneath the stamped information is an ornate design on the ticket colored in green with "C.R.I. & P." in the center.

## Object Significance

This ticket informed a train's conductor that the holder had purchased and reserved a spot for this train's route from Keosauqua to Ottumwa. Keosauqua, Iowa, has been a small, rural town since its founding and this ticket connected someone from the town to the city of Ottumwa, Iowa, roughly 35 miles away. This ticket points to the important role the railroad served to connect small towns across the state. By the late 19th century, no community was no more than 10 miles from a railroad.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 For many decades, access to trains was vital to both urban and rural Iowans. Why do you think that? Compare railroads to both animal-driven and water-based modes of transportation of the time.
- 3 Throughout the 20th century, Rock Island and many other railroad businesses fell out of business. Why do you think that happened? How does the use of trains today compare to that of over 100 years ago?



## 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

3	<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>
4	<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>
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	<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 ...

THINK LIKE ...

EDUCATOR MATERIALS

# Transportation in Rural and Urban Spaces



2<sup>ND</sup> GRADE

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

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

# Transportation in Rural and Urban Spaces

## 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 transportation 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 (Frederick and August Duesenberg; Mary Anita “Neta” Snook Southern). 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 Frederick and August Duesenberg . . . . .	67
<b>Card:</b> Think Like Mary Anita “Neta” Snook Southern . . . . .	68
<b>Card:</b> Think Like a Geographer . . . . .	69
<b>Card:</b> Think Like an Economist . . . . .	70
<b>Card:</b> Think Like a Historian . . . . .	71
<b>Card:</b> Think Like a Political Scientist . . . . .	72
<b>Card:</b> Think Like a Journalist . . . . .	73

## 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 transportation. 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 transportation 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.



# Transportation in Rural and Urban Spaces

## 2nd Grade

### Suggested Think Like... Activity Set Up and Implementation

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

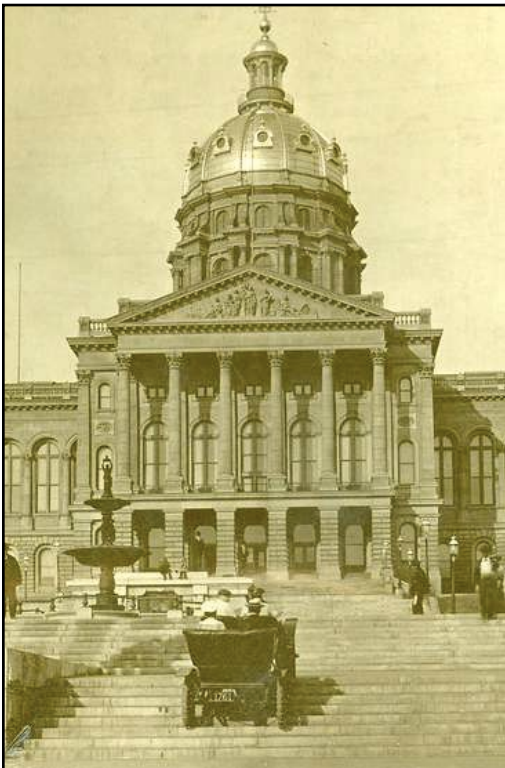
Type of Activity	Before Activity	During Activity
<p><b>Kit Connections</b></p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> <li>Choose which Kit Connection with a Think Like... card you would like to use.</li> <li>If connected to an object or primary source 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... Frederick and August Duesenberg Card

# Think Like Frederick and August Duesenberg

- In what ways do you think automobiles changed the daily lives of Iowans?
- The Duesenberg brothers started building bicycles while they were young. How would bicycles impact the brother's lives while living in rural Iowa?
- A Mason car cost about \$1,200, and an average Iowa farmer made \$1.00 per day in the early 1900s. Discuss reasons why cars, like the Mason, might have been out of reach for the average Iowan.



### **Frederick Duesenberg (1876-1932)** **August Duesenberg (1879-1955)**

The Duesenberg family immigrated from Germany in 1884. In the 1890s, Frederick (Fred) Duesenberg began building and racing bicycles with his brother August (Augie) while they lived near Rockford, Iowa. Around 1900, they began attaching gasoline engines to bicycles to build motorcycles. In 1906, Edward R. Mason, a Des Moines attorney, asked them to make him an automobile. The Mason Automobile Company of Des Moines was established in 1909 and produced an automobile called the Mason. The company ceased production in 1913. The Duesenberg brothers moved to Saint Paul, Minnesota, and founded the Duesenberg Automobile & Motors Company, Inc.

## Think Like... Mary Anita "Neta" Snook Southern Card

### Think Like Mary Anita "Neta" Snook Southern

- Why would the library and books play an important role in Neta Snook's understanding of planes and her desire to fly?
- Eventually Neta was able to fly with passengers on board. Discuss how this would impact transportation long ago.
- Neta taught Amelia Earhart how to fly. Why might Amelia want to learn from another woman, especially in the early days of flight?



#### **Mary Anita "Neta" Snook Southern (1896-1991)**

Mary Anita "Neta" Snook was born on February 14, 1896, in Mount Carroll, Illinois. Her family moved to Ames, Iowa, in 1915 and she attended Iowa State College (now Iowa State University), taking courses in mechanical drawing, engines and farm machinery repair. During her sophomore year, she applied to the Atlantic Coast Aeronautical Station, the Curtiss-Wright Aviation School, in Newport News, Virginia, but was not admitted because she was a woman. The next year, she was accepted to the Davenport (Iowa) Flying School, and became one of the first female pilots. Snook eventually moved to California where she met, befriended and taught Amelia Earhart how to fly.

## 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.

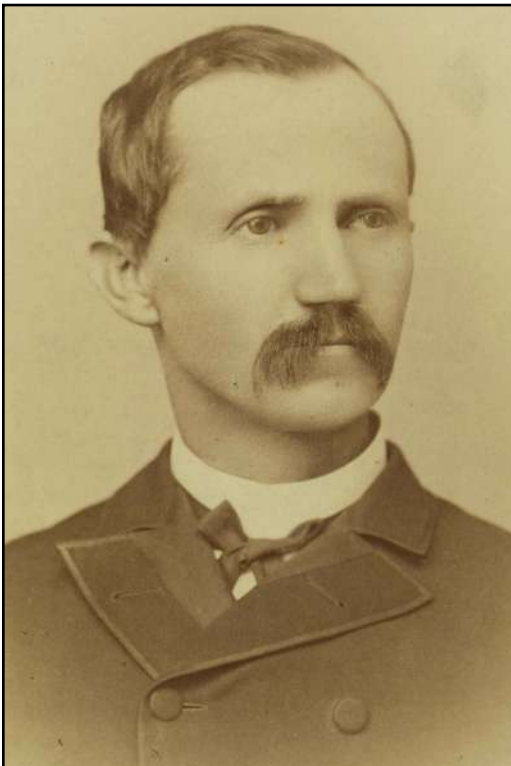


## Think Like... an Economist Card

# 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.2.1.</b>	Explain why a compelling question is important.				
<b>SS.2.2.</b>	Generate supporting questions across the social studies disciplines related to compelling questions.				
<b>SS.2.3.</b>	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.				
<b>SS.2.4.</b>	Construct responses to compelling questions using reasoning, examples, and relevant details.				
<b>SS.2.5.</b>	Take group or individual action to help address local, regional, and/or global problems.				
<b>SS.2.6.</b>	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
<b>SS.2.7.</b>	Explain how people from different groups work through conflict when solving a community problem.		X		
<b>SS.2.8.</b>	Explain the purpose of different government functions. (21st century skills)				
<b>SS.2.9.</b>	Develop an opinion on a decision about a local issue. (21st century skills)				
<b>SS.2.10.</b>	Determine effective strategies for solving particular community problems. (21st century skills)				
<b>SS.2.11.</b>	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.		X		
<b>SS.2.12.</b>	Identify how people use natural resources to produce goods and services.				
<b>SS.2.13.</b>	Describe examples of the goods and services that governments provide.			X	
<b>SS.2.14.</b>	Explain how different careers take different levels of education. (21st century skills)				
<b>SS.2.15.</b>	Evaluate choices and consequences for spending and saving. (21st century skills)				
<b>SS.2.16.</b>	Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	X			
<b>SS.2.17.</b>	Explain how environmental characteristics impact the location of particular places.	X	X		
<b>SS.2.18.</b>	Describe how the choices people make impact local and distant environments.		X	X	
<b>SS.2.19.</b>	Make a prediction about the future based on past related events.		X		
<b>SS.2.20.</b>	Determine the influence of particular individuals and groups who have shaped significant historical change.		X		X
<b>SS.2.21.</b>	Compare perspectives of people in the past to those in the present with regards to particular questions or issues.		X		X
<b>SS.2.22.</b>	Identify context clues and develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, and why they created it.				
<b>SS.2.23.</b>	Given a set of options, use evidence to articulate why one reason is more likely than others to explain a historical event or development.				
<b>SS.2.24.</b>	Describe the intended and unintended consequences of using Iowa's natural resources.				

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		X		
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X		
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.		X		
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		X		
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	X		
<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	X	X		
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X		
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	X			

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

### Goldie's History Kit - Transportation in Rural and Urban Spaces Manual

**Book 1:** *The Transcontinental Railroad* by John Perritano

**Book 2:** *The Patchwork Bike* by Maxine Beneba Clarke

**Book 3:** *Public Transportation: From the Tom Thumb Railroad to Hyperloop and Beyond* by Paul Comfort

**Book 4:** *Transportation Then and Now* by Robin Nelson

### History Mystery Object Photos

- Bus Sign
- Milburn Electric Car
- Brougham Carriage
- Velocipede
- Rock Island Dinner Service Set
- Des Moines Railroad Transportation Token
- Rock Island Railroad Ticket

### 7 Think Like... Cards

- Frederick and August Duesenberg
- Mary Anita "Neta" Snook Southern
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

### USB Flash Drive

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

### Goldie's History Kit Container