

Goldie's HISTORY KITS



Buxton: A Lost Utopia

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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WITH **PRIMARY**
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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 the history of Buxton, Iowa. 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

- 3 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 three books related to the life of coal miners and the dream of equality in America. 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, Buxton, 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 Buxton 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.

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](#). The form also is available in the [Google Drive folder](#).

READ IOWA HISTORY

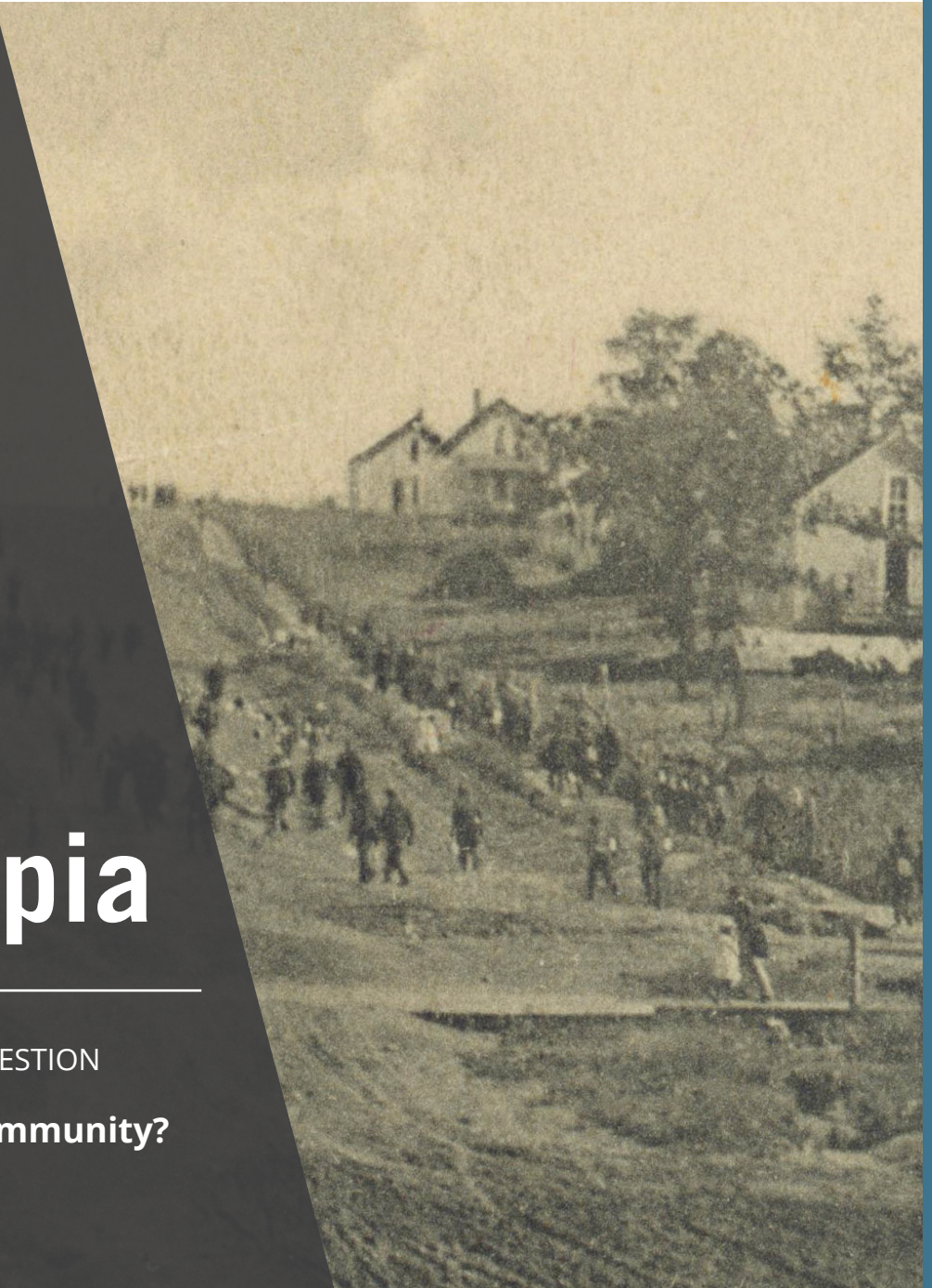
READ IOWA HISTORY

EDUCATOR MATERIALS

Buxton: A Lost Utopia

LESSON PLAN FOR SUPPORTING QUESTION

How was Buxton a unique community?



2ND 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 lesson plan includes ready-to-use source material, student worksheets, educator lesson plans and assessment tools and activities. Educators are encouraged to explore the lesson plans, and use materials as they see fit for their students. Educators 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 compelling question, supporting question, objectives, background information, vocabulary cards (words bolded throughout lesson plan), a materials list, instructions and Kit Connections (see below). The plan also includes a brief activity (labeled “summative”) to wrap up each part of the lesson plan and to check for comprehension. Educators are welcome to use the activities that are suggested or create their own with the primary sources.

 **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 lesson plan 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.

Supporting Question Assessments and Scoring Options

The assessment activities and possible scoring options allow educators to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheets 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 University of Iowa Libraries and Archives, Osborn, Nancy, "Buxton Wonders Baseball Team," 1915

Buxton: A Lost Utopia

2nd Grade

Overview

This lesson plan helps students analyze historical images and documents. Students explore the town and history of Buxton, Iowa. [Buxton](#) existed only for about 20 years but boasted a population of African-American former sharecroppers and Swedish immigrants who enjoyed economic prosperity and racial equality in this unique Iowa town during the early 1900s.



Compelling Question

What key decisions influence whether a community thrives?



Lesson Supporting Question

How was Buxton a unique community?

The compelling question is included to show how the supporting question of this lesson plan can be used to reflect on a broader, enduring question.

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Objectives and Social Studies & Literacy Standards

Objectives

- I can analyze an image to create questions about a topic.
- I can read a graph to tell about the rise and fall of coal production in Iowa.
- I can use a plat map to describe the location of Buxton and the geographic features of the area.
- I can use images and text to create a conclusion about Monroe Mercantile and the success of Buxton.

Iowa Core Social Studies Standards

No.	Description
SS.2.3.	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
SS.2.4.	Construct responses to compelling questions using reasoning, examples, and relevant details.
SS.2.6.	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.
SS.2.16.	Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
SS.2.18.	Describe how the choices people make impact local and distant environments.
SS.2.20.	Determine the influence of particular individuals and groups who have shaped significant historical change.
SS.2.24.	Describe the intended and unintended consequences of using Iowa's natural resources.

Iowa Core Literacy Standards

No.	Description
RI.2.1	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.5	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.2.1	W.2.1 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.
W.2.3	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
L.2.6	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
SL.2.2	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Background Essay

Utilize this background essay to provide further context and understanding of the community of Buxton.

Most early Iowa settlers lived on farms. Some, however, were merchants, lawyers, doctors, newspaper publishers, ministers or craftsmen who lived in the new towns springing up across the prairie. Not all the towns survived. Some never attracted many people and others lost population when conditions changed. Today, remnants of Iowa “ghost towns” exist across the state.

Most early towns came into existence to serve the surrounding farm population. When a trip to town could take several hours, farmers wanted services and supplies close at hand, and towns sprang up every five to six miles apart. The coming of the railroads in the 1870s and 1880s both helped and hindered Iowa. Towns along the rail lines became trading centers where merchants could receive goods from the East, and farmers could sell their cattle and hogs for shipment to eastern cities. Towns that had no railroad connection lost customers and usually became ghost towns. Sometimes the railroads even created towns due to the fact that steam engines needed coal and water. This impacted western Iowa especially, as rail lines arrived before major waves of population.

Some towns were created with a special purpose. This is especially true of those based upon **coal mining**, a big industry in Iowa in the late 19th and early 20th centuries. The railroads were a big factor because railroad companies were the major buyers for Iowa coal. Many small coal mines sprang up in southeastern and central Iowa. Miners and their families occupied cheap housing nearby, and the rail company sometimes operated general stores and other services for their workers. When the coal ran out in the mine, the mine closed and the miners moved away, creating another Iowa ghost town. Sometimes the houses and other buildings were loaded onto trains and moved to a nearby location where a new mine was opening up.

The town of Buxton in southeastern Iowa was **unique** in that a majority of its residents were African-American. The Consolidation Coal Company worked for the Chicago and Northwestern Railroad. Having a hard time recruiting white miners, Consolidation Coal sent agents to southern states to hire black workers. In 1873, it founded the town of Buxton and opened nearby mines. It grew quickly and, according to one source, became the largest coal town west of the Mississippi. In the 1905 census, the town boasted 2,700 blacks and 1,991 whites. The town supported black doctors, lawyers and other professionals, and an African-American YMCA with a gymnasium, an indoor swimming pool and many programs for Buxton residents. The town was proud of its baseball team, the Buxton Wonders. White residents included immigrants from Sweden and elsewhere, and they lived peacefully with the African-Americans throughout the community's history.

Buxton coal production peaked during World War I but afterward, mechanization and conversion of train engines to diesel fuel decreased the demand for coal. Several severe fires ravaged the community and the mines. By 1919, Buxton's population had declined to only 400. The last mine closed in 1927. Residents moved away but fondly remembered their Buxton days. Many blacks moved to Des Moines or Waterloo. Very little physical evidence of the town remains today.

There have been many articles and several books written about this **unique** African-American experience in rural Iowa. While it is only one of Iowa's many ghost towns, it is probably the most famous.

Vocabulary Words

- Coal Mining
- Company Store
- Unique
- Plat Map

Postcard View of Center Street in Buxton, 1908



Compelling Question

What key decisions influence whether a community thrives?



Lesson Supporting Question

How was Buxton a unique community?

Overview

To analyze the image of “Postcard View of Center Street in Buxton,” students work independently or in small groups to complete the analysis worksheet. Students also share their observations and questions during an in-class discussion.

Source Background

Many people are seen at a distance walking down Center Street in this photograph from Buxton, Iowa, circa 1908. Also called “coal chute hill,” coal was moved from railroad cars at the bottom of the hill to the coal conveyor and chute at the top of the hill. Wagons backed under the chute, took on a load of coal, and delivered to homes and businesses throughout the community. Its secondary use was as a sledding hill in the winter. The men seen walking up the hill are coal miners returning home from their work in the coal mines.

Instructions

- 1 Distribute and/or display the “Postcard View of Center Street in Buxton” image for students to analyze.



Goldie's History Kit Connection: Refer to either the book [*Out of the Deeps*](#) or [*Growing Up in Coal County*](#) (pg. 39, 40).

- To add context for students to better understand coal mining and coal mining communities, select the book that will best resonate with your students.

- 2 Distribute worksheets of “Analyze a Source.” Students will work in pairs or small groups to analyze the image to complete the worksheet. Below are some additional questions that may help facilitate the small-group activity.
- 3 After students complete their worksheets, have them reconvene for an in-class discussion. Consider having a large printed or digital version of the “Postcard View of Center Street in Buxton” image that you can use to circle the observations made by students.

Materials

- “Postcard View of Center Street in Buxton” image (may need multiple copies)
- “Analyze an Image: Postcard View of Center Street in Buxton” worksheet (either one worksheet per student or one worksheet per small group)
- Computer or document projector to show enlarged image

Instructions continued on next page.

Postcard View of Center Street in Buxton, 1908

Instructions continued

- 4 Facilitate the class in discussing their observations of the image. Consider using these questions to guide the class discussion.

- What do you notice about the structure of these buildings?
- How are they similar? How are they different?
- Why might these buildings be constructed in this way?
- Why might they be organized like this?



Goldie's History Kit Connection: Refer to the [History Mystery Miners Tags](#) (pg. 47).

- Discuss the questions that accompany the objects to better understand the miners who worked in Buxton.

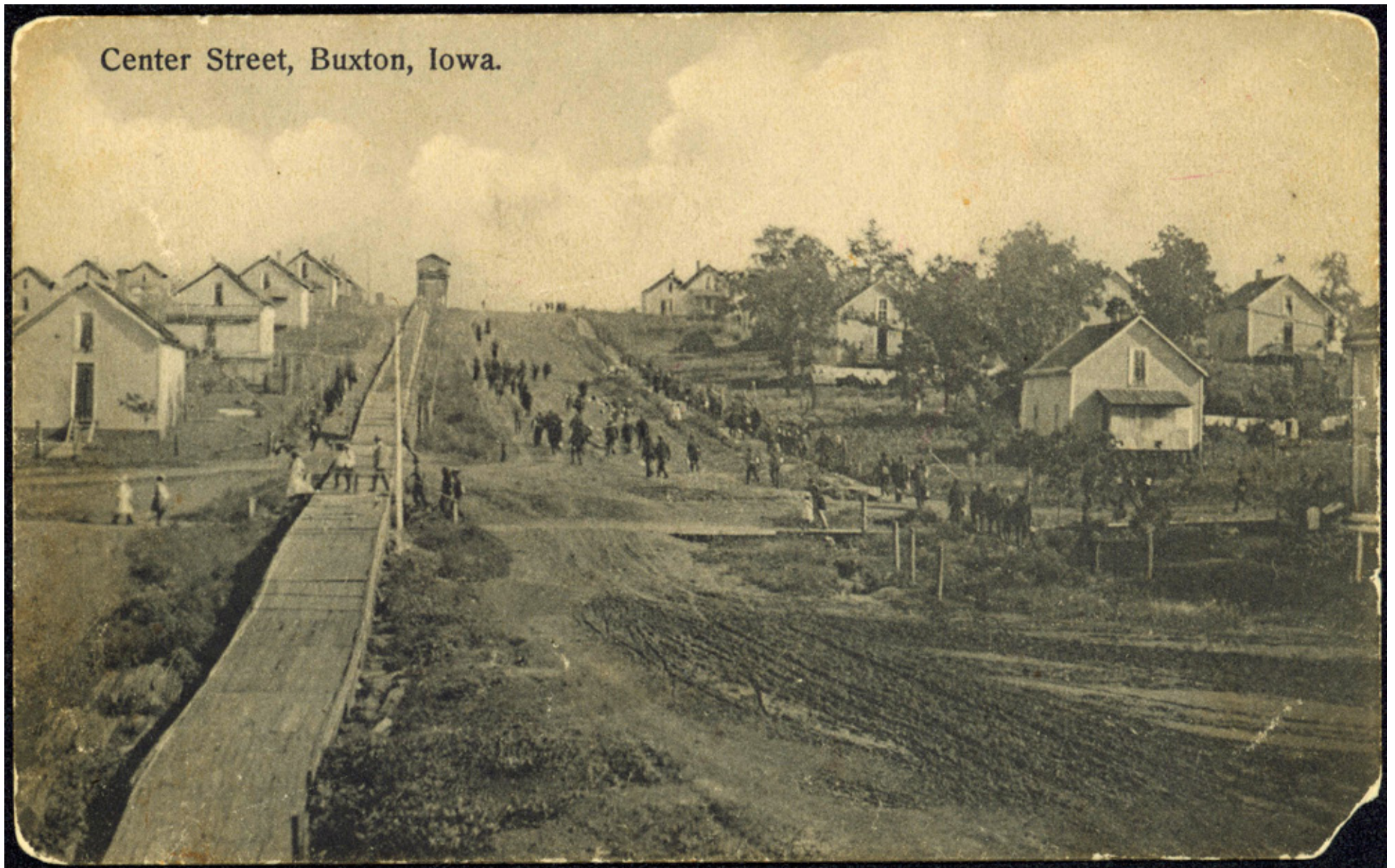
Refer to the [History Mystery Gas Analyzer \(Air Test\) Kit](#) (pg. 52).

- Discuss the questions that accompany the object to better understand the dangers of working in a coal mine.

Refer to the [History Mystery Medical Bag of Dr. Edward Carter](#) and the [Think Like... Dr. Edward Carter card](#) (pg. 45, 58).

- Discuss the questions that accompany both kit connections to learn more about a prominent figure in Buxton and different occupations in a mining town.

- 5 **Summative:** List questions students have about the Buxton image on an anchor chart. Students will refer back to these questions after viewing and finding evidence from other sources.



Courtesy of State Historical Society of Iowa, 1908

Analyze a Source: Postcard View of Center Street

This is an example worksheet that corresponds with the instructions in Part 1 to analyze the “Postcard View of Center Street in Buxton.” This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available for reproduction in the [Google Drive folder](#) and USB flash drive.



Analyze a Source

Type of Sources (circle one)				
Source Title			Creator(s)	Date Created or Published
Text	Image	Map	Video	Other:
1. Describe what you see in the image. Who is in the image? What are they doing? 2. Who is the photographer’s intended audience? Why do you think this photo was taken? 3. What questions does this photo lead you to ask?				

Bluff Creek Township (Buxton) Map, 1919



Compelling Question

What key decisions influence whether a community thrives?



Lesson Supporting Question

How was Buxton a unique community?

Overview

Students will be asked to analyze a plat map of the Bluff Creek Township (Buxton). This lesson requires students to use the map individually or with a partner to describe the location of Buxton and its geographical features.

Source Background

This atlas and plat map book of Monroe County, Iowa, in 1919 was compiled and published by Geo. A. Ogle & Co., Publishers and Engravers and funded by the federal government. This image shows a plat map of Bluff Creek Township and Buxton. It shows how the township was divided into sections among various owners of the various land parcels. Further details on the layout and outline of Buxton, Iowa are available on [image 25](#) of the digitized book held in the Iowa Digital Library.

Instructions

- 1 Distribute and/or display the “Bluff Creek Township (Buxton) Map, 1919.”
- 2 Give students time to analyze the plat map individually or with a partner.
- 3 Facilitate a class discussion about their observations. Consider using these discussion questions:
 - What geographic features, both natural and constructed, are near Buxton?
 - How would the geographic features have affected the transportation of goods and people into and out of Buxton?

Materials

- Bluff Creek Township Map (may need multiple copies)
- Current-day Iowa transportation map



Goldie's History Kit Connection: Refer to the [Think Like... a Geographer card](#) (pg. 60).

- Discuss the questions that accompany the card to interpret the source in additional ways.

Comparative Map Activity

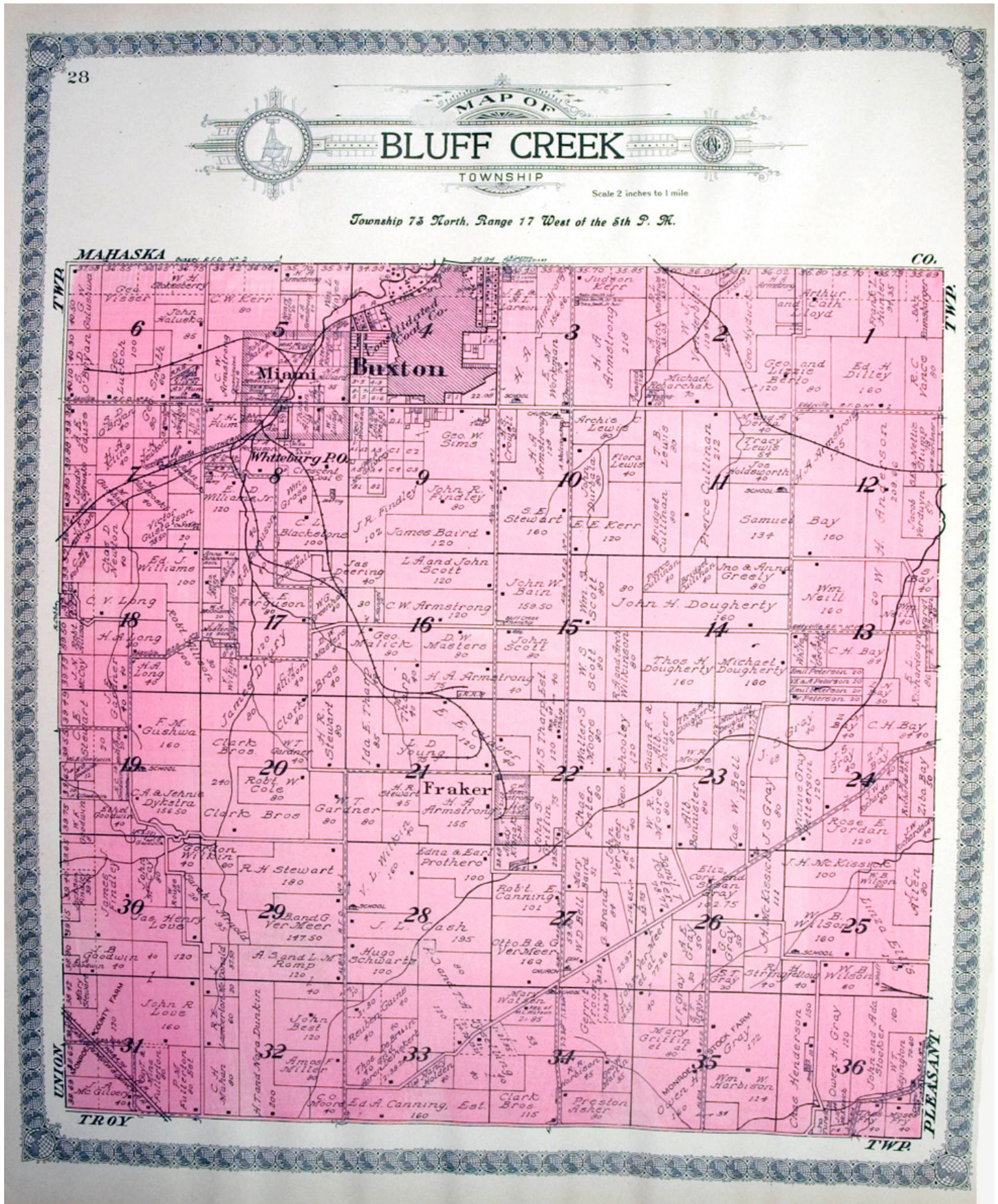
- 4 Before class, select a current-day transportation map of Iowa to use with your students. Consider contacting the Iowa Tourism Office for road maps of Iowa.

Instructions continued on next page.

Bluff Creek Township (Buxton) Map, 1919

Instructions continued

- 5 Display/project the current-day map for students to analyze. Use the following questions to guide students in making connections between the map of Buxton and the current map of Iowa.
 - Where is your community located?
 - Where was Buxton located? (Mark on the map Buxton's location, five miles NE of Lovilla in Monroe County)
 - Compare what is the same between the maps. Contrast what is different between maps. Discuss why the items listed remained the same or changed.
- 6 **Summative:** Gather as a whole group. Ask students to think of location statements for Buxton (i.e. Buxton is in Bluff Creek Township, Buxton is in Iowa, etc.) while the educator records this information in something like an anchor chart or class notebook. This is a good opportunity to help students use domain-specific vocabulary such as: north, south, near/far/closer/farther, creek/river/lake, road, railroad.



Monroe Mercantile Company, 1911



Compelling Question

What key decisions influence whether a community thrives?



Lesson Supporting Question

How was Buxton a unique community?

Overview

To analyze these historical photographs, students identify the source, observe the photo, contextualize it and corroborate what they have learned to answer questions posed by their classmates.

Source Background

Monroe Mercantile was the Consolidation Coal Company's company store. It had a wide variety of products, and is reported by some to have had fair prices and by others to have been higher priced. The original Monroe Mercantile building was destroyed by fire on February 21, 1911. By March 21, 1911, the construction of the new company store was underway, and they held the grand opening of the second building, which also housed Buxton Savings Bank, six months later. The second store was much larger than the first and was organized by department. People could buy many things there: groceries, hats, tailored clothing, carpets, musical instruments, tools and more. If a desired item was not on hand, the store could order nearly anything from automobiles to the latest fashions. The store even had a full mortuary service. Monroe Mercantile was so busy that they had to organize an ordering system in which people from a certain area of town were allowed to place their orders only on certain days of the month.

Instructions

- 1 Distribute and/or display the three photographs of the Monroe Mercantile Company for students to analyze.
- 2 First, have students analyze the three images to see what observations they can make or questions they can create. Possible discussion topics to guide students include:
 - **Monroe Mercantile Opening** (Photograph 1)
 - Look closely at the photo and describe the buildings. Describe what is happening in front of Monroe Mercantile Company.
 - **Inside Monroe Mercantile Company Store** (Photograph 2)
 - Explain to students how store clerks used to retrieve items on the shelf for customers, instead of customers grabbing their own items.
 - Based on the products in this image, infer how Monroe Mercantile impacted the community of Buxton.

Materials

- Monroe Mercantile Company Opening Photograph
- Monroe Mercantile Company Interior Photograph
- Monroe Mercantile Company Employees Photograph
- Computer or document projector to show image

Instructions continued on next page.

Monroe Mercantile Company, 1911

Instructions continued

- 3 After students have had a chance to express their observations of all three photographs, use some of the context and questions below to expand the in-class discussion.
- People could buy many things there: groceries, hats, clothing, carpets, musical instruments, tools and more. If a desired item was not on hand, the store could order nearly anything from automobiles to the latest fashions.
 - What does that tell you about how much money the people of Buxton might have had?



Goldie's History Kit Connection: Refer to the **Think Like... an Economist card** (pg. 61).

- Discuss the questions that accompany the card to interpret the source in additional ways.

Refer to the History Mystery object: Wedding Shoes of Rose Carter.

- Discuss the questions that accompany the object to learn more about items sold by the company store and owned by a prominent figure in the community.

During the years that Buxton existed (about 1897-1927), African-Americans were treated very badly in many parts of the United States. Provide students with a few examples of racial discrimination, segregation, Jim Crow laws, and the definition and effects of sharecropping. Some examples can be found online through the Primary Source Sets, including **School Desegregation, Reconstruction, Reconstruction and Its Impact and Civil Rights: Before, During and After the World Wars.**

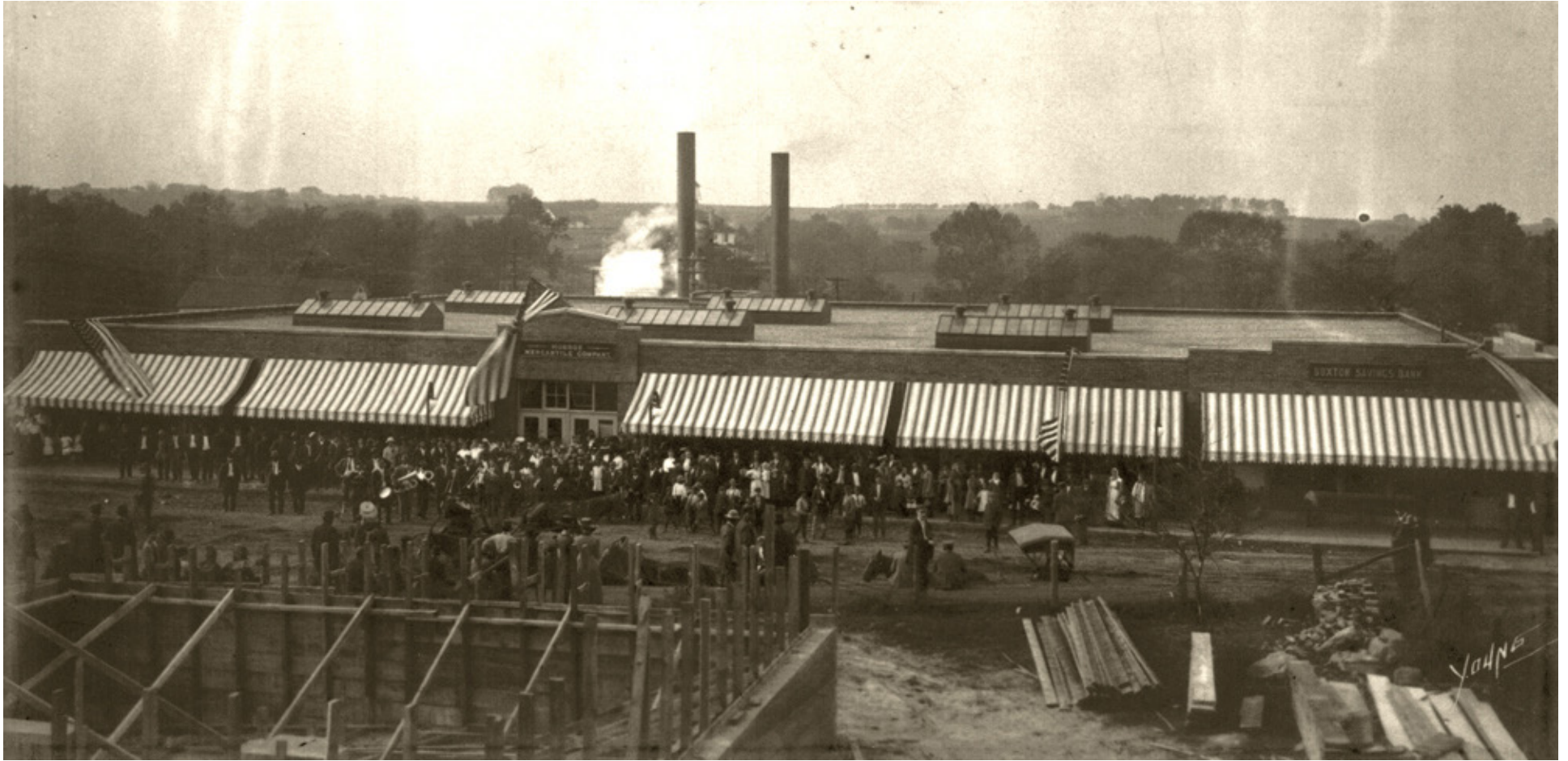
- Direct students' attention to the **Monroe Mercantile Company employees** (Photograph 3). Explain how people of all races and backgrounds were treated the same in Buxton, including the same opportunity to secure well-paying jobs, attend interracial schools and attain housing in town.
- What would the people of Buxton have experienced after the mine closed and they moved away?



Goldie's History Kit Connection: Refer to the book ***That is My Dream*** (pg. 38).

- To add context and help students better understand the uniqueness of the Buxton community compared to the segregation faced across the United States.

- 4 **Summative:** Observe students throughout this discussion. Can they tell observations to a peer partner or to the whole class? As a further extension, can students form on-topic questions or mostly accurate conclusions about life in Buxton or life for African Americans in other parts of the country?



Courtesy of State Historical Society of Iowa, 1911 (1 of 3)

Inside Monroe Mercantile Company Store, 1911

PART 3: MONROE MERCANTILE



Courtesy of State Historical Society of Iowa, 1911 (2 of 3)

Monroe Mercantile Company Employees, 1911

PART 3: MONROE MERCANTILE



Courtesy of State Historical Society of Iowa, 1911 (3 of 3)

"As I Remember" by Minnie London, 1940



Compelling Question

What key decisions influence whether a community thrives?



Lesson Supporting Question

How was Buxton a unique community?

Overview

Students explore this historical excerpt from Buxton resident Minnie London and discuss its language and content. A secondary activity is to do a "think aloud" with the class or in small groups to compare the London excerpt and photographs from the Monroe Mercantile Company.

Source Background

This is an excerpt from the article "As I Remember" by Minnie London. London first moved to Muchakinock as a bride and then to Buxton a few years later. She writes about her life as a coal miner's wife, which included scheduling time to place orders with the company store, how people from many states moved to Buxton when it started, prominent citizens and businesses within the community and community organizations, including vibrant churches and a highly respected baseball team. London reflected on many recreational opportunities residents of Buxton enjoyed and about how the community dispersed.

Instructions

- 1 Display and/or distribute the excerpt from Minnie London's "As I Remember" essay.
- 2 Explain to students that people from long ago sometimes used different words than we use today. The words in [brackets] are the words that we use today in order to help us understand what the person is saying.



Goldie's History Kit Connection: Refer to the [Think Like... Minnie London card](#) (pg. 59).

- Discuss the biography and questions that accompany the card to better understand Minnie London before and during the assignment.

- 3 Either read the excerpt aloud to the class or have students read the excerpt independently.
- 4 Discuss the following question with the class: What did people in Buxton do for fun?

Materials

- "As I Remember" excerpt (may need multiple copies)
- Monroe Mercantile Company Opening (Photograph 1)
- Monroe Mercantile Company Interior (Photograph 2)
- Monroe Mercantile Company Employees (Photograph 3)
- Computer or document project to show image

Instructions continued on next page.

"As I Remember" by Minnie London, 1940

Instructions continued



Goldie's History Kit Connection: Refer to the [History Mystery Buxton Wonders Baseball flyer](#) (pg. 48).

- Discuss the questions that accompany the object to learn more about what members of the Buxton community did with their leisure time.

5 Summative: This activity could be done as a teacher "think aloud," whole group discussion or an individual/small group assessment.

- Use information from the Monroe Mercantile Company and "As I Remember" by Minnie London. Ask students the following questions:
 - In what ways was Buxton successful?
 - If Buxton had a wide variety of items to buy and things to do for fun, what does that tell us about Buxton as a community?



Goldie's History Kit Connection: Refer to the [Think Like... a Journalist](#) and [Historian](#) cards (pg. 62, 64).

- As part of this summative step, continue the conversation by thinking about how a journalist or historian would report on the community of Buxton.

- Use the "Make a Claim" worksheet to record thinking. Ask for student input to write a claim statement and then one supporting evidence statement. Students work in small groups or independently to create two additional supporting evidence statements.



The Y.M.C.A was a large three story structure built diagonally across from the **company store**. It was built expressly for the colored miners, and when they seemed reluctant to take advantage of the opportunity, the Supt. indicated that he would turn it over to the white people. Our people, after reconsideration, pledged cooperation and then a very efficient secretary in the person of L.E. Johnson was engaged.

The first floor of the building contained officed and recreation rooms. The second a spacious auditorium with stage and dressing rooms. The third floor was occupied by rooms for the many secret orders. To the north of the large building was a smaller building containing a swimming pool for the younger group with their own secretary.

The Langlois sisters, better known as the French Women, displayed moving pictures every night, which afforded a very enjoyable recreation for the miners and families. Road shows as well as moving pictures were featured in the auditorium. Among them East Lynne and the Count of Monte Christo.

Among the many noted Negroes who entertained packed houses were: Hallue Q. Brown, Booker T. Washington, Blind Boone and Roscoe Conklin Simmons.

I must not forget to relate to you about the roller skating rinks and the added recreation it afforded the younger folks, and I might add some older ones too. You ought to have seen how these boys and girls did skate! The jolting jitterbug of today was a mild comparison.

Make a Claim

This is an example worksheet that corresponds with the instructions in Part 4 to compare the "As I Remember" excerpt and the Monroe Mercantile photographs. This version of the worksheet is for you, the educator, to utilize. A printable, cleaner version of this worksheet is available for reproduction in this topic's [Google Drive folder](#) and USB flash drive.



Make a Claim

Was Buxton successful, according to Minnie London? Cite evidence from sources.

Claim _____

Supporting Evidence from _____ (Source).

Supporting Evidence from _____ (Source).

Supporting Evidence from _____ (Source).

Lesson Supporting Question Assessment



Compelling Question

What key decisions influence whether a community thrives?



Lesson Supporting Question

How was Buxton a unique community?

Assessment Instructions

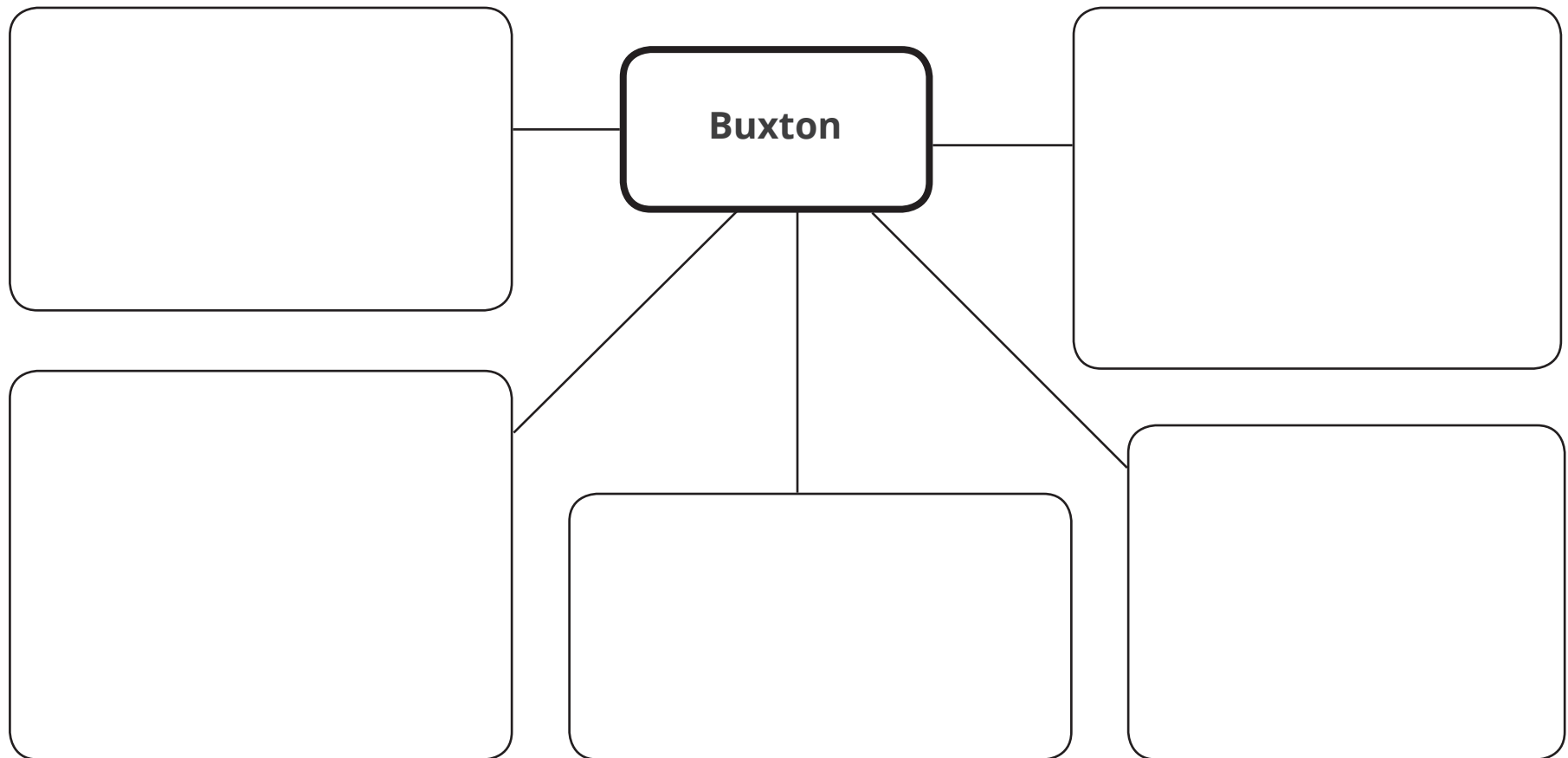
- 1 Start by first revisiting the questions generated during the analysis of “Postcard View of Center Street in Buxton, 1908.” Refer to the [anchor chart](#) completed earlier. See if students can now answer any of the questions they generated after they analyzed the other sources in this lesson plan.
- 2 Have students watch: [Part 1](#) and [Part 2](#) of “Searching for Buxton (14 minutes each - links on USB flash drive and in [Google Drive folder](#)). After completing the videos, see if students can answer any of the previous questions from the anchor chart. Ask students how all the sources relate to the supporting question?
- 3 There are two optional assessment worksheets about the lesson supporting question. The first is a web-like worksheet and the other is a journal entry worksheet. Distribute a copy of one of the two assessment worksheets to each student.
 - **Worksheet:** Students use words and pictures to tell about the people and buildings of Buxton.
 - **Journal Entry:** Students use words and pictures to tell about the people and buildings of Buxton and address the question: How was Buxton a unique community?

Assessment Scoring Options

Proficient	Shows understanding of the people and buildings of Buxton and includes ideas about equal opportunities and economic prosperity
Developing	Mixture of some accurate and some inaccurate ideas
Beginning	Unable to write/draw any ideas in the given time and/or ideas are very inaccurate

This is an example worksheet that corresponds with the instructions in the Lesson Supporting Question Assessment. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available for reproduction in this topic's [Google Drive folder](#) and USB flash drive.

Assessment: How was Buxton a unique community?



Lesson Supporting Question Assessment

This is an example journal entry worksheet that corresponds with the instructions in the Lesson Supporting Question Assessment. This version of the journal entry is for you, the educator, to utilize. A printable version of this journal entry is available for reproduction in this topic's [Google Drive folder](#) and USB flash drive.

Assessment: Journal Entry

How was Buxton a unique community?



Coal Mining



Plat Map



**Company
Store**



Unique

Plat Map

A map drawn to scale showing the ownership divisions of a piece of land.

Being one of a kind; unlike anything else.

Unique

Coal Mining

The act of people working to dig coal from deep underground. Coal was burned to provide heat and power for furnaces in buildings and steam engines, including those in locomotives.

Company Store

A store selling a wide variety of products such as food, clothing, tools and other supplies that the employees of a company need for daily life. The store is owned and operated by the company.

Additional Buxton: A Lost Utopia Resources for Educators

Buxton: A Lost Utopia Source Set

This digital source set offers a number of other Buxton-related primary sources, source-dependent questions and links to the additional resources listed below.

***Images of America: Lost Buxton* by Rachelle Chase**

This publication is loaded with rich images and meaningful quotes from dozens of Buxton citizens. The author synthesizes many sources to concisely tell the story of Buxton with meaningful details.

***Buxton: Work and Racial Equality in a Coal Mining Community* by Dorothy Schwieder**

Professor, researcher and author Dorothy Schwieder provides details and explanations of many causes and effects of the formation and decline of Buxton.

CRI News Package: Home from Buxton, Iowa

This two-minute video tours a house from Buxton that was moved to Oskaloosa around the 1920s and then was moved again to the Nelson Pioneer Farm during October 2008.

“Searching for Buxton” Documentary (Part One and Part Two)

A young African-American goes searching for his family's past in a long-disappeared Iowa coal mining town and discovers that much of the prosperity and goodwill his relatives enjoyed nearly a century ago is elusive today. Narrated by Simon Estes.

“Editor’s Observations” from the Iowa State Bystander

This October 29, 1909, newspaper article by John Lay Thompson, editor of the Iowa State Bystander, describes the success of African-Americans in Buxton, Iowa. During an era of Jim Crow laws in the South, those who were recruited from Virginia to come and work for Consolidation Coal Company experienced a far different reality in Buxton than they had in Virginia. In his editor's column, Thompson writes about the demographics, businesses, prominent citizens and services located in Buxton, Iowa, in or around 1909.

“The Buxton Souvenir Number” from the Iowa State Bystander

This additional resource includes eight newspaper pages of photos and articles about Buxton that were published in the Iowa State Bystander on December 6, 1907.

C. & N.W. Ry. Depot in Buxton, Iowa

A photo of a train depot for Chicago and Northwestern Railway in Buxton, Iowa, in 1905.

Additional Buxton Photographs from the State Historical Society of Iowa

READ ALOUD

EDUCATOR MATERIALS

Buxton: A Lost Utopia



2ND GRADE

Goldie's
HISTORY KITS

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

READ ALOUD

Read Aloud: Buxton: A Lost Utopia

Introduction

A “read aloud” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. The Buxton: A Lost Utopia Goldie’s History Kit provides three books related to unique perspectives on the lives of a coal miners and their families, as well as a child’s perspective of what equality and equal opportunity means to them. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What’s Included

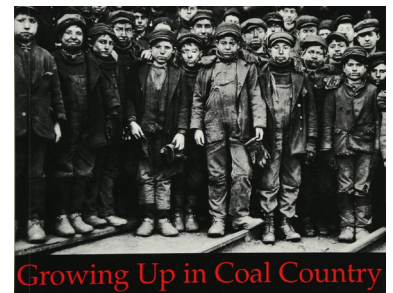
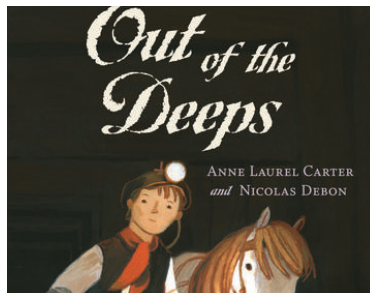
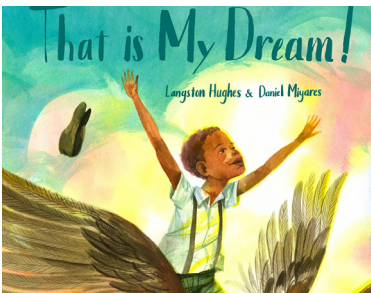
Each Read Aloud Activity Features

- Hard copy of the book
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

Books

This kit contains the three 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, “Buxton: A Lost Utopia,” why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *That is My Dream* by Langston Hughes & Daniel Miyares (Illustrator)
- *Out of the Deeps* by Anne Laurel Carter and Nicolas Debon
- *Growing Up in Coal Country* by Susan Campbell Bartoletti



Text-Dependent Questions

Each book activity instruction sheet 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.

Buxton: A Lost Utopia Read Aloud

2nd Grade

Read Aloud Table of Contents

Book: <i>That is My Dream</i>	38
Book: <i>Out of the Deep</i> s	39
Book: <i>Growing Up in Coal Country</i>	40

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 (Buxton: A Lost Utopia) 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, Buxton.
- 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.

Buxton: A Lost Utopia Read Aloud

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:** Excerpt from [Minnie London](#) and *Out of the Deeps* by Anne Laurel Carter and Nicolas Debon
Connections can be made between the fictionalized story from *Out of the Deeps* and the account of coal mining life in Buxton from Minnie London, a resident of the town. These two resources share many common themes, challenges and triumphs. Help students explore the life of Minnie London through her own words as she wrote about her experience as a coal miner's wife, which included scheduling time to place orders with the company store, how people from many states moved to Buxton when it started, prominent citizens and businesses within the community and community organizations, including vibrant churches and a highly respected baseball team. Use the book, *Out of the Deeps*, to allow students to compare and contrast the two coal mining town accounts. Share with students the [background essay](#) from Read Iowa History. Then utilize the text-dependent questions in the read aloud, which includes questions to help facilitate the connection between the story and the actual residents of Buxton.
- 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.

Buxton: A Lost Utopia Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Buxton: A Lost Utopia Goldie's History Kit. 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
RI.2.1	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7	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
SS.2.7.	Explain how people from different groups work through conflict when solving a community problem.
SS.2.12.	Compare and contrast the treatment of a variety of demographic groups in the past and present.
SS.2.17.	Explain how environmental characteristics impact the location of particular places.
SS.2.19.	Make a prediction about the future based on past related events.
SS.2.21.	Compare perspectives of people in the past to those in the present with regards to particular questions or issues.
SS.2.24.	Describe the intended and unintended consequences of using Iowa's natural resources.

That is My Dream

**Langston Hughes &
Daniel Miyares**
Author and Illustrator

2017
Year of Publication

Fiction (Storybook)
Book Genre/Type

Book Description

This picture book follows the poem “Dream Variation,” by Langston Hughes, which dreams of a world free of discrimination and racial prejudice. The book pairs his words with illustrations of a young African-American child and what segregation looks like through his eyes to provide purposeful, specific images to contribute to and clarify the text. The young boy imagines what the world would be like when everyone can play together. (32 pages)

Why This Book

This book was selected to emphasize the significance of an integrated community, especially in Iowa in the late 1800s, and it also brings focus to this topic’s Read Iowa History lesson plan supporting question: “How was Buxton a unique community?” The book contextualizes what segregation looks like from a child’s perspective, which would assist students in recounting or describing key ideas from the text that they can understand in contrast with the Buxton community they are also learning about. Instead of just describing to a child what post-Reconstruction looked like in Iowa, this book offers a powerful message of what desegregation means to the African-American community.

Text-Dependent Questions

- 1 Who is the main character (and narrator) of the poem? What are they doing throughout the book? Look at the illustrations: Does this character live in the past, present or future, and how do you know that?
- 2 The words of this book are from a famous poet, Langston Hughes. He uses rhymes (sun/done, me/tree) and rhythm in his poem to describe the world he wants to live in. What are words or images in the book that describe his dream? Look at the children flying on birds, drinking together from a pond and lying under a tree in the shade: How would you feel if you were one of the children in the story?
- 3 Look at the first half of the book as a class again (up to the first “Dark like me” line) and describe what the world looks like for the little boy. Look at the second half of the book: How is this new world different? Why would it be the little boy’s dream?
- 4 How is the little boy’s town currently lives in different than what you know about Buxton? How is it the same? Do you think the boy wants to live in a town more like Buxton? Why or why not?

Out of the Deeps

**Anne Laurel Carter
& Nicolas Debon**

Authors

2008

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

This follows the story of Savino and his pit pony as they learn to trust each other in the coal mines in Canada. Savino had to quit school when he was 12 to work and help his family. Savino spends his first day at the mine working alongside his father and Nelson, his father's pit pony. When Savino's headlamp goes out deep in the coal mine, Nelson leads Savino out of the danger, showing the relationship between miner and the animals they rely on to do their work. (32 pages)

Why This Book

This book helps students understand the risks, challenges and rewards experienced by the residents of a mine town. This narrative in particular is that of a child who is made to work in the coal mine and what he has to do to help keep the mine running. The images and text assist in developing and answering claims about Buxton in reference to the impact the Consolidation Coal Company had on the families that resided in the town, especially on child workers. The book offers insight on what family life might have looked like in Buxton and the child experience in a mining town.

Text-Dependent Questions

- 1 Who is telling the story? Why is their voice important? What are they talking about? What is special about the day the book describes?
- 2 Describe Nelson. Who is he? Where does he live? Why is he important to Savino? How does Nelson help the miners?
- 3 This story follows Savino's first day in the mine. Can you describe his first day of work? What happened at the beginning of the book when he woke up? What happened when he first arrived at the mine? How did Savino's day (and the story) end?
- 4 List some of the things Savino and his fellow miners do to stay safe (ex: safety lamp in front of cap). Why would these steps be important for a miner, especially for a young boy like Savino?

Growing Up in Coal Country

**Susan Campbell
Bartoletti**
Author

2008
Year of Publication

Non-fiction
Book Genre/Type

Book Description

This nonfiction book highlights personal accounts and photographs of the men, women and children of coal country who worked in northeast Pennsylvania in the late 1800s. Selected chapters were chosen for suggested reading and are identified below. (128 pages)

Why This Book

This book presents primary and secondary sources to offer more context about living in a coal town. It provides anecdotes and photos from residents who lived in the coal towns of Pennsylvania. Particularly related to students are the stories that pertain to children who were working in the mines in dangerous conditions and for less pay. These recollections from coal country also offer insight into each stage of the mining process, as well as the technical procedure and machinery that was required to do the work. There are also chapters dedicated to town and recreational life outside of the mines.

Text-Dependent Questions (Chapters 1, 2, 5 & 7)

- 1 *Ch. 1:* Who were the Breaker Boys? Why were they called that? What jobs did they do? Where did they work? What were conditions like for the Breaker Boys? How would you feel doing that job?
- 2 *Ch. 2:* Describe the jobs of a nipper, a spragger and a mule driver. Why are these jobs each important? Where do they each work in a mine? What are some of the dangers of being a nipper, spragger and mule driver?
- 3 *Ch. 5:* How does the author describe the company houses? What would it have been like with your family in a company house? Look at the images in the chapter: What are the houses made of? How do they look? What was school like in this coal mining town? How was it different for immigrant children? How is it similar to school for you? How is it different?
- 4 *Ch. 7:* What are some of the dangers of working in a mine? What happened if an accident occurred at the mine? Look at the Anthracite Mine photo (pg. 98): What does this tell you about how difficult a rescue could be?
- 5 *All Chapters:* Compare this coal mining town in Pennsylvania with the community of Buxton. How were jobs similar? How were they different? How were the people similar? How were they different?

HISTORY MYSTERY

EDUCATOR MATERIALS

Buxton: A Lost Utopia



2ND GRADE

History Mystery: Buxton: A Lost Utopia

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, **Buxton: A Lost Utopia**. 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, Buxton: A Lost Utopia

What's Included

This History Mystery Activity Features

- Photographs of eight objects
- Videos of select objects (3)
- 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.

History Mystery: Buxton: A Lost Utopia

2nd Grade

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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
Kit Connections Using the objects identified with Kit Connections	- 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. - Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. - Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. - If they have not already read it or had it read to them, please read aloud the background essay about Buxton.	- After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. - After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. - Following this time, pose the questions connected to the object to your students. - Remember to connect the objects to the kit topic and the lesson currently in progress.

History Mystery: Buxton: A Lost Utopia

2nd Grade

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to investigate objects	• Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • 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. • If they have not already read it or had it read to them, please read aloud the background essay about Buxton.	• It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Medical Bag of Dr. Edward Carter



Description

This object is the medical bag of Dr. Edward Carter, an African-American doctor in Buxton. The bag contains compounds and pills stored in 28 glass vials. The dimensions of the bag are 6 inches by 3.75 inches by 11.5 inches. Carter was one of the primary physicians and a prominent resident of Buxton. Even after he left Buxton in 1919, he continued his medical practice in Detroit, Michigan.

Object Significance

After graduating from Oskaloosa High School, Edward Carter became the first African-American man to graduate with a medical degree from the University of Iowa. His medical bag is a symbol of the many barriers he overcame in his pursuit of an education and profession. After moving to Buxton, Carter was known to treat both white and African-American patients, which was rare at the time. He also played a direct role in the development of Buxton as a thriving community, such as his support for a YMCA and other community programs. Carter's influence, among others, kept Jim Crow laws from infiltrating Buxton and helped create a community that supported racial equality.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 In the early 1900s many doctors traveled to visit patients at their homes. Look at the postcard of Center Street in Buxton: Describe the travel difficulties Dr. Carter would have experienced. Why would a bag like this be an important tool for doctors?
- 3 What kind of illnesses and injuries would Dr. Carter have to treat in this mining community?
- 4 Dr. Carter was the first African American to graduate with a medical degree from the University of Iowa. He treated both African American and white patients in Buxton. Discuss this unique situation.
- 5 Dr. Carter would have disbursed some types of medication to patients. How is this different than getting a prescription today?

Wedding Shoes of Rose Carter



Description

These women's shoes belonged to Buxton resident Rose (Warren) Carter, the wife of prominent African-American physician, Edward Carter. Rose Carter wore the shoes on her wedding day in June 1908 to the doctor. The shoes, along with Edward Carter's medical bag and other family possessions, were donated to the State Historical Society of Iowa by their daughter, Marion Carter, in 1963.

Object Significance

The Carter family were prominent members of the Buxton community. Dr. Edward Carter, her husband, became the first African-American man to graduate with a medical degree from the University of Iowa. He and Rose both played a direct role in the development of Buxton as a thriving community, such as supporting for YMCA committee focusing on education and opportunities for children in their community. Edward Carter, a physician in town, treated both white and African-American patients, which was rare at the time. Carter's influence, among others, kept Jim Crow laws from infiltrating Buxton and helped create a community that supported racial equality.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Where would Rose get shoes like this in 1908? What role would the mercantile play in Rose's day-to-day life?
- 3 Rose was married to a prominent (important) person in Buxton, Dr. Carter. How would this impact her role in town?
- 4 Based on the [photo of Center Street](#), how practical are these shoes for a woman in day-to-day life? Think about your school day: Would you like to wear these shoes? Why or why not?

Miner ID Tags from Buxton



Description

These objects are corroded ID tags from Buxton, Iowa. These tags were used to identify the miners on the job as loads of coal were brought out of the mine and to identify miners so they could receive their paycheck or credit. One tag is stamped with "K.I.C. Co., 157." The other tag is thicker and has raised letters that read, "C. O. & G. 173." Three small notches are cut into the bottom of the tag.

Object Significance

These objects give students a sense of what mining life in Buxton would have been like for those who worked in the mines. The profession required ID tags to identify and keep track of miners. The town, which was founded by the Consolidation Coal Company, became the largest coal town west of the Mississippi. In the 1905 census, the town boasted 2,700 African Americans and 1,991 whites. Buxton coal production peaked during World War I but afterward, mechanization and conversion of train engines to diesel fuel decreased the demand for coal. Several severe fires ravaged the community and the mines. By 1919, Buxton's population had declined to only 400. The last mine closed in 1927.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Mining is a dangerous profession. Each miner was assigned an ID tag which they left above ground when they started work for the day. Why would it be important to know if someone was down in the mine?
- 3 Each miner was assigned a number which was stamped onto the tag. Use your imagination and describe the person who would use the 173 or 157 tags.

Buxton Wonders Baseball Flyer



Description

This document is a promotional flyer recounting “The Good Old Days” of the Buxton Wonders, the town’s baseball team. The Buxton Wonders team was organized around 1900 and their baseball success became the talk of the town. The flyer, which was created in 1949, indicates that only six members of the original Wonders team could be found alive at the time, and five names were included: Charles Rhodes, French Brown, George Bowman, Jackson Brookings and Skinny Wilson.

Object Significance

The Buxton Wonders highlight a social component of the once-thriving community of Buxton that gave residents a sense of pride and entertainment. Admission to the Buxton home games was \$0.50, and often the city band held concerts after the games. The integrated community found widespread support for this baseball team, and it was directly tied to a main business in town. The team was partially sponsored by the Consolidation Coal Company, which donated land to play on, built bleachers and paid for uniforms. The team traveled to such places as Chicago, Kansas City and Birmingham, Alabama, though they were not always well received in other towns because of racial discrimination.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why would recreational activities, like sports, be important to people in Buxton?
- 3 Why would the Consolidation Coal Company sponsor the Buxton Wonders?
- 4 The Buxton Wonders, a team of all African-American men, played outside of Iowa where African Americans and white people did not often interact. Discuss how the players would have felt experiencing segregation.

Miner's Cap from Buxton



Description

This is a miner's cap made of cotton, oil cloth, metal and rubber. This cap was used sometime between 1900 and 1930. The tan, cotton canvas cap has a black oil-cloth bill and a pink and white striped cotton lining. Attached to the front is a metal bracket with a brass carbide lamp. A miner's light was essential to their labor, but open flames could be lethal. The flame from a typical miner's lamp could ignite the flammable gas, which was especially prevalent in coal mines. Miner caps protected the miner's eyes from smoke or soot and their head from small bumps, but their main purpose was as a mount for their lamps.

Object Significance

This object was significant to the day-to-day procedure and safety measures within the mines, as you would find in Buxton. This miner's cap helps students think about the purpose of an object like this in a coal town, or how an object like this can serve multiple purposes. The family who donated this object also used the cap to hunt raccoons at night, so the gear was used outside the mines, too. Connections can also be made to the [miner ID tags](#), and how both of these objects would be important to the running of the Buxton mines.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What meaning might this object had for its owner?
- 2 Why would a miner need a hat with a light to work in a coal mine?
- 3 This is an item that could have been purchased in the mercantile. Why would the mercantile carry items such as this cap?
- 4 Imagine working in a coal mine. Why would equipment such as this be important for miners safety?

Miner's Pick



Description

This is a mining pick head with no handle. It is made of metal and is 11.5 inches long. A mining pick was used by miners to chop out the coal that was then shoveled into waiting carts. This was the traditional technique for extracting coal for many years.

Object Significance

This object is a great example of items used by miners to extract a natural resource from the land. While there are other objects in this kit that were used for safety purposes in the mines, this object allows students to explore the technique required by Buxton miners to do their jobs in the mine. The mining pick head is significant because it challenges students to identify how people use natural resources to produce goods and services, specifically in the Iowa town of Buxton.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 A pick is like an axe. Why would a handle be needed to make this pick work?
- 3 Working in a coal mine was dirty and physically demanding since each miner had to break apart and move the coal. How would miners feel at the end of a work day?
- 4 Boys as young as 12 would work inside coal mines. How would this impact their education?
- 5 Imagine working in a coal mine. Why would equipment such as this be important for miners safety?

Lunch Pail from Miner Carl Coghlan in Marion County



Description

This object is a typical lunch pail that was used by miners to carry their food and drink. The aluminum bucket can be broken down to multiple insets and extra lids for the miner to eat off of and separate their items. This pail was used by miner Carl Coghlan, who worked in the Pershing Coal Mine in Marion County. Many miners had extra food packed away in their buckets just in case an accident happened while they were on the job and they became trapped in the mine.

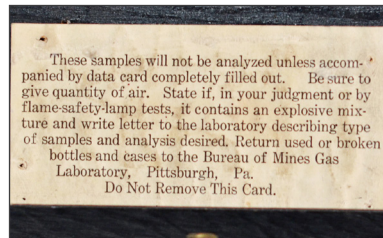
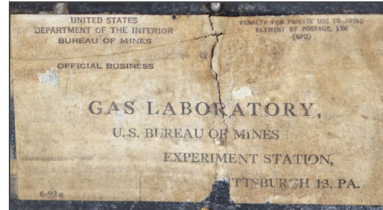
Object Significance

Coal mining became a big industry in Iowa in the late 19th and early 20th centuries. The railroads were a major factor because railroad companies were the main buyers for Iowa coal. Many small coal mines sprang up in southeastern and central Iowa. Miners and their families occupied cheap housing nearby, and the rail company sometimes operated general stores and other services for their workers. This object holds significant relevance to this time in Iowa history when coal mining was booming. It was an everyday object used in an Iowa mine that was in the neighboring county to Buxton (Monroe County). This object gives students insight as to objects used by coal miners.

Questions about History Mystery Object

- 1 What do you notice about this object?
- 2 Knowing that miners were underground for more than eight hours per day, what types of food might they have packed in lunch pails?
- 3 The lunch pail breaks down into smaller sections. Why would that be important?
- 4 Miners often packed more food than they needed. Why would miners do this?

Gas Analyzer (Air Test) Kit from Iowa



Description

When Iowa coal mines were active, miners tested underground air quality with mail-order test like this. The card on top of the box reads, "Gas Laboratory, U.S. Bureau of Mines, Experiment Station, Pittsburgh 13, PA." Inside the shipping box are two glass bottles. To test the air, a person would break off the tip of a bottle, fill it with air from the mine and place a wax cap (also in the kit) on the end to keep the air from escaping. They would then mark the bottle accordingly, put it back in the kit and mail it to be tested. There is also another card inside the case that reads, "These samples will not be analyzed unless accompanied by data card completely filled out. Be sure to give quality of air. State if, in your judgment or by flame-safety-lamp tests, it contains an explosive mixture and write letter to the laboratory describing type of samples and analysis desired. Return used or broken bottles and cases to the Bureau of Mines Gas Laboratory, Pittsburgh, Pa. Do Not Remove This Card."

Object Significance

Like the [miner ID tags](#) and the [miner cap](#), this gas analyzer was an important piece of safety equipment to assist coal miners in Iowa and around the country. Without it, miners in Buxton would be under threat from noxious gas and possible explosions. This object was important to mining life, and shows students the risks in mining.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice? What meaning might those items have with regard to this object?
- 2 Sometimes mines would fill with methane and carbon monoxide and miners would get sick. Why would mining companies use a product like the gas analyzers?
- 3 In order for the air in the mine to be tested, this gas analyzer kit had to be mailed, which would take a few weeks. If testing determined that the air was dangerous, what would that mean for the men working in the mine (think about health, salary and production)?
- 4 Imagine working in a coal mine: Why would equipment such as this be important for miners' safety?

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

Continued on next page.

Analyze History Mystery Objects

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

THINK LIKE ...

EDUCATOR MATERIALS

Buxton: A Lost Utopia



2ND GRADE

Think Like... Cards: Buxton: A Lost Utopia

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 Buxton 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 highlight specifically individuals connected to the topic (Dr. Edward Carter, Minnie London). 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

Card: Think Like Dr. Edward Carter	58
Card: Think Like Minnie London	59
Card: Think Like a Geographer	60
Card: Think Like an Economist.	61
Card: Think Like a Historian	62
Card: Think Like a Political Scientist	63
Card: Think Like a Journalist.	64

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 Buxton: A Lost Utopia. 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 Buxton as a political scientist 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.

Think Like... Cards: Buxton: A Lost Utopia

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
Kit Connections Using the Think Like... cards with Kit Connections	- Choose which Kit Connection with a Think Like... card you would like to use. - 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). - Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. - If they have not already read it or had it read to them, please read aloud the background essay about Buxton: A Lost Utopia.	- 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. - Provide students with the Think Like... questions and display connected primary source image (if applicable). - Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. - 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

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to use Think Like... Cards	- Separate your students into groups. Assign each group a different Think Like... card from the kit. - 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. - If they have not already read it or had it read to them, please read aloud the background essay about Buxton: A Lost Utopia.	- It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. - Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. - Following their answers, open the discussion to the class for other ideas or answers regarding the questions. - Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... Dr. Edward Carter Card

Think Like Dr. Edward Carter

- Mining can be a dangerous business. How do you think being a doctor in a mining community was different than being a doctor in a farming town? Or a large city like Des Moines? How would it be similar?
- What types of illnesses and accidents do you think Dr. Carter tended to during his time in Buxton?
- How do you think Dr. Carter's experience as an African-American doctor in Buxton compared to his experiences in Des Moines, where he moved after the Buxton mine closed? Do you think he was treated better or worse due to his race? Why?



Dr. Edward Carter (1881-1956)

The son of formerly enslaved people, Edward Carter was born in Charlottesville, Virginia, but grew up in Iowa. After graduating from Oskaloosa High School in 1889, he attended the University of Iowa and supported himself by working in the Buxton mines during the summer and other odd jobs. In 1907, Carter received his medical degree from the University of Iowa. He was the second African American to graduate from the university and the first to receive a medical degree. Following graduation, he worked as an assistant physician and surgeon in Buxton. He was a prominent member of Buxton's society life and affiliated with the YMCA and served as a member of two committees. Carter left the town in 1919 and moved to Des Moines. He continued to practice medicine and passed away in 1956 while residing in Detroit, Michigan.

Think Like... Minnie London Card

Think Like Minnie London

- In the [“As I Remember” excerpt](#), Minnie London describes the schools and classrooms in Buxton. How do you think their classrooms would have been different than schools today? How is it similar?
- What do you think the students were learning in the classroom? How might their studies be different than what you are learning today? How are they the same?
- Minnie and her husband, William, raised their children in Buxton. What do you think growing up in a coal mining town like Buxton was like? How is it similar or different than your life today? Reflect on the types of activities, such as the YMCA and roller skating, that Minnie recalled in the “As I Remember” article.



Minnie London (1868-1955)

Born in Lexington, Missouri, Minnie Robinson London moved to the coal mining town of Muchakinock, Iowa, in 1891. She met and married William Henry London, and became an active member of the Buxton community. Minnie became one of Iowa's first African-American teachers. After moving to Buxton in 1900, she taught school for the coal miners' children and was principal in Buxton and Haydock, another mining town. Minnie was the only African-American superintendent in Monroe County and taught for more than 20 years. Both of Minnie London's children went on to attend college. Her son, Hubert, became the last African-American medical doctor to practice in Buxton. Her daughter, Vaeletta, became a teacher in Virginia. Minnie eventually relocated to Waterloo with her daughter and died there in 1955.

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)

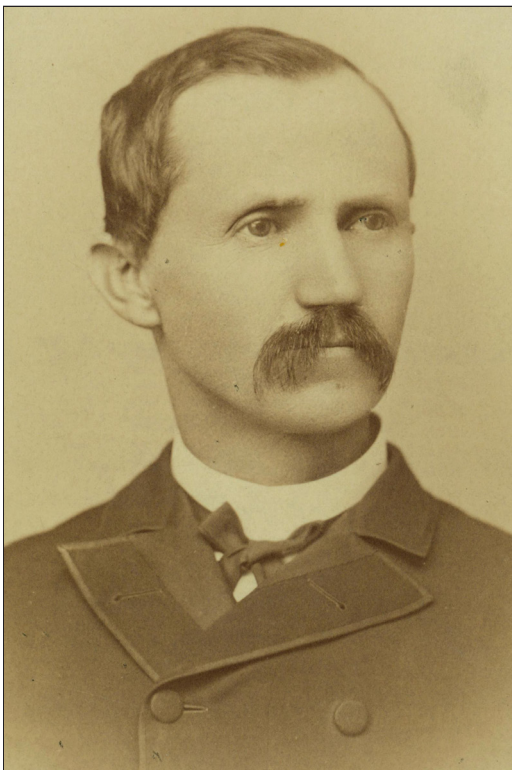
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured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

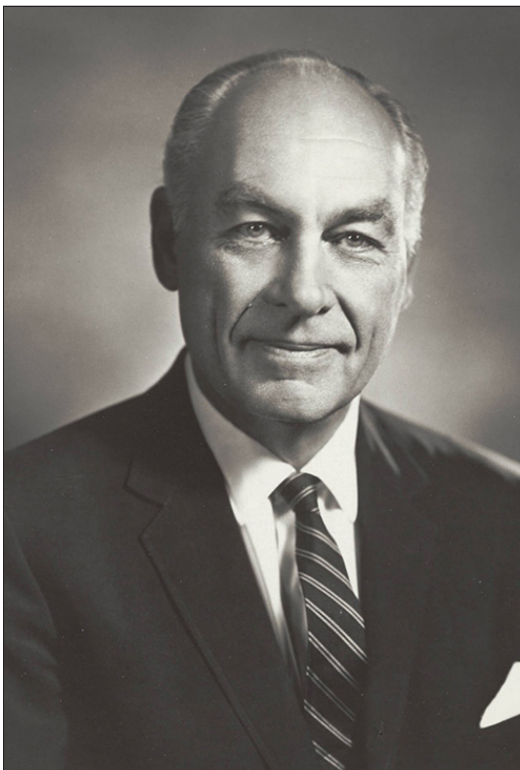
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National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

Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.2.1.	Explain why a compelling question is important.				
SS.2.2.	Generate supporting questions across the social studies disciplines related to compelling questions.				
SS.2.3.	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	X			
SS.2.4.	Construct responses to compelling questions using reasoning, examples, and relevant details.	X			
SS.2.5.	Take group or individual action to help address local, regional, and/or global problems.				
SS.2.6.	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	X			
SS.2.7.	Explain how people from different groups work through conflict when solving a community problem.		X	X	X
SS.2.8.	Explain the purpose of different government functions. (21st century skills)				
SS.2.9.	Develop an opinion on a decision about a local issue. (21st century skills)				
SS.2.10.	Determine effective strategies for solving particular community problems. (21st century skills)			X	
SS.2.11.	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.				
SS.2.12.	Identify how people use natural resources to produce goods and services.		X	X	
SS.2.13.	Describe examples of the goods and services that governments provide.				
SS.2.14.	Explain how different careers take different levels of education. (21st century skills)			X	X
SS.2.15.	Evaluate choices and consequences for spending and saving. (21st century skills)				
SS.2.16.	Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	X			
SS.2.17.	Explain how environmental characteristics impact the location of particular places.		X	X	
SS.2.18.	Describe how the choices people make impact local and distant environments.	X		X	
SS.2.19.	Make a prediction about the future based on past related events.		X		
SS.2.20.	Determine the influence of particular individuals and groups who have shaped significant historical change.	X			X
SS.2.21.	Compare perspectives of people in the past to those in the present with regards to particular questions or issues.		X		X
SS.2.22.	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.			X	
SS.2.23.	Given a set of options, use evidence to articulate why one reason is more likely than others to explain a historical event or development.			X	
SS.2.24.	Describe the intended and unintended consequences of using Iowa's natural resources.	X	X	X	

Iowa Core Literacy Standards Chart

BUXTON: A LOST UTOPIA

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		X		
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		X		
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		X		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		X		
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	X		
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	X			
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		X		
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	X			
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	X	X		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	X	X		
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.		X		
W.2.1	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			
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	X			
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X			
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	X			

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

Goldie's History Kit - Buxton: A Lost Utopia Manual

Book 1: *That is My Dream* by Langston Hughes & Daniel Miyares (Illustrator)

Book 2: *Out of the Deeps* by Anne Laurel Carter and Nicolas Debon

Book 3: *Growing Up in Coal Country* by Susan Campbell Bartoletti

History Mystery Object Photos

- Medical Bag of Dr. Edward Carter
- Wedding Shoes of Rose Carter
- Miner ID Tags from Buxton
- Buxton Wonders Baseball Flyer
- Miner's Cap from Buxton
- Miner's Pick
- Lunch Pail from Miner Carl Coghlan in Marion County
- Gas Analyzer (Air Test) Kit from Iowa

7 Think Like... Cards

- Dr. Edward Carter
- Minnie London
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Videos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Buxton: A Lost Utopia Manual

Goldie's History Kit Container