



BRACKETS & TRADING CARDS

Print the brackets and trading cards, or use them digitally with your students.

[Geode Bracket](#)

[Goldfinch Bracket](#)

[Blank Bracket](#)

[Trading Cards](#)

WEBSITE RESOURCES

Research the players using the “Meet the Brackets” pages.

[Meet the Geode Bracket](#)

[Meet the Goldfinch Bracket](#)

VOTING

Learn more about the voting on the [Iowa History Month March Madness page](#).

The page will be updated each week with new voting links and results.

- **March 2–5:** Geode Bracket First Round Voting
- **March 9–12:** Goldfinch Bracket First Round Voting
- **March 16–19:** Sweet Sixteen Voting (Second Round Geode and Goldfinch)
- **March 23–26:** Elite Eight Voting (Third Round Geode and Goldfinch)
- **March 30–April 2:** Final Four Voting (Geode and Goldfinch Championship Round)
- **April 6–9:** Championship Voting (Geode Champion v. Goldfinch Champion)

TEACHER RESOURCES

Activity

Scaffolded Classroom Applications

Dear Revolutionary Iowan

Elementary: Imagine you get to meet one of the revolutionary Iowans. What would you ask them about their life and work? Write a letter to them. Then, research about the questions you asked in your letter and write a response!

Secondary: Imagine you have the power to send a letter back in time to a revolutionary Iowan. In your letter, explain how their actions still shape the world we live in today. Use historical evidence to show their long-term impacts.

TEACHER RESOURCES

Activity	Scaffolded Classroom Applications
Debate	<p>Elementary: Ask students, “How did this person make Iowa a better place?” Then give them sentence starters to share their thoughts in small groups.</p> <p>Secondary: Each student chooses a historical figure to research. After they’ve gathered evidence and formed arguments, have them face off in a head-to-head debate with time for opening remarks, rebuttal, and closing arguments.</p>
Make a Map	<p>Elementary: Identify where a revolutionary lowan lived or worked and draw a simple picture or map of their town or home. Use details from the trading cards to incorporate into your drawing or map.</p> <p>Secondary: Create a map that shows how a person’s actions connected to different places. Trace their travels or their influence geographically.</p>
Make a Timeline	<p>Elementary: Choose a few key events from the person’s life and put them in chronological order on a timeline. Mark each date with a short description and picture next to it.</p> <p>Secondary: Create a detailed timeline of a person’s life. Mark out distinct periods or turning points to show times when their choices changed history. After plotting key dates and events, analyze their long-term historical impact.</p>
Museum Exhibit Project	<p>Elementary: Draw or use modeling clay to create a small object that connects to the person. Make a short label with a drawing or a sentence about why it matters.</p> <p>Secondary: Choose a primary source that connects to the person’s life. Research its historical context and create a museum exhibit display featuring that source. Find museum objects in the Iowa History Collections Catalog!</p>
Portrait of a Revolutionary lowan	<p>Elementary: Create a portrait poster on one of the revolutionary lowans. Identify important events in their life and explain their impact. Students can present to small groups or do a gallery walk.</p> <p>Secondary: Create a presentation (hand-drawn or digital) that shows the impact of a revolutionary lowan. Include a timeline, their impact, and evidence from a primary source as support. Students can showcase their work in a presentation, through a speed-dating activity, or in a gallery walk.</p>
Rank Each Round	<p>Elementary: After submitting their individual votes each week, lead students in a group activity placing the lowans from that round into three categories: “Gold,” “Silver,” and “Bronze.” Ask students to justify their rankings.</p> <p>Secondary: After submitting their individual votes each week, have students rank each lowan from that round (e.g., 1-16, 1-8, 1-4, 1-2). Students can write out or discuss their justifications using evidence.</p>