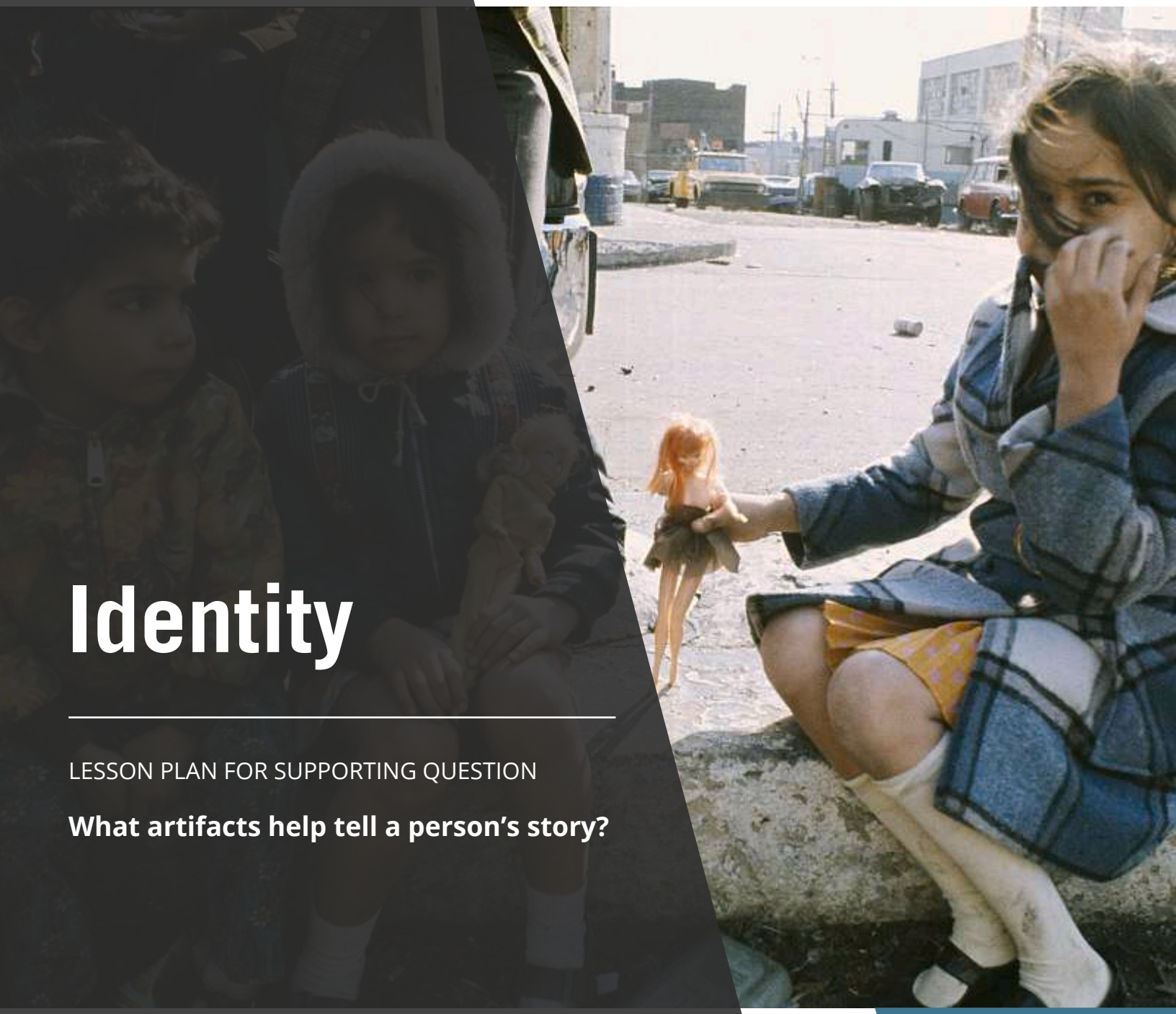
READ IOWA HISTORY

EDUCATOR MATERIALS



Identity

LESSON PLAN FOR SUPPORTING QUESTION

What artifacts help tell a person's story?

KINDERGARTEN

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

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 and instructions. 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 their own with the primary sources.

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 reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials") for this topic.



Courtesy of Library of Congress, Rothstein, Arthur, "Nursery school children in playground. Robstown camp, Texas," January 1942

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. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Identity

Kindergarten

Overview

This unit focuses on helping students understand what the word unique means and how everyone is unique. You will be using social studies best practices to introduce students to primary and secondary sources (images, documents, maps and artifacts) while showing how they help to tell someone's story.

Unit Compelling Question

How is everyone unique?

Unit Supporting Question

What artifacts help tell a person's story?

Table of Contents

Compelling and Supporting Questions 4
Standards and Objectives 5
Background Essay 6
Pre-Lesson Activity 1: Defining "Unique" and Creating a Self Portrait 7
- Worksheet, Self Portrait 8

Pre-Lesson Activity 2: Question Formulation Technique (QFT) 9
- Image, Children Waiting in Line for Water in Yauco, Puerto Rico 10

Part 1: Applying QFT to Analyze Maps 11
- Map, Iowa 13
- Map, United States 14
- Map, Bird's Eye View of Iowa City, Johnson Co., Iowa 15
- Image, Geography Lesson at Lakeview Project School in Arkansas 16
- Worksheet, I See, I Think, I Wonder 17
- Worksheet, Me on a Map 18

Part 2: Telling Your Story with Objects and Images 19
- Image, Children Playing with Barbie Dolls in the Bronx Borough of New York City 21
- Image, Family Living on Natchez Trace Project near Lexington, Tennessee 22
- Image, Children Fishing in Rhode Island along Bonnet Shores 23
- Worksheet, I See, I Think, I Wonder 24
- Document, "News About You - History Box" Essay from *The Goldfinch* 25
- Worksheet, Artifacts That Tell My Story 26
- Worksheet, Portrait Frame 27

Part 3: Birth Certificate of Bessie Bland in New York, ca. 1913 28
- Document, Birth Certificate of Bessie Bland in New York 29
- Transcript, Birth Certificate of Bessie Bland in New York 30
- Document, "Climbing the Family Tree" Essay from *The Goldfinch* 32
- Worksheet, Unique to Me 33

Part 4: Timelines and Artifacts that Tell a Story 34
- Document, "News About You" Essay from *The Goldfinch* 36

Lesson Summative Assessment 37
- Worksheet, Lesson Summative Assessment 38

Vocabulary Cards 39
Additional Resources 45

Compelling and Supporting Questions

Kindergarten

How to Apply Read Iowa History Lessons to Other Primary Sources

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

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

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

How is everyone unique?

Unit Supporting Questions

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

1) What artifacts help tell a person's story?
2) How is my story unique?
3) How does my story compare to others?

Read Iowa History: Identity

This Read Iowa History lesson addresses "How is everyone unique?" and "What artifacts help tell a person's story?" and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.K.6.	Describe students' roles in different groups of which they are members including their family, school and community.
SS.K.13.	Create a route to a specific location using maps, globes, and other simple geographic models.

Iowa Core Literacy Standards	
No.	**Standard**
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Objectives

- I can identify what is unique.
- I can investigate primary sources that help tell a person's story.

Background Essay

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

The **uniqueness** of the individual reflects the questions that one asks. The social sciences — psychology, sociology, economics, political science — are based on the assumption that human beings share common behaviors that can be studied and sometimes even predicted. Psychologists can classify common patterns of behavior as people respond in similar ways to certain situations. Abraham Maslow, for example, posits the existence of a common "hierarchy of needs," ranging from food and security at the most basic to self-actualization at the top. Most or all people will risk everything for the basics of life, but as those are met, they are motivated by goals that bring greater psychological satisfaction. In a similar way, sociologists analyze how different societies act when given certain pressures or opportunities. They observe behaviors and then analyze them to determine underlying patterns that would predict similar behaviors in future situations. Their disciplines are predicated on the assumption that people behave in similar ways under similar situations.

The humanities — religion, history, literature — tell the stories of individuals. Each person or group has experienced the world in a **unique** way and retains those memories to form a **unique** perspective. While histories of different people may be similar, the humanities focus on the distinctions of a particular story. The history of the United States may have similarities to that of other nations, but our array of leaders, challenges, opportunities and resources has not exact parallel. It is the challenge of the historian to place the facts of historical development into an account that explains why the nation, state, group or individual developed as it, he or she did. The characters in literature may exhibit characteristics common to all but their stories are the **unique** creation of the author.

Depending on the goal that one seeks, one can focus on similarities or **uniqueness**. Educators observe how children at each level of development behave to provide the appropriate challenges and rewards and to develop curricula that those students can master. If there were no common characteristics, it would be very difficult to train teachers. On the other hand, each child comes from a **unique** background and family and has a **unique** story. Teachers must be aware of general tendencies based on age and intellectual ability but must also take into account a student's motivation and expectations.

Everyone has a **unique** story, but we all share common characteristics that define us as human. We are individuals, but at the same time, as members of the human race, react in similar ways to many situations.

Vocabulary Words

- Unique
- Primary Source
- Secondary Source
- Photograph
- Document
- Artifact
- Timeline
- Map
- Long, Long Ago
- Long Ago
- Today

Defining "Unique" and Creating a Self Portrait

Unit Compelling Question
How is everyone unique?

Unit Supporting Question
What artifacts help tell a person's story?

Overview
You will introduce students to the compelling question: How am I unique? This lesson can help them understand that everyone has a unique story, but all people share common characteristics that define them as human. People are individuals, but at the same time, as members of the human race, react in similar ways to many situations.

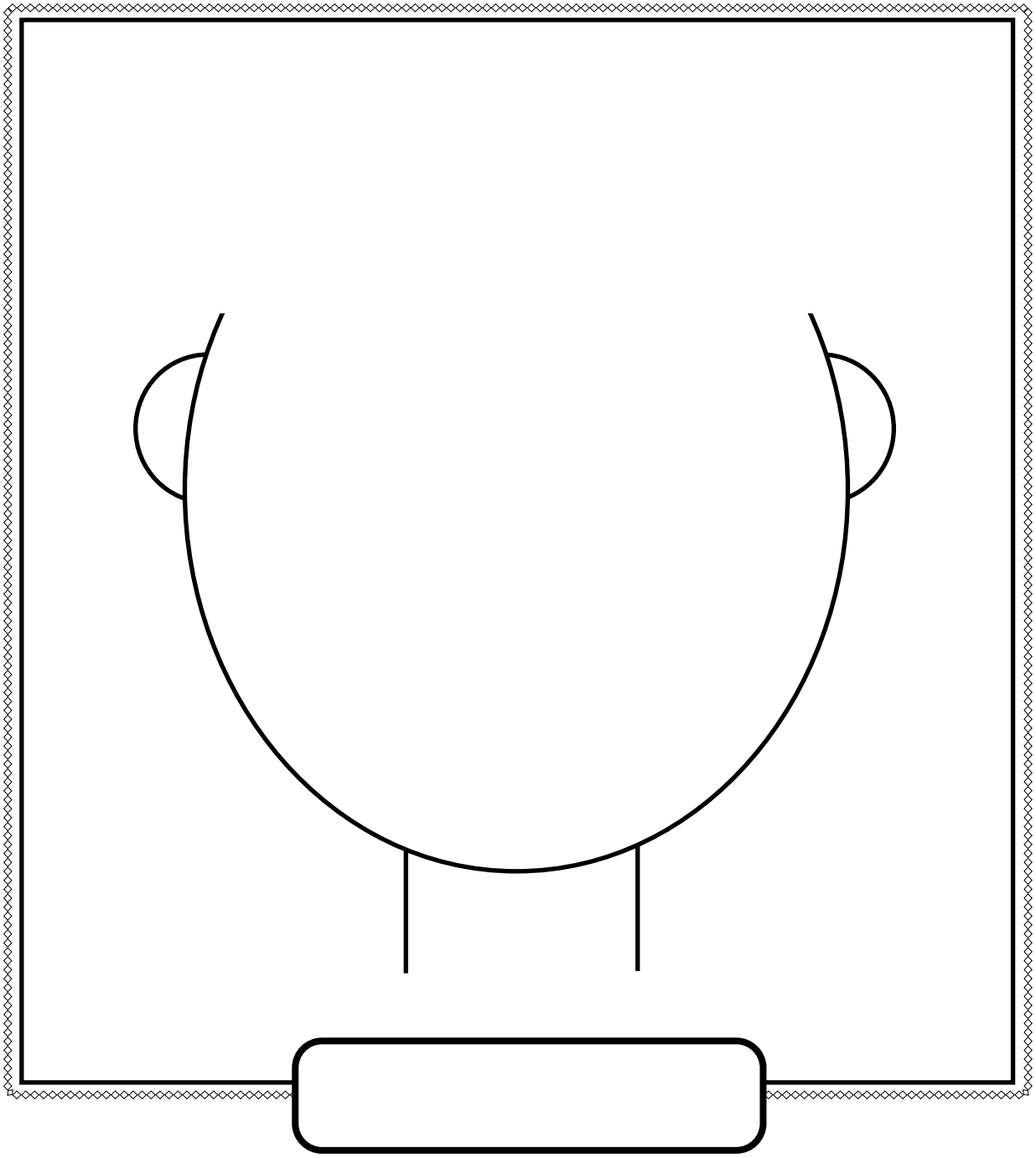
Instructions

1. Prior to the lesson, take a photograph of each student and print the images. Students will be using these photos for this activity.
3. You will now introduce the definition of the word, "unique." Refer to the **background essay** and **vocabulary card** to assist in your explanation.
4. Students will use the photo you took of them to draw themselves using the **"Self Portrait" worksheet**.
5. Students will share their drawings and their photos to the class to show they are unique.
6. Explain to the students the difference between a primary source and a secondary source using the **vocabulary cards**. Use these new vocabulary words to explain to students how the photo you took of them was a primary source, while the image they created from the photo was a secondary source. Students used information from their primary source to create a drawing of themselves.
7. Use the digital platform: **Kid Citizen: What are Primary Sources?** This online resource will help students understand what items or artifacts are used to tell someone's story.
8. **Formative Assessment:** Students will share their drawing to explain why they are unique.

Materials
- Camera
- Printer/paper for photos
- **Self portrait worksheet**
- **Vocabulary cards**
- **Kid Citizen: What are Primary Sources**
- **Suggested Book:** *Why Am I Me?* by Paige Britt

Self Portrait Worksheet

This is an example worksheet that corresponds with the instructions in Part 1 to create a self portrait. 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.



This is me!

Question Formulation Technique (QFT)

Unit Compelling Question

How is everyone unique?

Unit Supporting Question

What artifacts help tell a person's story?

Overview

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

Source Background

This image shows children waiting in line for water from the faucet in Yauco, Puerto Rico. The image was taken in January 1942 by photographer Jack Delano.

Instructions

1. This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you, the educator, watch the 12-minute **QFT Instruction Video**. In the video, a fourth-grade teacher uses QFT to learn more about what her students knew or did not know about fractions.

2. To have students practice QFT, have the class analyze a primary source together. Display the primary source, **"Children Waiting in Line for Water in Yauco, Puerto Rico."** Follow the steps below to assist students in their analysis of the image.
   - Write as many student questions as you can on the board or on chart paper.
   - Do not stop to discuss, judge or answer any questions.
   - Write down every question exactly as stated, change any statements to questions.
   - Sort and prioritize questions.

Materials

- **QFT Instruction Video**
- **"Children Waiting in Line for Water in Yauco, Puerto Rico" image**

Children Waiting in Line for Water in Yauco, Puerto Rico, January 1942



Courtesy of Library of Congress, Delano, Jack, "Children getting water from the faucet in the slum area in Yauco, Puerto Rico," January 1942

Applying QFT to Analyze Maps

Unit Compelling Question

How is everyone unique?

Unit Supporting Question

What artifacts help tell a person's story?

Overview

Students will implement the **Question Formulation Technique (QFT)** as they are introduced to maps/globes and how these items are sources that help to tell a person's story. The QFT strategy provides students the opportunity to ask and prioritize their questions. This lesson also focuses on maps and globes as a way to introduce spatial thinking.

Source Background

The image in this lesson shows children looking at a globe to find where they live in Arkansas. They are doing this during a geography lesson at Lakeview Project School in 1938.

Instructions

1. Display a variety of maps and globe(s) for students to view. Use the QFT rules from the **pre-lesson activity** to help them generate questions. Look at the **Iowa**, **U.S.** and **Johnson County** maps and use a globe, classroom and school map, if available.

2. Explain to students that maps, like photos, help tell a person's story. You can use read aloud books to demonstrate this, if available. A suggested book to read or listen to is ***Me on the Map* by Joan Sweeney**. Or have students watch this suggested video: **"How to Make a Map."**

3. If you choose to use a read aloud book or a video, make sure to use the maps you used in Step 1 to emphasize the reading. Below are some follow-up questions to assist students with their comprehension.
   - Discuss how maps help tell the story of where people live.
   - Discuss how maps help tell the story of where you and your students live.

4. As a class, create a map of the classroom using the students' ideas. Include a key, labeling items on the map and a compass rose, which is the symbol that displays the cardinal directions – North, East, South and West – and the intermediate points.

5. As a class, analyze the primary source image, **"Geography Lesson at Lakeview Project School in Arkansas, December 1938."** Record students responses on the **"I See, I Think, I Wonder" worksheet**.

Instructions continued on next page

Materials

- **"Map of Iowa, 1892"**
- **"Map of the U.S., 2002"**
- **"Bird's Eye View of Iowa City, Johnson Co., Iowa, 1868"**
- **"Geography Lesson at Lakeview Project School in Arkansas" image**
- **"I See, I Think, I Wonder" worksheet**
- **"Me on a Map" worksheet**
- Globe, classroom map, school map, if available
- **Suggested Book: *Me on the Map* by Joan Sweeney**
- **Suggested Video: "How to Make a Map"**

Applying QFT to Analyze Maps

Instructions continued

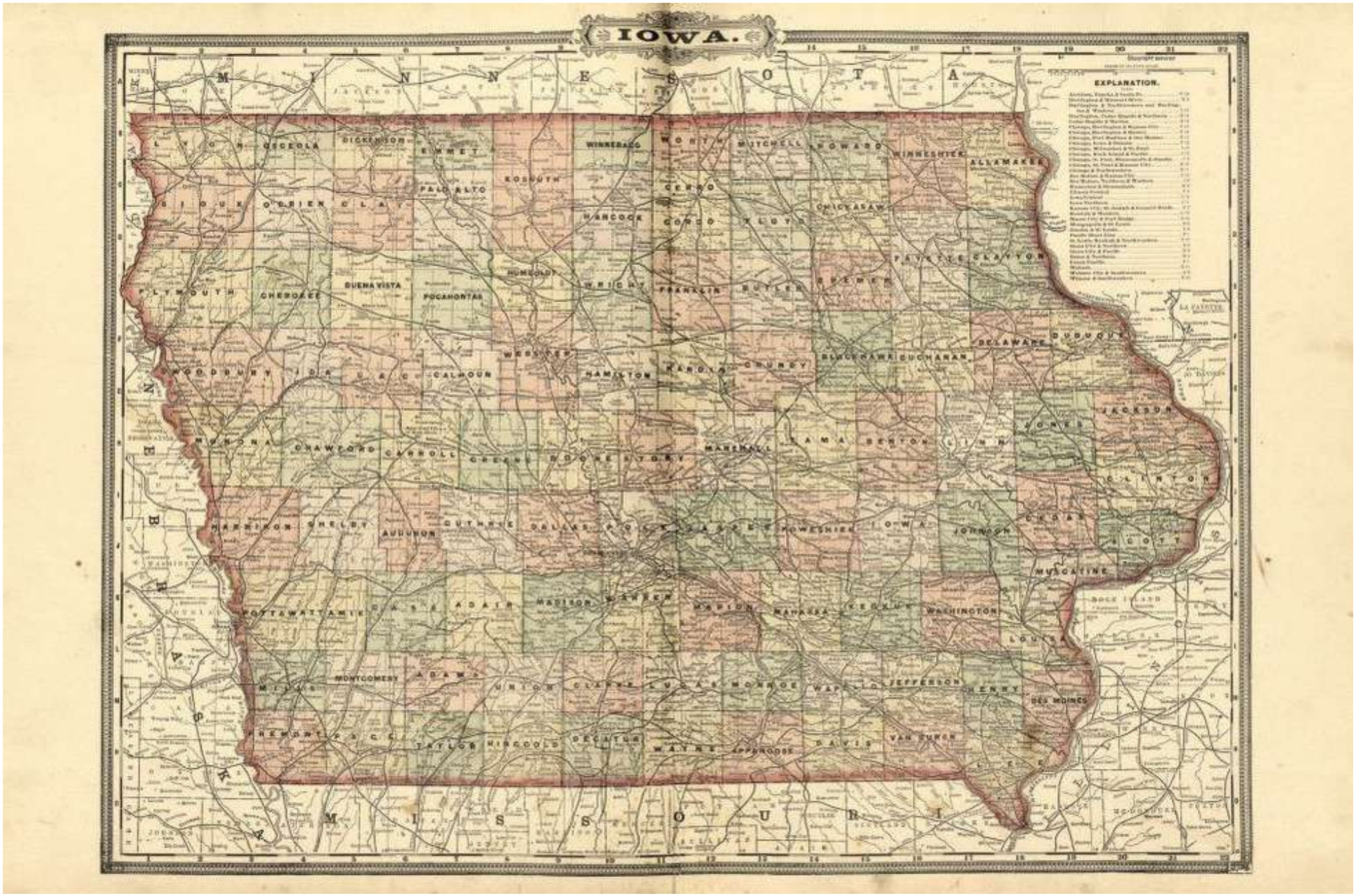
6. Here are some possible questions to ask students:
   - What are the students looking at?
   - The students live in Arkansas. What could they learn about their state from looking at the globe?
   - How does where they live help to tell their story?

7. Use a globe to replicate what the students in the image are doing with their globe. Have students find where they live and generate questions they have.

8. Use Google Maps to show kids how to "zoom" into the school, so they can view its location on a map.

9. **Formative Assessment:** Students will draw a picture of them in a place that helps tell their story on the **"Me on a Map" worksheet**. This could be in their room, their home, their school – whatever location they choose.

Map of Iowa, 1892



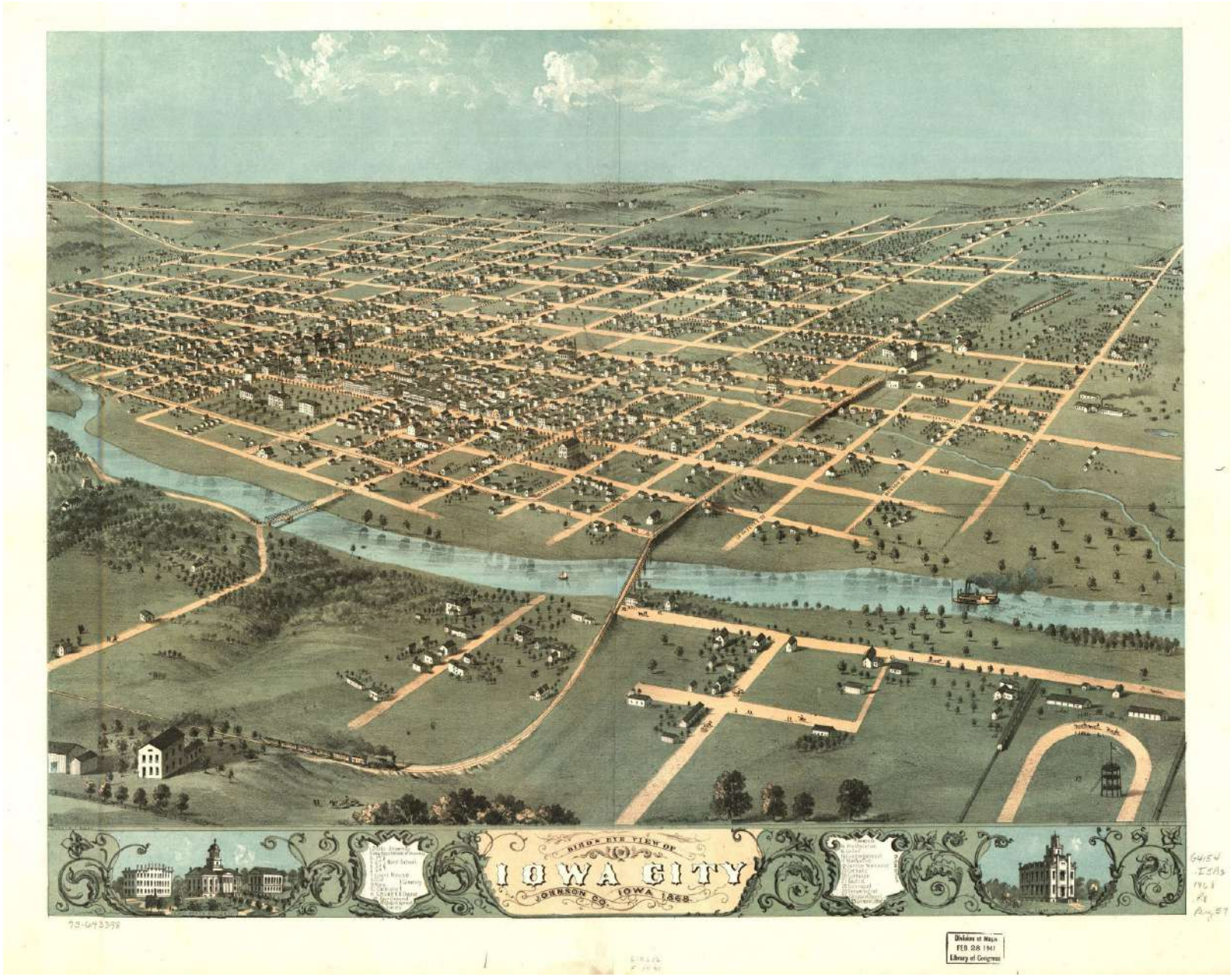
Courtesy of Library of Congress, Bourquin, F, "Plat book of Chickasaw County, Iowa : drawn from actual surveys & county records," North West Publishing Co., 1892

Map of the United States, 2002



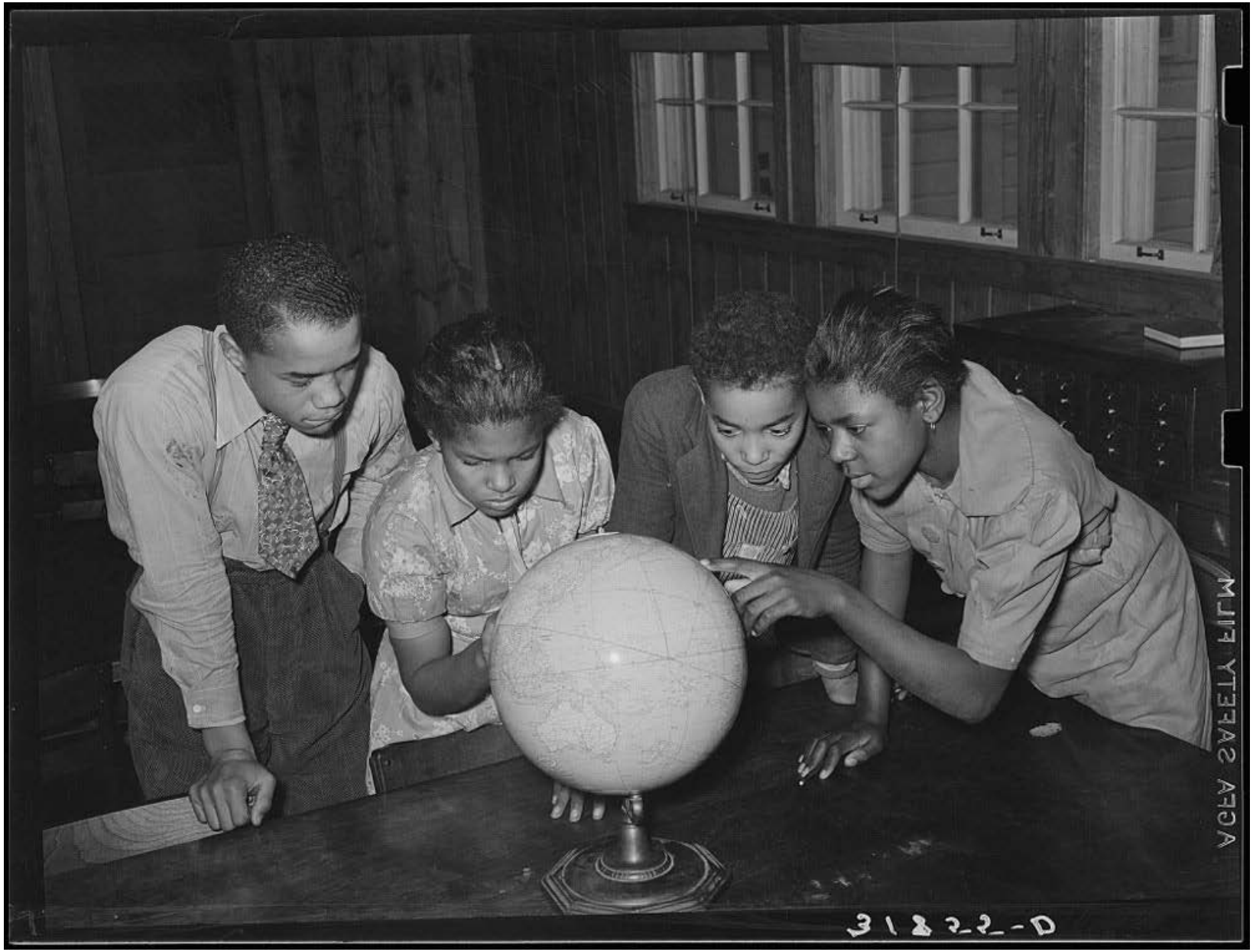
Courtesy of Library of Congress, "United States," Central Intelligence Agency, 2002

Bird's Eye View of Iowa City, Johnson Co., Iowa, 1868



Courtesy of Library of Congress, Ruger, A., "Bird's eye view of Iowa City, Johnson Co., Iowa 1868.," 1868

Geography Lesson at Lakeview Project School in Arkansas, December 1938



Courtesy of Library of Congress, Lee, Russell, "Geography lesson. Lakeview Project school. Arkansas," December 1938

I See, I Think, I Wonder Worksheet

This is an example worksheet that corresponds with the instructions to analyze the geography lesson photograph in Part 2. 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.

I See **What do you see in the image?**	I Think **What are you thinking?**	I Wonder **What questions do you have about the image?**

Me on a Map Worksheet

This is an example worksheet that corresponds with the instructions for create a map. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.

This is me on the map of

Telling Your Story with Objects and Images

Unit Compelling Question

How is everyone unique?

Unit Supporting Question

What artifacts help tell a person's story?

Overview

Students will investigate and ask questions about artifacts and images that help tell their story using the "I See, I Think and I Wonder" worksheet. These images can be coupled with interactive read alouds to make connections between social studies and literacy. Using the strategy of analyzing images helps students with awareness of historical context, develop critical-thinking skills, enhance their observation and interpretive skills, ask questions and develop conceptual learning.

Source Backgrounds

Source 1: In this photograph, these children are playing with Barbie dolls. The children live in the Bronx, which is the northernmost of the five boroughs of New York City.

Source 2: This photograph shows a family living in Lexington, Tennessee, on the Natchez Trace Project near Natchez Trace State Park. The name originally applied to a series of trails and paths that originated with animal migration routes and American Indian trade and travel routes.

Source 3: This photograph shows the Hoey children in Rhode Island along Bonnet Shores. The children are shown enjoying fishing, boating and biking.

Instructions

1. Before class, prepare multiple objects (listed below) that students will analyze with the primary source images. Display the objects/images in three areas of the classroom. The three groups should be:
   - Toy cars, Legos, **"Children Playing with Barbie Dolls in the Bronx Borough of New York City, 1970" image**
   - Jump Rope, ball, **"Children Fishing in Rhode Island along Bonnet Shores, August 20, 1979" image**
   - Class photo, teacher photo, **"Family Living on Natchez Trace Project near Lexington, Tennessee, March 1936" image**
2. Explain to the students that they will have a chance to observe some artifacts and photos that help tell a person's story. You can use the **vocabulary cards** for these terms to help define these words for students.

Instructions continued on next page

Materials

- Objects like toy cars, Legos, jump rope, ball, class photo, teacher photo
- Three primary sources images
- Chart paper, if needed
- **"I See, I Think, I Wonder" worksheet**
- **"Artifacts That Tell My Story" worksheet**

Telling Your Story with Objects and Images

Instructions continued

3. Put students into three groups and rotate them through the three stations. At each station, students will record/or write their answers to the **"I See, I Think, I Wonder" worksheet** questions by recording on a digital platform or by writing their answers on chart paper.

4. Discuss with students how the artifacts and images help tell a person's story.

5. **Formative Assessment:** Read the **"History Box" excerpt** from ***The Goldfinch: Where is Iowa History?*** Students will use the **"Artifacts That Tell My Story" worksheet** to draw a picture of artifacts that make them unique. They also will use the **"Portrait Frame" worksheet** to draw a picture of a person or people that are important to them. This could be members of their family, a teacher, a friend – anyone who helps tell their story.

Materials continued

- **"Portrait Frame" worksheet**
- **"History Box" excerpt from *The Goldfinch***
- **Suggested Book:** *This Is How We Do It* by Matt Lamothe

Children Playing with Barbie Dolls in the Bronx Borough of New York City, 1970



Courtesy of Library of Congress, Vergara, Camilo J., "1148 Longwood Ave, Bronx, 1970," 1970

Family Living on Natchez Trace Project near Lexington, Tennessee, March 1936



Courtesy of Library of Congress, Mydans, Carl, "[Untitled photo, possibly related to: Baby girl of family living on Natchez Trace Project, near Lexington, Tennessee]," March 1936

Children Fishing in Rhode Island along Bonnet Shores, August 20, 1979



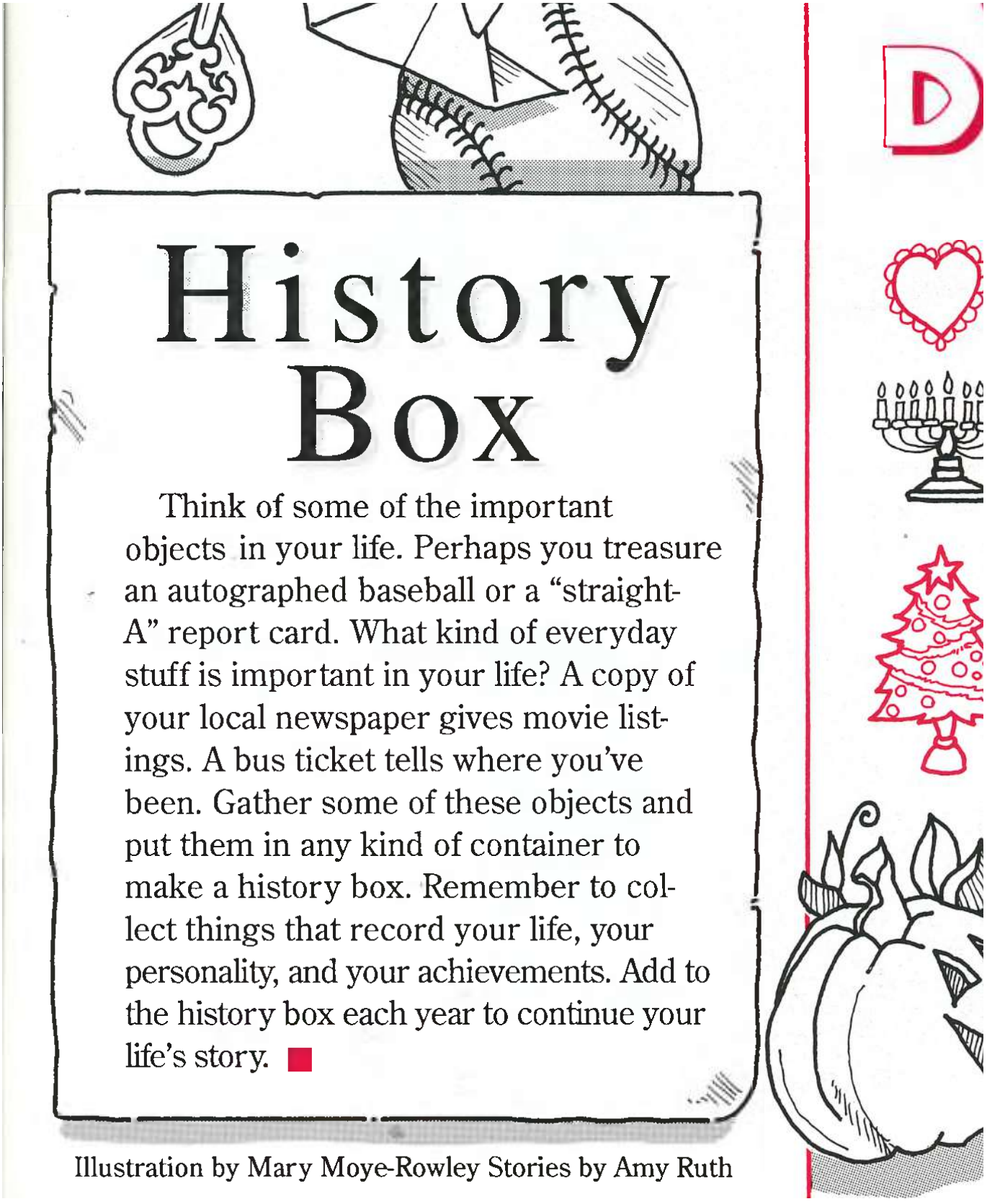
Courtesy of Library of Congress, Horenstein, Henry, "Hoey family, yard, general views, Bonnet Shores, Rhode Island," 20 August 1979

I See, I Think, I Wonder Worksheet

This is an example worksheet that corresponds with the instructions to analyze the artifacts in Part 3. 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.

I See **What do you see in the image?**	I Think **What are you thinking?**	I Wonder **What questions do you have about the image?**

"News About You - History Box" Essay from *The Goldfinch*



History Box

Think of some of the important objects in your life. Perhaps you treasure an autographed baseball or a "straight-A" report card. What kind of everyday stuff is important in your life? A copy of your local newspaper gives movie listings. A bus ticket tells where you've been. Gather some of these objects and put them in any kind of container to make a history box. Remember to collect things that record your life, your personality, and your achievements. Add to the history box each year to continue your life's story. ■

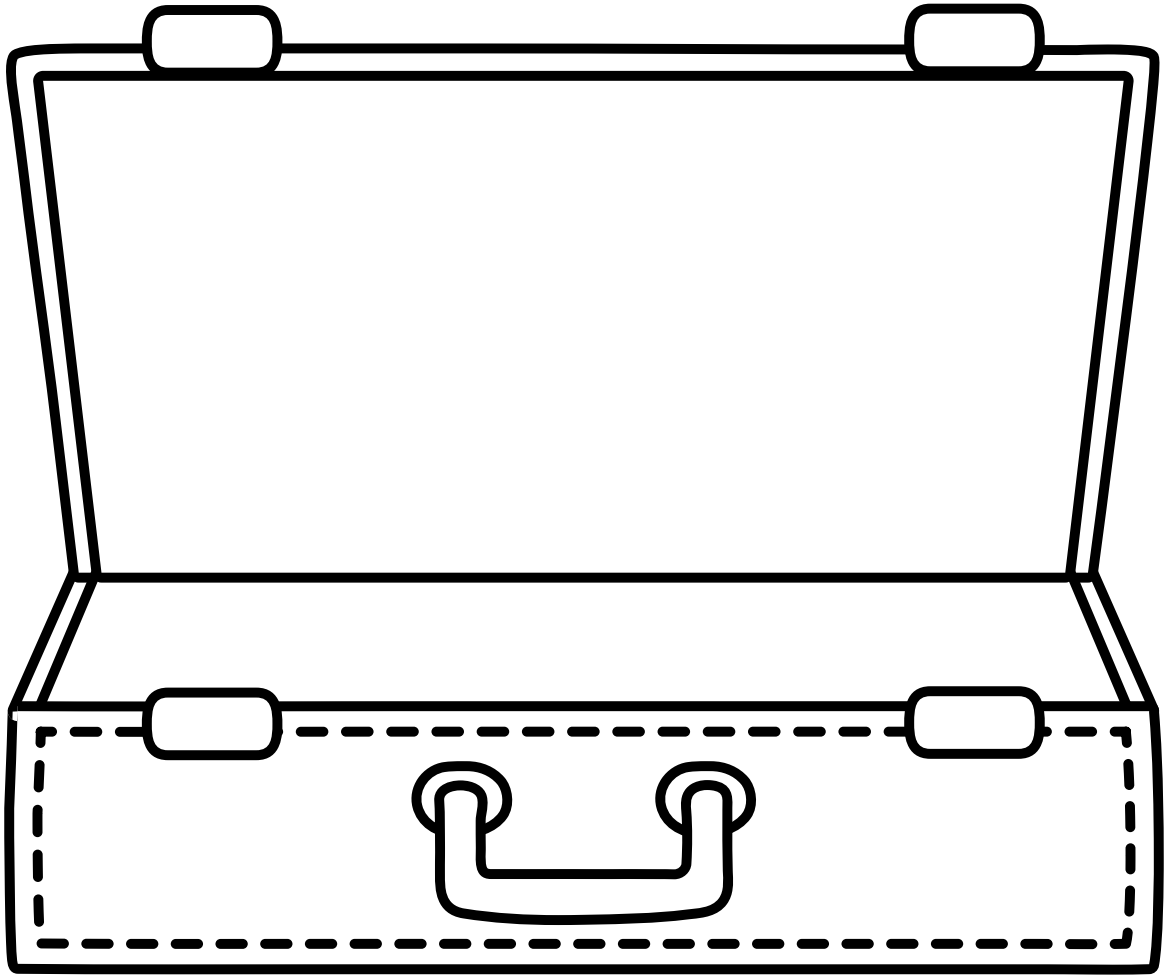
Illustration by Mary Moye-Rowley Stories by Amy Ruth

Courtesy of State Historical Society of Iowa, Ruth, Amy, "News About You - History Box," The Goldfinch, Vol. 17, No. 1, 1995

Artifacts That Tell My Story Worksheet

This is an example worksheet that corresponds with the instructions to analyze a person's artifacts in Part 3. 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.

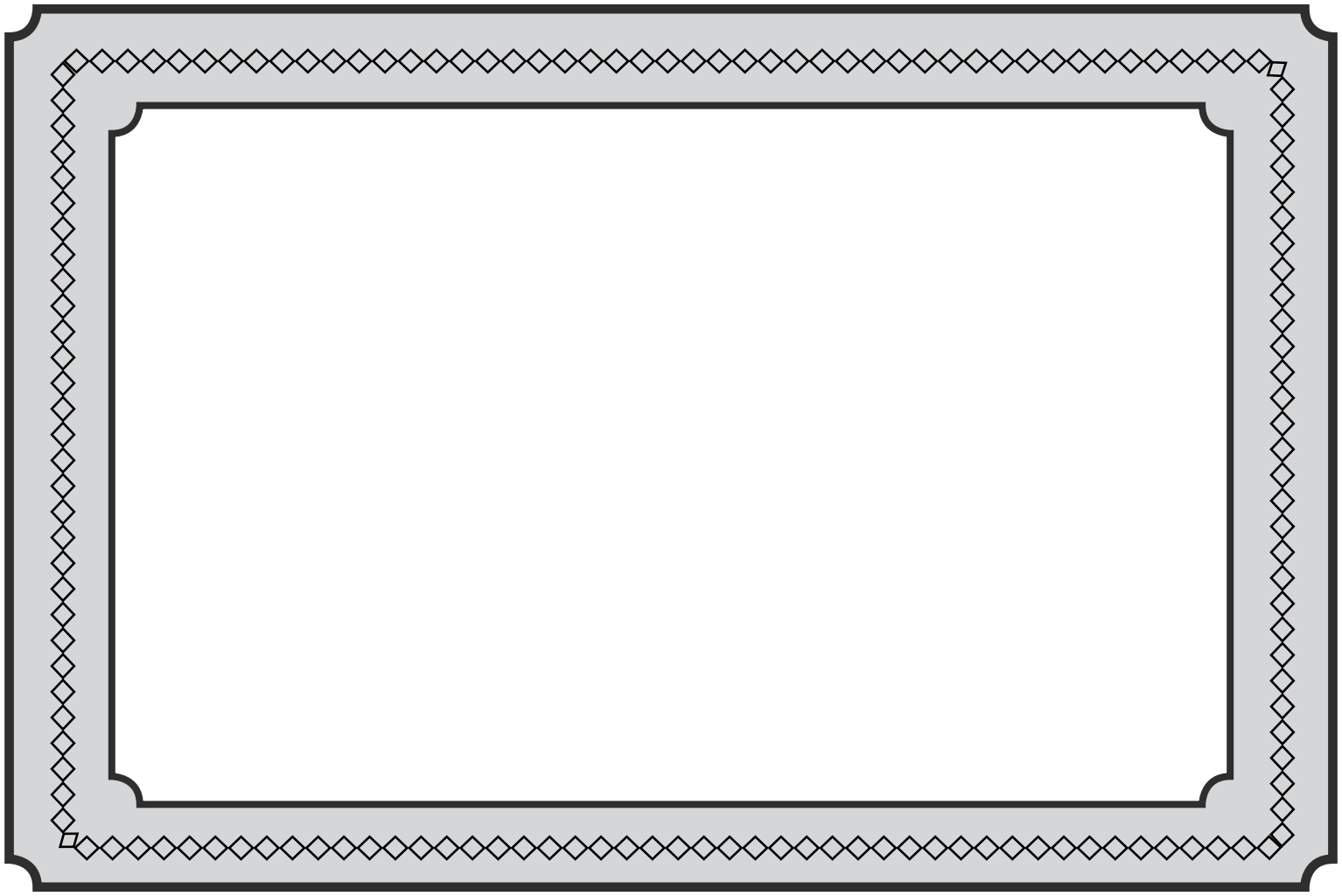
These are my artifacts that help tell my story.



Portrait Frame Worksheet

This is an example worksheet that corresponds with the instructions to draw a portrait in Part 3. 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.

This is _____.



Birth Certificate of Bessie Bland in New York, ca. 1913

Unit Compelling Question

How is everyone unique?

Unit Supporting Question

What artifacts help tell a person's story?

Overview

Students will investigate and ask questions about a document, a birth certificate, family trees and other significant things that help tell their story.

Source Background

This is a birth certificate for a baby girl named Bessie Bland who was born in New York City. This is the original document with important information about the baby's birth and parents.

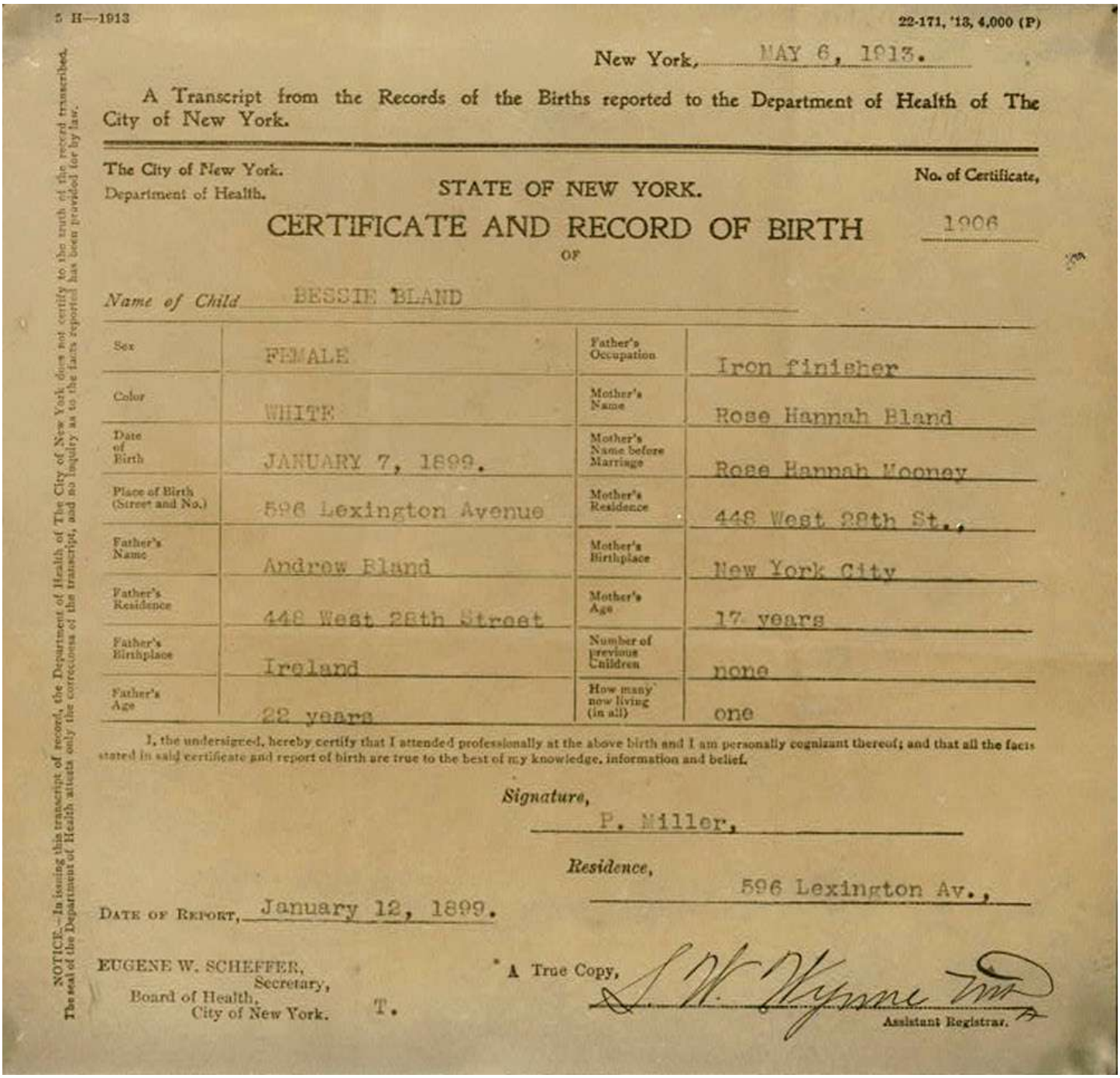
Instructions

1. Display the **birth certificate of Bessie Bland**. Explain there are documents that help tell a person's story. A document is a piece of written, printed paper that gives information or evidence of an official record. Use the **vocabulary card for "document"** to assist you in your explanation.
2. Show Bessie Bland's birth certificate while pointing out that a document like this shows a person's name, where they were born, the time they were born and information about their parents.
3. Use the **transcript of Bessie Bland's birth certificate** to read aloud important information that tells about her story.
4. Read the **"Climbing the Family Tree" essay** from ***The Goldfinch: Where is Iowa History?*** This text references family trees and birth certificates as documents that record and preserve family histories.
5. Have students pair/share or discuss as a whole group the people that help tell their stories and why they are important to the student. These people could be family members, teachers, friends – anyone that would be in their "tree" that tells their story.
6. **Formative Assessment:** Have students draw a picture of something that makes them unique on the **"Unique to Me" worksheet**. Remind students to draw something that is important to them that helps tell their story.

Materials

- **"Birth Certificate of Bessie Bland in New York, ca. 1913"**
- **Transcript of Bessie Bland's birth certificate**
- **"Climbing the Family Tree" essay from *The Goldfinch***
- **"Unique to Me" worksheet**
- **Vocabulary card for "document"**

Birth Certificate of Bessie Bland in New York, ca. 1913



5 H—1913 22-171, '13, 4,000 (P)

New York, MAY 6, 1913.

A Transcript from the Records of the Births reported to the Department of Health of The City of New York.

The City of New York.
Department of Health.

STATE OF NEW YORK.

No. of Certificate, 1906

CERTIFICATE AND RECORD OF BIRTH

OF

Name of Child BESSIE BLAND

Sex	FEMALE	Father's Occupation	Iron finisher
Color	WHITE	Mother's Name	Rose Hannah Bland
Date of Birth	JANUARY 7, 1899.	Mother's Name before Marriage	Rose Hannah Mooney
Place of Birth (Street and No.)	596 Lexington Avenue	Mother's Residence	448 West 28th St.,
Father's Name	Andrew Bland	Mother's Birthplace	New York City
Father's Residence	448 West 28th Street	Mother's Age	17 years
Father's Birthplace	Ireland	Number of previous Children	none
Father's Age	22 years	How many now living (in all)	one

I, the undersigned, hereby certify that I attended professionally at the above birth and I am personally cognizant thereof; and that all the facts stated in said certificate and report of birth are true to the best of my knowledge, information and belief.

Signature, P. Miller,

Residence, 596 Lexington Av.,

DATE OF REPORT, January 12, 1899.

EUGENE W. SCHEFFER,
Secretary,
Board of Health,
City of New York.

A True Copy,

Assistant Registrar.

NOTICE.—In issuing this transcript of record, the Department of Health of The City of New York does not certify to the truth of the record transcribed. The seal of the Department of Health attests only the correctness of the transcript, and no inquiry as to the facts reported has been provided for by law.

Courtesy of Library of Congress, Hine, Lewis Wickes, "Birth certificate in the State of New York. Location: New York (State)," ca. 1913

Birth Certificate of Bessie Bland in New York, ca. 1913

New York, May 6, 1915.

A Transcript from the Records of the Births reported to the Department of Health of The City of New York.

The City of New York,
Department of Health.

No. of Certificate
1906

State Of New York.
Certificate and Record of Birth
Of
Name of Child BESSIE BLAND

Sex	Female	**Father's Occupation**	Iron finisher
Color	White	**Mother's Name**	Rose Hannah Bland
Time of Birth	January 7, 1906	**Mother's Name before Marriage**	Rose Hannah Rooney
Place of birth	596 Lexington Ave	**Mother's Residence**	446 West 28th Street
Father's Name	Andrew Bland	**Mother's Birthplace**	New York City
Father's Address	446 West 28th Street	**Mother's Age**	17 years
Father's Birthplace	Ireland	**Number of other children**	none
Father's Age	20 years	**How many now living (in all)**	one

I, the undersigned, hereby certify that I attended professionally at the above birth and I am personally cognizant thereof; and that all the facts stated in said certificate of birth are true to the best of my knowledge, information and belief.

Transcript of Bessie Bland's Birth Certificate (pg. 2)

Signature,
P. Miller

Residence,
596 Lexington Ave

Date of Report, January 12, 1906.

EUGENE W. SCHEFFER
Secretary,
Board of Health
City of New York

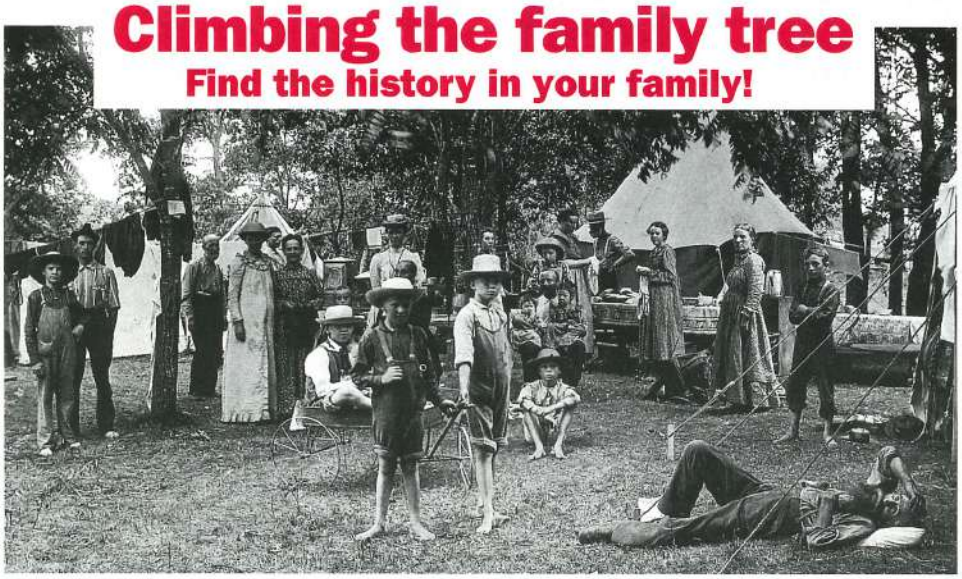
A True Copy,
S. W. Wynne M.D. [signature]
Assistant Registrar.

PEOPLE

by Bridgett M. Williams

Climbing the family tree

Find the history in your family!



The Mather family (to the right) is having fun on a camping trip near the Cedar River in the mid-1890s.

The man on the ground is William (Will) Mather. In 1851, when he was five years old, the Mather family moved to Springdale, Iowa from Ohio. Will liked to brag that he was the first to arrive at the family's new farm. He ran ahead of the wagons, driving a small herd of cattle.

And who is the baby sitting on her father's knee with an older sister? That's Jeanne — a future genealogist (jean-ee-AH-low-jist). Genealogists try to identify all of their relatives, sometimes creating family trees that show family relationships. Some family trees go back for hundreds of years! During her lifetime, Jeanne Mather Lord recorded thousands of family stories.

It's easy to be your family's genealogist if you like detective work. Start by interviewing older relatives. Write down all the names mentioned, the towns in which their relatives lived, and the stories that make each person memorable. Keep all your information in one notebook.

Next, look for more information in written documents. Ask relatives if they have items like death and birth notices and birth and marriage certificates. Copy this information in your notebook.

Written documents can be tricky because of misspellings and mix-ups. Genealogists have to **interpret** the information they find because of this.

Some relatives are extremely hard to find. It may also be hard to track family roots if you're part of a nontraditional family unit. Remarried and adopted relatives are also challenging. As families blend together, some names disappear.

Try to keep your family's history up to date by recording new information, such as births and deaths, in your notebook. As an official genealogist, your work is never done! ■

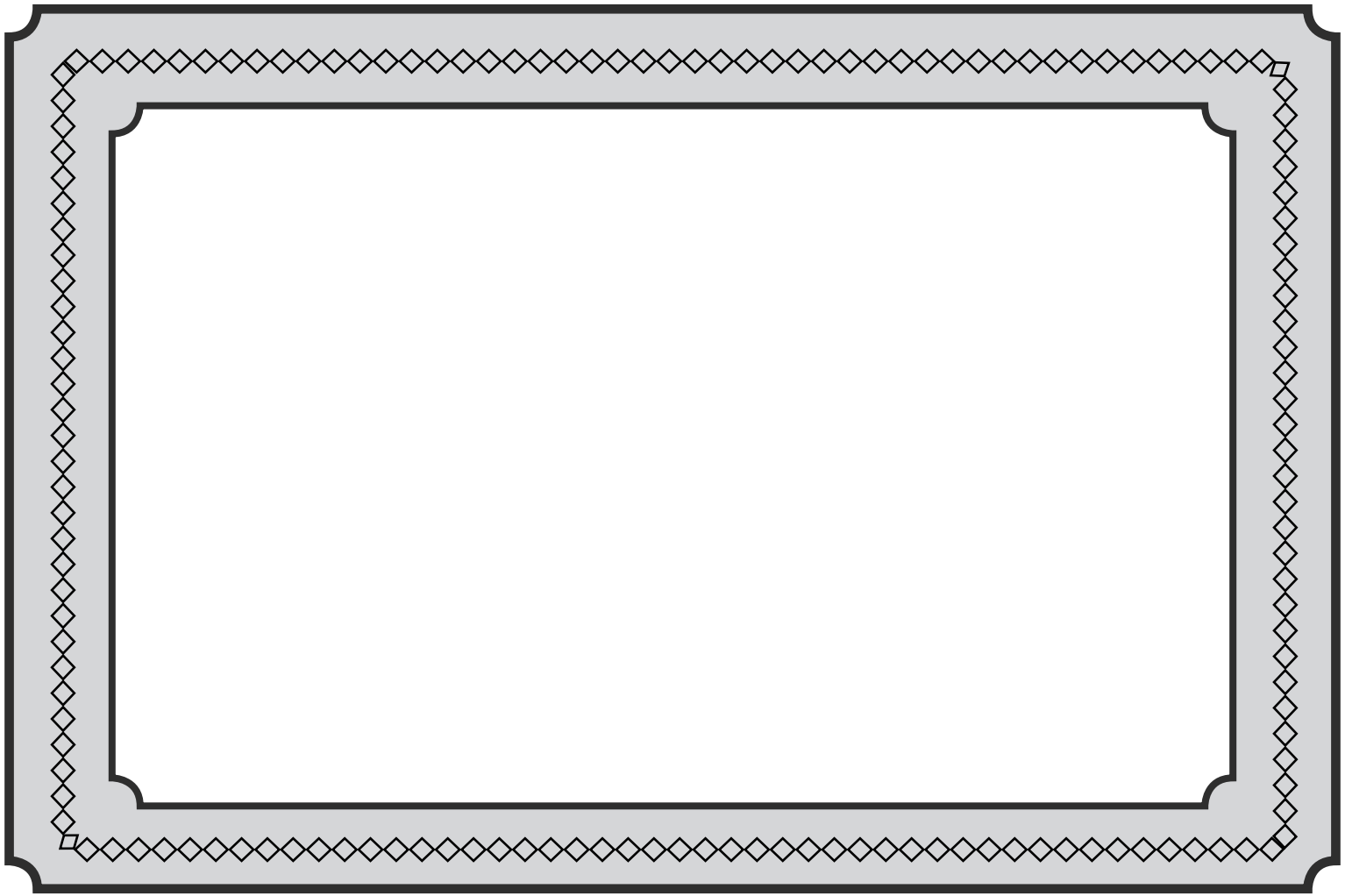
interpret — try to explain the meaning of something

Courtesy of State Historical Society of Iowa, "Climbing the Family Tree," The Goldfinch, Vol. 17, No. 1, 1995

Unique to Me Worksheet

This is an example worksheet that corresponds with the instructions to draw something that makes a student unique in Part 4. 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.

This makes me unique because _____.



Timelines and Artifacts that Tell a Story

Unit Compelling Question

How is everyone unique?

Unit Supporting Question

What artifacts help tell a person's story?

Overview

Students will ask questions about artifacts that are placed on a timeline by you to model your own story. This lesson will lead to the next supporting question: How is my story unique? This is where students can bring in their own artifacts from home to tell their own stories. Timelines help students organize information in a chronological sequence so that they can understand growth, change, events and cause and effect. This lesson sets the stage for building classroom timelines, and individual timelines that allow students to expand upon throughout the school year.

Instructions

1. Ask your students the following question: What is a timeline? Discuss as a class. (Available as a **vocabulary card** with definition.)

2. Make sure students understand that timelines are a picture/number showing increments of time. Timelines help people understand history, or things that happen in the past. In social studies, this is thinking like a historian because a historian studies what happened in the past and they help people understand the stories of from a very long time ago, long ago and today.

3. You will be creating a classroom timeline with three categories (all are **vocabulary cards** with definitions):
   - Long, Long Ago
   - Long Ago
   - Today/Present Day

4. Read aloud to students **"News About You" essay** from ***The Goldfinch: Where is Iowa History?*** This reading will allow students to learn about how timelines and scrapbooks help tell a story. Discuss the reading.

5. You, the educator, will collect and bring artifacts that focus on your life story as a baby, child, teenager, young adult and present day. Possible artifacts could include: a birth certificate, baby footprints, photographs or pictures, awards/diploma, favorite books, etc.

6. You will put your artifacts on a timeline that you create. You will model how to walk and talk the timeline. Your timeline could be on a long piece of paper or on a white board labeled: Long, Long Ago; Long Ago; Today, or numbered zero (0) to your current age.

Instructions continued on next page

Materials

- **"News About You" essay from *The Goldfinch***
- Artifacts from home
- Paper or whiteboard
- Marker for timeline
- **Suggested Books:** *Time Lines: 1900-2000* by Liam Collins; *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis and Laura Cornell

Timelines and Artifacts that Tell a Story

Instructions continued

7. Students will ask you questions about your artifacts. Your students will describe how your story makes you unique.

8. **Formative Assessment:** Students will begin a kindergarten timeline by gluing a beginning-of-the-year picture and adding a mid-year and end-of-year image as the school year continues.

NEWS ABOUT YOU



It's the year 2050. A movie producer decides to make a movie of your life. You probably could *tell* the producer about your childhood in Iowa, but could you *show* what it was like growing up in the 1990s? Yes, but only if you prepare now! Start by completing the following activities that document your personal history.

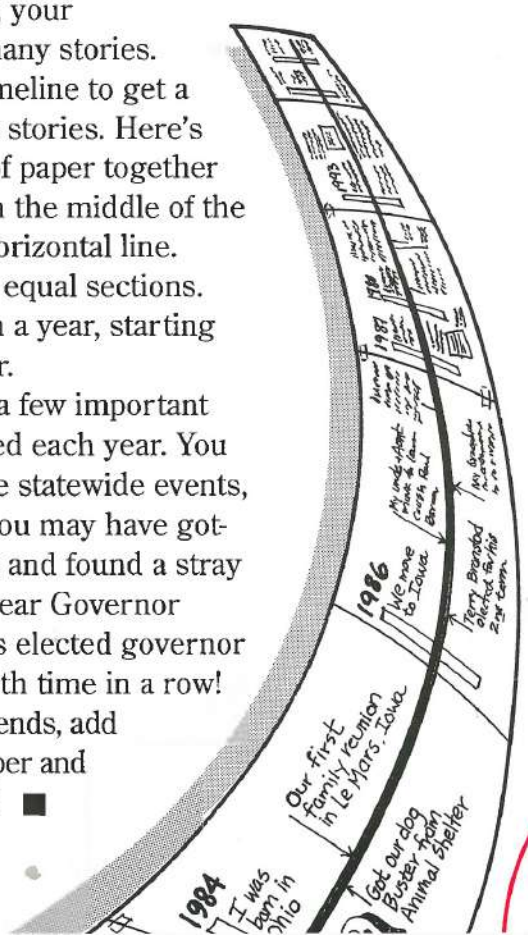
P.S. Fifty years from now when a movie producer or grandchild comes knocking on your door, you'll be ready to show them pieces of history!

Time for a Timeline

Just like history, your life is made up of many stories. Make a personal timeline to get a better look at these stories. Here's how. Tape pieces of paper together into a long sheet. In the middle of the page draw a long horizontal line. Divide the line into equal sections. Assign each section a year, starting with your birth year.

Write and draw a few important things that happened each year. You may want to include statewide events, too. For instance, you may have gotten a cool new bike and found a stray cat in 1994 — the year Governor Terry Branstad was elected governor of Iowa for the fourth time in a row!

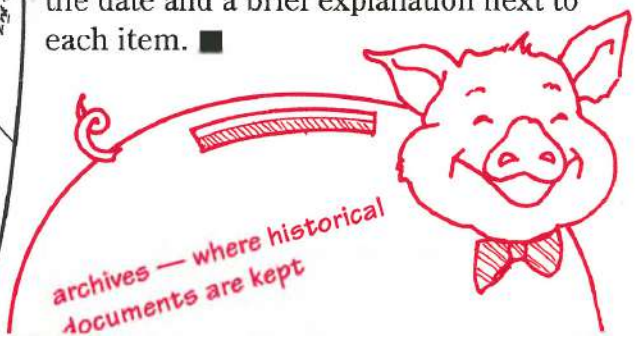
When each year ends, add another piece of paper and update your stories! ■



Scrapbooks: History's Savings Accounts

A scrapbook is like a savings account where you deposit things that are important to you. Iowans have used scrapbooks to save comic strips, poems, greeting cards, photographs, and dried flowers. Today, some Iowans' scrapbooks are stored in the State Historical Society **archives** for safekeeping.

To make your scrapbook, pick themes that illustrate who you are and what you're all about — school, sports, family, hobbies, best friends. Buy a scrapbook, or make one by stapling paper together in a booklet. Now start filling it with your stuff. Write the date and a brief explanation next to each item. ■



8 The Goldfinch

Courtesy of State Historical Society of Iowa, "News About You," The Goldfinch, Vol. 17, No. 1, 1995

Lesson Summative Assessment

Unit Compelling Question

How is everyone unique?

Unit Supporting Question

What artifacts help tell a person's story?

Assessment Instructions

1. Review what helps people learn about someone's story, such as photos, documents, timelines, artifacts, maps, etc.
2. Students will draw and label three things people use that help tell a story about ourselves. They will need to explain their thinking to the teacher verbally or on a digital platform.
3. Distribute the **Lesson Summative Assessment worksheet** for students to complete.

Assessment Scoring Options

Proficient	Draws and explains three things that help us tell a story about ourselves, and explain their thinking to the teacher verbally or on a digital platform.
Developing	Some ideas and understanding, but unable to give three things that help tell us a story about ourselves, or can complete drawings, but unable to explain.
Beginning	Unable to write/draw or contribute any ideas of what things help us tell our story and/or ideas are very inaccurate.

Lesson Summative Assessment Worksheet

This is an example worksheet that corresponds with the instructions to the lesson summative assessment for Read Iowa History: Identity. 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.

Draw and label three things people use that help tell a story about ourselves.		
_____	_____	_____

Vocabulary Flashcards

READ IOWA HISTORY

Unique

READ IOWA HISTORY

Primary Source

READ IOWA HISTORY

Secondary Source

READ IOWA HISTORY

Photograph

Unique

To be unique is to be very special or unusual; something or someone that is unlike anything else.

Primary Source

A primary source is any piece of information that was created by someone who witnessed first hand or was part of the historical events that are being described. Common primary sources are items like journal entries or letters.

Secondary Source

A secondary source is a document or recording that writes or speaks about information that is one step removed from the original source. Secondary sources interpret, evaluate or discuss information found in primary sources.

Photograph

A photograph is an image, or picture, that has been captured on film or some other material. It is typically taken with a camera.

Vocabulary Flashcards

READ IOWA HISTORY

Document

READ IOWA HISTORY

Artifact

READ IOWA HISTORY

Timeline

READ IOWA HISTORY

Map

Document

A document is a written or printed paper that gives information or evidence of an official record.

Artifact

An artifact is an object that is made, used or modified by humans and gives people information about life in the past.

Timeline

A timeline is a picture/number showing increments of time. It can be a graph of events in the order they happened.

Map

A map is a representation of an area of land or sea showing physical features, cities, roads, etc.

Vocabulary Flashcards

READ IOWA HISTORY

Long, Long Ago

READ IOWA HISTORY

Long Ago

READ IOWA HISTORY

Today

READ IOWA HISTORY

Long, Long Ago

The time period that happened in the very distant past, so long ago that humans did not yet exist or did not have written records (prehistoric).

Today

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

Long Ago

The period of time that happened in the distant past. A grandparent or great-grandparent may remember an event from this time period.

Additional Identity Resources for Educators

Identity Primary Source Set
This is a digital collection of primary and secondary sources that highlight how people are unique, and how primary sources, like artifacts and photographs, can tell a person's story.

Identity Primary Source Set Additional Resources
This is a list of secondary sources that are included with the Identity Primary Source Set that help highlight how people are unique.

Kid Citizen: What are Primary Sources?
In this brief introductory episode from Kid Citizen, this video looks at what a primary source is and explores a few examples.

The Goldfinch: Where is Iowa History?
The children's magazine, published by the State Historical Society of Iowa, includes many essays and photographs that looks at where is Iowa history found and why it matters.

***Me On The Map* by Alfredo Schifini**
This book focuses on a young girl who takes kids on a tour of her room, house, street, state and country, and finally on a tour of the world, all using drawings of simple maps.

***Time Lines: 1900-2000* by Liam Collins**
This nonfiction text shows history over the decade. The book begins by defining what a timeline is using a girl's birth and beginning school and how things change over time. The pages have a timeline with photos of examples of important inventions, events and people. Teachers could use this book to begin their classroom timeline with labels of Long, Long Ago and Today. As their class analyzes the images in the source set, place the images on the timeline for students to understand the time periods.

***When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis and Laura Cornell**
This book captures a little girl's simple, joyous celebration of herself, as she looks back on her childhood from the lofty height of four and a half years.

***Why Am I Me?* by Paige Britt**
Written in poetic format, this reflective and profound picture book is about a boy and a girl who wonder why they are who they are.

***This Is How We Do It* by Matt Lamothe**
In Japan, Kei plays Freeze Tag, while in Uganda, Daphine likes to jump rope. While the way they play may differ, the shared rhythm of their days—and this one world we all share—unites them. Use this book to discuss examples of how each child in their story is unique and how each lives in a different place, yet also have things in common.