Iowa Inquiry Hub

Goldie's History Kit How To

2nd and 3rd

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to GHK How To

Goldie's History Kits are digital kits created by the State Historical Society of Iowa and were developed for K-5 educators to meet the Iowa Core Standards for Social Studies and Literacy. Related to the Primary Source Sets and created with a Teaching with Primary Sources (TPS) grant from the Library of Congress, these kits encourage students to develop deeper connections to Iowa's history.

The following educational tools are included in each kit:

1. Read Iowa History Lessons
2. Read Aloud Books
3. Object Photographs and Videos from the State Historical Museum of Iowa
4. Think Like… Cards

Educators are encouraged to use these tools as they are integrated; however, each tool can be used as a stand alone activity. Use kit connections throughout to help connect the different sections of Goldie's History Kits.

2nd Grade Topics

1. Buxton: A Lost Utopia
2. Environmental Impact
3. Transportation in Rural and Urban Spaces

3rd Grade Topics

1. American Indians and Westward Expansion
2. Enslavement to the Great Migration
3. Immigration to Iowa

Read Iowa History

Part 1: 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 includes:

- 1 supporting question connected to a Primary Source Set
- Vocabulary List
- Background Essay
- Pre-Lesson Activities
- Worksheets for lessons
- Activities for lessons
- Summative Assessment

Sentence Starter Worksheet PART 3

This is an example sentence starter worksheet that corresponds with the instructions to Part 3 to make a claim about how the government interacts with the economy. 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.

Claim	Evidence	Reasoning
My claim is... I think... I noticed...	I found...; My evidence is... My proof is... Another example... I know this is true because...	This happened because... The reason for this is... I conclude...

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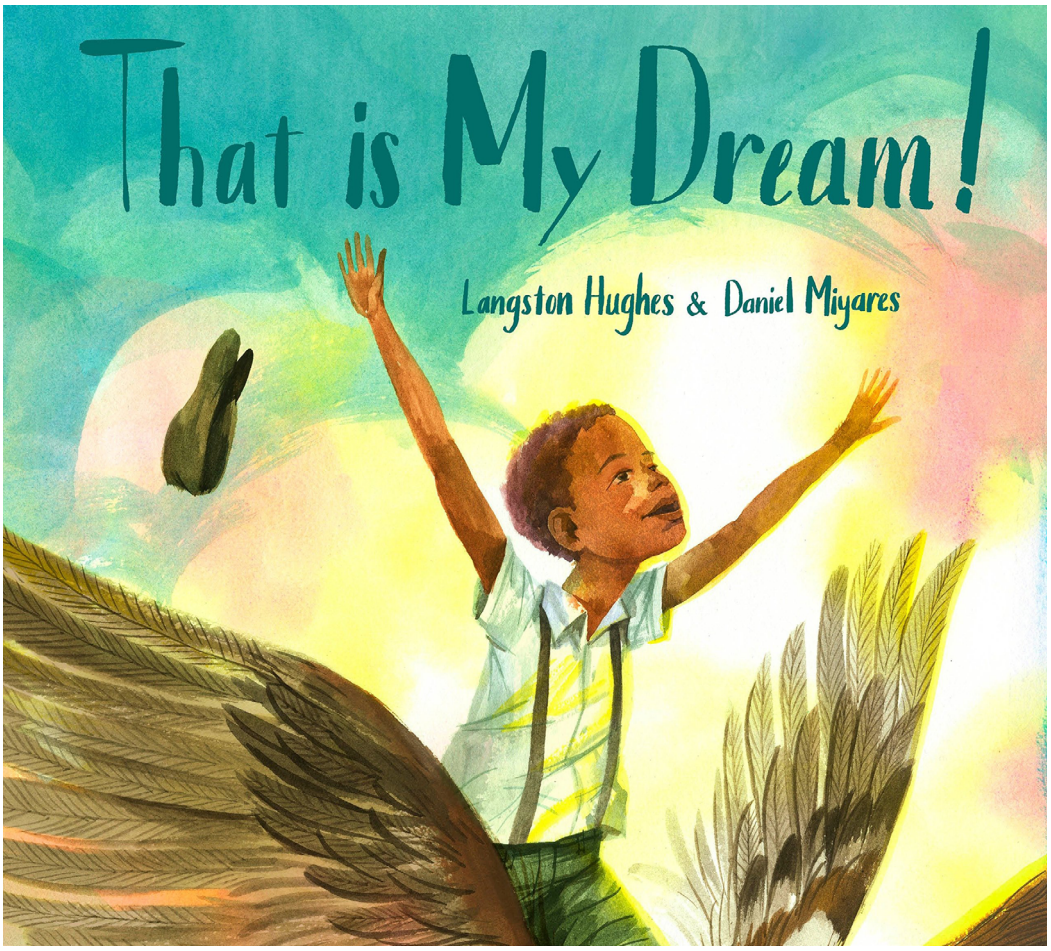
Example of Read Iowa History Worksheet

Read Aloud

Part 2: Read Aloud

Read Aloud is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. Each Read Aloud includes:

- 3-5 Children's Books related to the topic
- Book description for each book
- Text Dependent Questions for each book



Example of Read Aloud Book

History Mystery

Part 3: History Mystery

History Mystery 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. History Mystery includes:

- Photographs of seven objects
- Videos of select objects (four)
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

What to do with the Kit Connections:

Before Activity

1. Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the Read Iowa History lesson plan.
2. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions.
3. Choose the most effective, convenient way to display the object photos (and possibly videos) to the class.
4. If they have not already read it or had it read to them, please read aloud the background essay about children's lives over time.

During Activity

1. After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object.
2. After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object.
3. Following this time, pose the questions connected to the object to your students.
4. Remember to connect the objects to the kit topic and the lesson currently in progress.

History Mystery

Part 3: History Mystery

Group Work with History Mystery

Before Activity

1. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions.
2. Separate your students into groups and assign each group a photo of an object from the kit.
3. Choose the most effective, convenient way to display the object photos or videos.
4. Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object.
5. 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.
6. If they have not already read it or had it read to them, please read aloud the background essay about children's lives over time.

During Activity

1. It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet.
2. Ask student groups to Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object.
3. To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Think Like...Cards

Part 4: Think Like...Cards

Think Like... cards are a set of cards to encourage students to think about history through multiple perspectives.Think Like cards include:

- 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

What to do with the Kit Connections:

Before Activity

1. Choose which Kit Connection with a Think Like... card you would like to use.
2. 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).
3. Choose the most effective, convenient way to display the Think Like… card questions and the primary source images (if applicable) to the class.
4. If they have not already read it or had it read to them, please read aloud the background essay.

During Activity

1. 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.
2. Provide students with the Think Like… questions and display connected primary source image (if applicable).
3. Pose the Think Like… questions to your students to connect with the source, lesson or topic of the kit.
4. 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.

Think Like...Cards

Part 4: Think Like...Cards

Group Work with Think Like. . . Cards

Before Activity

1. Separate your students into groups. Assign each group a different Think Like... card from the kit.
2. 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.
3. If they have not already read it or had it read to them, please read aloud the background essay.

During Activity

1. It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card.
2. Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen.
3. Following their answers, open the discussion to the class for other ideas or answers regarding the questions.
4. Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.