

Goldie's HISTORY KITS



Environmental Impact

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY
OF CONGRESS
TEACHING
WITH PRIMARY
SOURCES

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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 environmental impact. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

This Goldie's History Kit provides four books related to environmental impact. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

History Mystery

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

Think Like... Cards

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

Instructions

How To Use The Kit

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

Begin with Read Iowa History

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

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

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

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

Additional Digital Access

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

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

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

READ IOWA HISTORY

EDUCATOR MATERIALS

Environmental Impact

LESSON PLAN FOR SUPPORTING QUESTION

Why are landforms important?

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 unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the [Primary Source Sets toolkit](#) to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list, instructions and Goldie's History Kit Connections (see below). There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create your own.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These student worksheets are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).



Courtesy of Library of Congress, Kolb Bros., "Grand Canyon, Arizona," 1913

Environmental Impact

2nd Grade

Overview

The physical landscape shapes the food people eat, the homes they build, the way they move around and the environment they live in. Students will investigate environmental history, which involves understanding relationships — and sometimes trade-offs — people make with the landscapes around them. Students also will use the perspectives of a historian, economist, geographer and political scientist to analyze images and documents.



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

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2nd Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

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

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



Unit Compelling Question

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

How does the way we live impact our environment?



Unit Supporting Questions

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

1) Why are landforms important?

2) What are renewable and nonrenewable resources?

3) What impact do people have on our environment?



Read Iowa History: Environmental Impact

This Read Iowa History lesson addresses “How does the way we live impact our environment?” and “Why are landforms important?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards

No.	Standard
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.
SS.2.4.	Construct responses to compelling questions using reasoning, examples, and relevant details.
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.
SS.2.8.	Explain the purpose of different government function.
SS.2.9.	Develop an opinion on a decision about a local issue. (21st Century)
SS.2.11.	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
SS.2.13.	Describe examples of the goods and services that governments provide.
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.2.22.	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.
SS.2.23.	Describe the intended and unintended consequences of using Iowa's natural resources.

Iowa Core Literacy Standards

No.	Standard
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.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Objectives

- I can determine how to ask questions through disciplinary literacy lens.
- I can identify a primary source.
- I can analyze images related to landforms.
- I can create a class landform map.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about why landforms are important and how people impact their environment. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

“The land was ours before we were the land’s” wrote the poet Robert Frost. Since the earliest days of humans on Earth, people have adapted to the physical landscape around them. It shapes the food they eat, the homes they build, the way they move around and the environment they live in. Studying environmental history involves understanding relationships — and sometimes trade-offs — that people make with the landscapes around them.

The land itself is the most important factor in human settlement. Do we live in the mountains, on the **plains**, in the **forest**, on a river or on the beach? Or on an island? Rivers and oceans were the first human highways. Ships moved people and goods faster and easier than people and animals on land could. Mountains and **forests** impeded transportation, which could have been a problem or a benefit if it protected residents from outsiders. Ocean-front housing could provide a mild climate or subject inhabitants to brutal storms. Iowans are blessed with incredibly rich soil and rainfall while **desert** people must be creative to grow food or raise livestock. Where we live has a major impact on the lifestyle of any people.

The air humans breathe is also a factor in our environment. For most of human history, the quality of the air has not been impacted by human activity, but with the Industrial Revolution and a demand for energy from fossil fuels like coal or gasoline, people have polluted the air with carbon products that can create a variety of challenges, like smog or acid rain. Oxygen-depleting pollutants have reconfigured the layers of air surrounding the earth leading to warming temperatures and evolving rainfall patterns.

Water also is an important environmental factor. When water is in short supply, efforts sometimes divert rivers for agriculture or store it behind massive dams to create hydroelectric power. Fertilizer run-off from farm fields seeps into underwater water reserves or flows into rivers and streams altering natural balances.

Some energy sources like wind power or sun light are termed renewable energy sources because using them does not decrease their availability. Fuels derived from plant matter like wood, natural gas, oil or coal are nonrenewable sources because they can be depleted. For the most part, fossil fuels present the greatest environmental challenges because they increase the amount of carbon dioxide in the air. Nuclear fuels pose the danger of increased radioactivity when a reactor malfunctions and nuclear wastes create a problem for disposal. When nations were conducting nuclear tests in the atmosphere, radioactive drift traveled far beyond the test site to threaten resources thousands of miles away.

Environmental protection challenges a world divided into nation states because human activity can impact land, the air and water far beyond the site where the activity occurs. Keeping our world safe is a truly world challenge.

Vocabulary Words

- Landform
- Desert
- Plains
- Forest
- Valley
- Canyon
- Plateau

Source, Observe, Contextualize and Corroborate (SOCC)



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

Overview

This pre-lesson activity will illustrate a tool students can use to help them analyze primary sources in later parts of this Read Iowa History. The Source, Observe, Contextualize and Corroborate (SOCC) strategy provides a structured way to approach analysis with elementary students. This strategy is explained more by the instructions below and with the posters to introduce students to the concept.

Instructions

1 SOCC Strategy: The source, observe, contextualize and corroborate strategy will be applied to primary sources later on in this Read Iowa History. The [SOCC posters](#) will be part of later activities, but this pre-lesson activity could serve as a way to introduce students to core elements of the SOCC strategy and the information included on the posters.

2 The SOCC steps to analyze a primary source:

- 2a** First, read the [source](#). Students should be asked what they notice about the source.
- 2b** Next, the class will [observe](#) and take a look at what they see. It can be helpful to allow partners to look at the image while discussing what they see.
- 2c** The third step is to [contextualize](#). Students will use their prior knowledge and the author's clues to infer who, what, when and where the primary source indicates. Students will use their prior knowledge and the author's clues to infer who, what, when and where the primary source indicates.
- 2d** Considering the disciplinary perspectives (historian, geographer, economist and political scientist) discussed in steps 1-4, ask students what questions they have? This is the [corroborate](#) part. They will ask questions and use other sources to research and find evidence related to the image.

Materials

- [SOCC posters \(4\)](#)

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Source

Use available citation information to infer something about who, what, when and/or where is represented in the primary source.

Consider why someone created this primary source.

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Observe

**What do you see in the
primary source?**

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Contextualize

Use your prior knowledge and author's clues to infer who, what, when and/or where (something) about the primary source.

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Corroborate

Generate questions and use other sources to research and find evidence related to the primary source.

Think Like... Cards & Question Formulation Technique



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

Overview

This pre-lesson activity will illustrate tools students can use to help them analyze primary sources in later parts of Read Iowa History. One tool is the [Think Like... cards](#), which students use to identify disciplinary literacy perspectives, key vocabulary and questions asked by a historian, geographer, economist and political scientist. To prepare students to analyze images and documents, you can use this activity to remind them that the impact of one's experience shapes their perspective on different topics, such as how people impact the environment.

The other tool is the [Question Formulation Technique \(QFT\)](#), which was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

Instructions

- 1 **Think Like... Cards:** Before class, you will need to print off the Think Like... cards that read: geographer, economist, historian and political scientist. You will use the cards during class to represent different disciplines.
- 2 Distribute the [Think Like... worksheet](#) to each student. Create four boxes on the whiteboard or chart paper that you will fill out with words and pictures as students answer each discipline's questions.
- 3 Explain to students that they are going to look at social studies by investigating different perspectives. You will hold up each card and ask questions from each discipline while students consider key things that match the discipline. They will draw in the boxes on the worksheet to help them remember each one.
- 4 With each card, discuss what the questions have in common, such as time, perspective and cause/effect. Record responses. After students have finished filling out their worksheets, pair them together so they can share about the four disciplines by using their answers.

Materials

- [Think Like... cards](#)
- [Think Like... worksheet](#)
- Chart paper or whiteboard
- [QFT instruction video](#)
- [Sim City timelapse video](#)



Goldie's History Kit Connection: There are two other Think Like... cards included - [Ada Hayden](#) and [John F. Lacey](#). These cards connect directly to the theme of the kit. Feel free to include them in this exercise or use them with the Kit Connections.

Instructions continued on next page

Think Like... Cards & Question Formulation Technique

Instructions continued

- 5 **Question Formulation Technique (QFT):** This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you watch the 12-minute [QFT instruction video](#). In the video, a fourth-grade teacher uses QFT to learn more about what her students know or do not know about fractions.
- 6 Have the class watch the [two-minute Sim City timelapse video](#). Use the QFT strategy to ask questions and assess the video with students. Follow the steps below to assist students in their analysis.
 - Write as many student questions as you can on the board or on chart paper.
 - Do not stop to discuss, judge or answer any questions.
 - Write down every question exactly as stated, change any statements to questions.
 - Sort and prioritize questions.
- 7 After sharing the prioritized questions, discuss with students what social studies discipline that the question falls under. Use the [Think Like... cards](#) to assist with the inquiry. Post questions on chart paper for students to answer as they learn more.

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity 2. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

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?

Think Like an Economist

A person who studies the way people make decisions about money.

- 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.

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity 2. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

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?

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?

Think Like... Worksheet

This is an example worksheet that corresponds with the instructions in the pre-lesson activity 2 to assist students in recognizing the perspectives of varying disciplines. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A larger, printable version made for reproduction is available in the Student Materials PDF.



Think Like...

<p>A Geographer</p>	<p>A Historian</p>
<p>An Economist</p>	<p>A Political Scientist</p>

"America, Its Soil," 1946



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

Overview

Students will learn how to analyze an image using the Source, Observe, Contextualize and Corroborate (SOCC) strategy featured in the [pre-lesson activity](#). This illustration provides the opportunity for students to start thinking about and asking questions about landforms, natural resources and where they are in the United States.

Source Background

This 1946 illustration was created by artist Paul Sample, and is entitled, "America, Its Soil." The image shows scenes of land use and farming superimposed on a map of the United States.

Instructions

- 1 Display the [SOCC posters](#) on a bulletin board or in some location that all students can view as each step is introduced. To help students analyze the image, it is suggested to have the class watch this [Kid Citizen video about identifying and using primary sources](#).
- 2 Sort students into pairs. You will give each pair one copy of the primary source, "[America, Its Soil.](#)" This is so they can view the image while modeling how to source, observe, contextualize and corroborate the primary source.
- 3 Begin with **source**. Use the posters to guide students through the four steps. After **contextualize**, students will share responses and you will record their answers on the "[Analyze an Image](#)" worksheet.

Materials

- "[America, Its Soil](#)" image
- [SOCC posters](#)
- "[Analyze an Image](#)" worksheet
- **Suggested video:** [Kid Citizen video](#)



Goldie's History Kit Connection: To further introduce landforms, refer to the [What Are Landforms?](#) book and discuss the questions.

To learn more about the history of the land, refer to the [Crinoid Fossil](#) and [Geode](#). Discuss the objects and questions. Refer to the [Think Like... Ada Hayden card](#) and discuss the questions.

- 4 **Formative Assessment:** Students will write questions on Post-it Notes. They will prioritize their questions by questions that will help answer the supporting question: What are landforms? Share the priority questions and post them on or around a copy of the "[America, Its Soil](#)" image. Students will answer their questions as they learn more throughout this unit. Consider displaying these on a bulletin board or on chart paper so students can refer back to answer them throughout their learning.

"America, Its Soil," 1946

PART 1



Courtesy of Library of Congress, Sample, Paul, "America, Its Soil," 1946

“America, Its Soil,” 1946

This is an example worksheet that corresponds with the instructions in Part 1 to analyze the illustration of “America, Its Soil.” This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction in this topic’s Student Materials PDF.



Analyze an Image

<p>What do you think is happening in the image?</p>	
<p>Are there people in the image? Who are they?</p>	
<p>When do you think the image was created?</p>	
<p>Where is the image representing?</p>	
<p>Why do you think someone drew this image?</p>	
<p>What questions do you have about the image?</p>	

What Impacts the Development of a Community?



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

Overview

Students will write about what things impact their community. This will give you an idea of the knowledge students possess before learning anything related to the compelling question. The class will use the Question Formulation Technique (QFT) strategy used in [Pre-Lesson Activity 2](#). Students also will consider what perspective (historian, economist, geographer or political scientist) relates most to their questions and they will prioritize them by most important questions that they will work to answer.

Instructions

- 1 Students will perform a quick write activity in a notebook or on a piece of paper with their initial thoughts to the question: How can I have an impact on my community?
- 2 Have students apply the QFT process to the primary source from Part 1, ["America, Its Soil."](#) Display the image for students to view. Follow the steps from Pre-Lesson Activity 2 to assist students in their analysis of the image.
- 3 After sharing the prioritized questions, discuss with students what social studies discipline that the question falls under. Use the [Think Like... cards](#) to assist with the inquiry. Post questions on chart paper for students to answer as they learn more.

Materials

- Notebooks or pieces of paper
- [Think Like... cards](#)
- Chart paper
- ["America, Its Soil" image](#)



Goldie's History Kit Connection: To further introduce landforms, refer to the [U.S. Landforms](#) book and discuss the questions.

To learn more about animals that live in Iowa, refer to the [Bison Skull](#) and [Hooded Merganser Duck](#). Discuss the objects and the questions.

- 4 **Formative Assessment:** Students can post more priority questions on the chart paper to answer as they learn more throughout this Read Iowa History unit. Consider displaying these on a bulletin board or on chart paper so students can refer back to answer them.

Visualizing Landforms



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

Overview

Students will analyze primary sources in small groups to visualize the landform definitions. Since there are six primary sources, use this opportunity to jigsaw the images and provide opportunities for students to collaborate. Students will act as experts on their images to share to the whole group. They will connect their images to the [“American, Its Soil” illustration from Part 1](#) to make connections to where the landforms are located.

Source Backgrounds

Source 1: This print shows a wilderness scene with a bear at the edge of a stream and waterfalls and mountains in the background. It is an image of a mountain pass in the Sierra Nevada Mountain Range near Lake Tahoe. This pass was a point on the Carson Trail during the California Gold Rush.

Source 2: This image captures the Mississippi River Valley near Clinton, Iowa, in 1899.

Source 3: This image, taken in 1901, shows a bird’s-eye view of the Des Moines River in Iowa.

Source 4: This 1913 image shows the Grand Canyon. A small boat can be seen floating on the Colorado River.

Source 5: This image, taken in 1993, shows Zion National Park in Washington County, Utah.

Source 6: This 2016 image shows a field of sweet corn near Marengo in Iowa County, Iowa.

Instructions



Goldie’s History Kit Connection: To introduce the types of landforms that will be discussed, refer to [The Hike](#) book and discuss the questions.

- 1 Divide students into groups (three or four students per group). Each group will get one of the six primary source images. They will have one [“Analyze an Image” worksheet](#) per group.
- 2 Students will use the [SOCC technique](#) to analyze their images. They will use the worksheet to guide their inquiry.

Instructions continued on next page

Materials

- Six primary sources
- [“Analyze an Image” worksheet](#)
- [Think Like... cards](#)
- [SOCC posters](#)
- Post-it Notes
- [“America, Its Soil” image](#)
- String

Visualizing Landforms

Instructions continued

- 3 Have students consider the disciplinary perspectives from the [Think Like... cards](#). Ask students what questions they would have about their image specific to the individual disciplines.
- 4 Students will write three to four priority questions (QFT technique) on Post-it Notes or you will record their questions. Use the [SOCC posters](#) to guide student questions.
- 5 Return to the whole class. Students will sit with their group, along with their landform image and worksheet. Each group will share their landform image and questions to the class. Stick Post-it Notes to the image and then determine where it is located on the ["America, Its Soil" image from Part 1](#).
- 6 Use a string to connect the map to the images. At this time, introduce and post landform definitions from the vocabulary cards.



Goldie's History Kit Connection: To discuss how humans have impacted and used landforms, refer to the [Millstone](#), [Breaking Plow](#) and [Hand Planter](#). Discuss the objects and the questions.

- 7 **Formative Assessment:** Share the images and questions on the Post-it Notes with the entire class. Consider displaying these on a bulletin board or on chart paper so students can refer back to answer them.



THE MOUNTAIN PASS.
SIERRA NEVADA.



Courtesy of Library of Congress, "Valley of the Mississippi, near Clinton, Iowa," Detroit Publishing Co., 1899



Courtesy of Library of Congress, "Up the Des Moines Valley, From C. & N. W. Ry. viaduct," Detroit Publishing Co., 1901



Courtesy of Library of Congress, Kolb Bros., "Grand Canyon, Arizona," 1913



Courtesy of Library of Congress, Grogan, Brian C., "5. View from Smithsonian Butte facing north along old road - Zion National Park Roads & Bridges, Springdale, Washington County, UT," 1993



Courtesy of Library of Congress, Highsmith, Carol. M., "Vast field of sweet corn near Marengo in Iowa County, Iowa," 8 August 2016

Analyze an Image Worksheet

This is an example worksheet that corresponds with the instructions in Part 3 to analyze the images of landforms. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction in this topic's Student Materials PDF.



Analyze an Image

<p>What do you think is happening in the image?</p>	
<p>Are there people in the image? Who are they?</p>	
<p>When do you think the image was created?</p>	
<p>Where is the image representing?</p>	
<p>Why do you think someone drew this image?</p>	
<p>What questions do you have about the image?</p>	

Creating a U.S. Map with Landforms



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

Overview

Students will design and review landforms. They will make a 3D model of the U.S. landforms. The land itself is the most important factor in human settlement. Do lowans live in the mountains, on the plains, in the forest, on a river or on the beach? Rivers and oceans were the first human highways. Ships moved people and goods faster and easier than people and animals on land could. Mountains and forests impeded transportation, which could have been a problem or a benefit if it protected residents from outsiders. Ocean-front housing could provide a mild climate or subject inhabitants to brutal storms. lowans are blessed with incredibly rich soil and rainfall while desert people must be creative to grow food or raise livestock. Where people live has a major impact on the lifestyle of any people. This activity will provide students the opportunity to create a map to reflect what they have learned about why landforms are important.

Instructions



Goldie's History Kit Connection: To discuss how landforms are protected across the United States, refer to [The Camping Trip that Changed America: Theodore Roosevelt, John Muir, and Our National Parks](#) book and discuss the questions.

To learn about an Iowan who also helped protect land and animals, refer to the [Think Like... John F. Lacey card](#) and answer the questions.

- 1 To assist students in designing landforms, multiple suggested resources are listed in the materials box. As you begin this lesson, make sure students take note of their previously generated questions to see if any can be answered.
- 2 Introduce students to the concept of a landform map by letting them view the [U.S. relief location map](#).
- 3 Have students break up into small groups. Each group will create a U.S. relief map showing different landforms: plains, grasslands, mountains, deserts, plateaus, forests and oceans. They can use copies of the original relief map to make their group map to place their 3D landforms.

Instructions continued on next page

Materials

- [U.S. relief location map](#)
- ["Checking for Understanding - Landforms" worksheet](#)
- Construction paper
- Tape and/or glue stick
- **Suggested books:** *Looking at Landforms* by Ellen Mitten, *Introducing Landforms* by Bobbie Kalman or *A True Book: U.S. Landforms* by Dana Meachen
- **Suggested videos:** [Landforms Learn 360](#) (accessible through AEA) or [Landforms, Hey!: Crash Course for Kids](#)

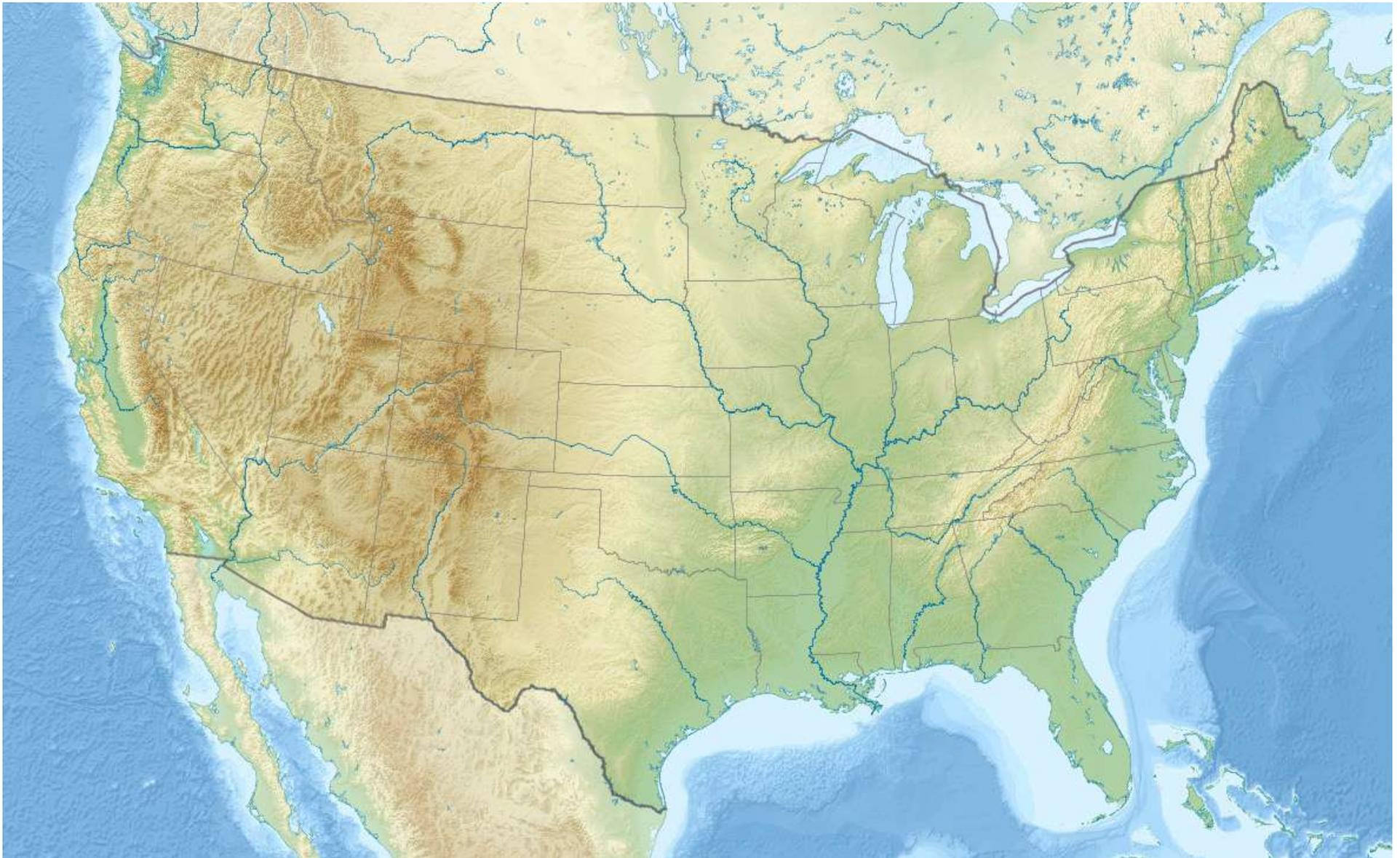
Creating a U.S. Map with Landforms

Instructions continued

- 4 Students will use construction paper and/or other materials to make the landforms, and then tape them onto the map to show a visual representation of landforms on the map.
- 5 Hang their maps on a bulletin board, so it can be a visual representation as this module continues to unfold. You could also use [student-analyzed images from Part 3](#) to tape on the blank map, too.
- 6 **Formative Assessment:** Observe how students create landforms and decide placement of them on the U.S. map. Have students complete the [worksheet, "Check for Understanding - Landforms."](#)
- 7 **Optional Formative Assessment:** Print the [landform vocabulary cards](#) for students to glue in their worksheet's chart or in a chart they create themselves. Print the primary sources used in this Read Iowa History unit (small size) and give to students to glue in or draw for the question: What is (insert landform)? Then, students will explain why the landform is important.

United States Relief Location Map

This version of the United States Relief Location Map is for you, the educator, to fill out, add notes and utilize. A larger version of this map is available for reproduction in this topic's Student Materials PDF.



Creating a U.S. Map with Landforms

This is an example worksheet that corresponds with the formative assessment instructions in Part 4. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction in this topic's Student Materials PDF.

Check for Understanding - Landforms

Landform	Definition	What does it look like?	Why is it important?
Desert			
Plains			
Forest			
Valley			
Canyon			
Plateau			

Lesson Summative Assessment



Unit Compelling Question

How does the way we live impact our environment?



Unit Supporting Question

Why are landforms important?

Assessment Instructions

- 1 Students will brainstorm their own keywords or use keyword bank (landforms types, such as plains, forests, mountains, deserts, plateaus and canyons) included on the [lesson summative assessment worksheet](#).
- 2 Students will answer the supporting question: Why are landforms important? They will need to explain with at least three examples how landforms are important.
- 3 Another option or an [extension of the lesson summative assessment](#) is to have students include a picture of the finished class map and explain how each landform is important verbally to you or through a digital platform.

Assessment Scoring Options

Proficient	Shows understanding of landforms and explains why they are important. Using at least three examples.
Developing	Some accurate and some inaccurate ideas about landforms and their importance with two examples.
Beginning	Unable to write/draw/explain any ideas in the given time and/or ideas are very inaccurate.

Lesson Summative Assessment

This is an example worksheet that corresponds with the lesson summative assessment. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction in this topic's Student Materials PDF.

Word Bank
landforms plains forests mountains deserts plateaus canyons
Supporting Question: <i>Why are landforms important?</i>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>

<p>Proficient: Shows understanding of landforms and explains why they are important. Using at least three examples.</p>	<p>Developing: Some accurate and some inaccurate ideas about landforms and their importance with two examples.</p>	<p>Beginning: Unable to write/draw/explain any ideas in the given time and/or ideas are very inaccurate.</p>
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Example Lesson Summative Assessment with Class Map

This is an example lesson summative assessment completed with a class map image. It also includes a possible example of what a student might say or write to assist you in your assessment.

Word Bank

landforms plains forests mountains deserts plateaus canyons

Supporting Question: *Why are landforms important?*



Example Student Response:

There are many landforms on the Earth like the mountains, plains, forests and plateaus. Landforms provide homes to living things, natural resources and beauty. The plains are where many farms are located which gives us food. The plains are good for building houses, roads and railroads because of the flat area. Plateaus have lots of minerals. Mountains are important because many rivers begin from them. Rivers are important plants, animals and people. Forests provide trees that we need to live and breathe, and use for wood to build things.



Landform



Desert



Plains



Forest

Plains

A large area of flat land.

Landform

A natural feature of a land surface.

Forest

Wooded area of trees and other plants.

Desert

An area of dry land with usually with few plants.



Valley



Canyon



Plateau



Valley

A low area between hills or mountains.

Plateau

Elevated landform that rises above the surrounding area and has a flat top.

Canyon

A deep valley with steep sides, often with a stream flowing through it.

Additional Environmental Impact Resources for Educators

[Environmental Impact Primary Source Set](#)

This is a digital collection of primary and secondary sources about landforms and how people impact the environment. This Read Iowa History unit is based on this primary source set.

[U.S. National Parks for Kids - Landforms](#)

This website allows students to use an interactive map to research national parks throughout the country. This specific webpage focuses on landforms, such as mountain ranges, lakes and rivers.

[What is a primary source? \(LOC Kid Citizen\)](#)

This website provides a brief introductory video to help children learn about what a primary source is and explore a few examples.

[Using the Question Formulation Technique \(QFT\) for Formative Assessment](#)

This video was created by the The Right Question Institute and showcases a 4th-grade teacher in New Hampshire using the Question Formulation Technique (QFT) to learn more about what her students know or did not know about fractions.

[Learn 360 - Landforms](#)

This video is available through your local AEA. The educational video helps students learn about the different landforms in the United States.

Introducing Landforms by Bobbie Kalman

This book explains to young children why the land on Earth has different shapes in different places. Photographs and illustrations show examples of continents, mountains, valleys, plains and caves, as well as the forests, animals and water that may be found on each landform.

Looking at Landforms by Ellen Mitten

This book encourages young readers to learn about various landforms through text and photos.

U.S. Landforms (TrueBooks: US Regions) by Dana Meachen Rau

This book encourages readers to learn about the nation's deserts, mountains and plains. There are numerous photographs of famous landmarks, such as California's Death Valley and the hot water geysers of Yellowstone National Park.

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

Environmental Impact



2ND GRADE

Goldie's 
HISTORY KITS

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

Environmental Impact

Introduction

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

What’s Included

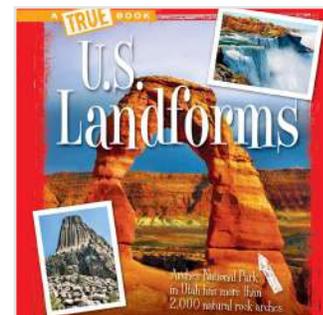
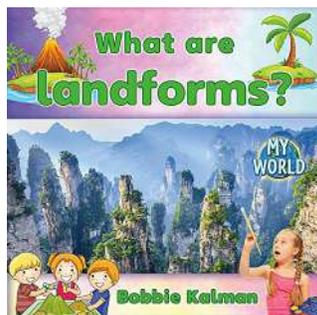
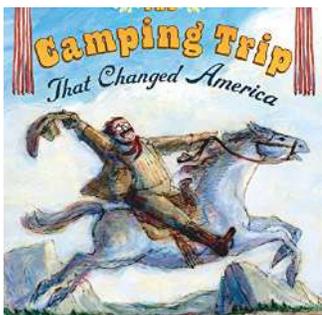
Each Read Aloud Activity Features

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

Books

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

- *The Camping Trip that Changed America* by Barb Rosenstock
- *The Hike* by Alison Farrell
- *What Are Landforms?* by Bobbie Kalman
- *U.S. Landforms* by Dana Meachen Rau



Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

Environmental Impact

2nd Grade

Read Aloud Table of Contents

Book: <i>The Camping Trip that Changed America</i>	51
Book: <i>The Hike</i>	52
Book: <i>What Are Landforms?</i>	53
Book: <i>U.S. Landforms</i>	54

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 (environmental impact) 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, environmental impact.
- 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.

Environmental Impact

2nd Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
 - **Example:** In Part 2 of this Read Iowa History, students will be asked to write about what things impact their community. They also will consider what perspective (historian, economist, geographer or political scientist) relates most to their questions and they will prioritize them by most important questions that they will work to answer. To give students an additional historical example of how people can affect the environment they live in, *The Camping Trip that Changed America* illustrates the conservationist work of the famous naturalist John Muir and President Theodore Roosevelt.
- 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.

Environmental Impact Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit about environmental impact. 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.2.8	Describe how reasons support specific points the author makes in 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.2.3	Describe how characters in a story respond to major events and challenges.
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.2.10.	Determine effective strategies for solving particular community problems. (21st century skills)
SS.2.12.	Identify how people use natural resources to produce goods and services.
SS.2.17.	Explain how environmental characteristics impact the location of particular places.
SS.2.18.	Describe how the choices people make impact local and distant environments.
SS.2.19.	Make a prediction about the future based on past related events.
SS.2.20.	Determine the influence of particular individuals and groups who have shaped significant historical change.
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

The Camping Trip that Changed America

Barb Rosenstock

Author

2012

Year of Publication

Nonfiction

Book Genre/Type

Book Description

The conservationist work of the famous naturalist John Muir and President Theodore Roosevelt is the topic of this light-hearted children's book. A little known camping trip to Yosemite resulted in a nation wide effort in wildlife conservation. Readers imagine what happened during this camping trip and the ways in which Muir inspired President Roosevelt to protect the Nations' natural resources. Throughout the story, readers learn about the natural formation of Yosemite (32 pages).

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

Why This Book

This book illustrates the shaping of Yosemite's granite rock formations through glacier runoff. Readers are encouraged to get outdoors and encounter such landforms through hiking and hunting or studying and sketching. The book concludes with an author's note that provides further context to the historical events described in the book.

Text-Dependent Questions

- 1 What type of landform is Yosemite?
- 2 How was the valley formed?
- 3 How were people starting to change and impact the land?
- 4 How did John Muir use his skills to draw the publics' attention to the vanishing trees?
- 5 What solution did President Roosevelt implement in order to protect the forests?

The Hike

Alison Farrell

Author

2019

Year of Publication

Fictional (Storybook)

Book Genre/Type

Book Description

This simple story about three friends going on a hike invites readers to use their imagination. The illustrations drive the narrative and include labels for the various plant and animal life depicted. During their adventure, these three friends rely on one another's creative and navigational skills. Throughout their journey, one of the girls records all that they see and hear in the forest. A sketchbook from their adventure is included at the end of the story. (56 pages)

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

Why This Book

Through the numerous illustrations, readers can visualize the landforms one might encounter on a hike. From rivers to mountains and forests, the rich ecology inhabiting these natural spaces is on full display in this storybook.

Text-Dependent Questions

- 1 What types of landforms did you see in the story?
- 2 How do the three girls navigate their way through the forest?
- 3 What types of plants and animals live on this mountain?
- 4 How did the landscape change as the girls hiked further up the mountain?

What Are Landforms?

Bobbie Kalman

Authors

2017

Year of Publication

Informational

Book Genre/Type

Book Description

This informational book provides readers with an overview of the various types of landforms in the world. Each page is filled with facts and images about a particular landform. Throughout the book, readers apply the knowledge they have gained from the previous sections. (24 pages)

Why This Book

On each page, different landforms are introduced to readers: from continents and oceans, to islands and mountains. The text uses compare and contrast questions to help the readers understand the similarities and differences between the various landforms. The book concludes with a quiz for readers to test their knowledge and suggestions for ways to creatively learn about landforms.

Text-Dependent Questions

- 1 What are the earth's biggest landforms?
- 2 Can you name a mountain range in the United States?
- 3 What shapes rocks?
- 4 What landforms can be found in Iowa?

U.S. Landforms

Dana Meachen Rau

Author

2012

Year of Publication

Informational

Book Genre/Type

Book Description

In focusing on the United States, this text introduces readers to landforms they can encounter right at home. Topics include exploring the different types of landforms with an emphasis on the formation of mountains, the development of National Parks, and the impact of water and other elements upon landforms that lead to change over time. (48 pages)

Why This Book

In addition to learning about the different types of landforms, readers are also introduced to the ways in which such land is formed. For example, the movement of tectonic plates and glaciers have produced different mountain ranges. Each chapter introduces readers to new vocabulary coupled with examples of such landforms found in the United States. Photographs on each page bring these natural spaces to life for the reader.

Text-Dependent Questions

- 1 Name one landform that you saw in the past week.
- 2 What is the difference between a peninsula and an island?
- 3 What type of land are the Great Plains?
- 4 How can we still see the effects of glaciers today?
- 5 How do National Parks help to protect landforms?

HISTORY MYSTERY

EDUCATOR MATERIALS

Environmental Impact

HISTORY MYSTERY



2ND GRADE

Goldie's
HISTORY KITS

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

Environmental Impact

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

By participating in History Mystery, students will:

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

What's Included

This History Mystery Activity Features

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

Objects

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

Questions

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

History Mystery Worksheet with Artifact Interpretation Instructions

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

Environmental Impact

2nd Grade

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Object: Bison Skull.....	62
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Object: Breaking Plow.....	64
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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
<p>Kit Connections</p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> 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 environmental impact. 	<ul style="list-style-type: none"> 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.

Environmental Impact

2nd Grade

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> • 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 environmental impact. 	<ul style="list-style-type: none"> • 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.

Crinoid Fossil



Description

This object is a fossil slab containing the preserved remains of four different crinoid species and five brachiopods. The fossils are preserved in limestone and are over 323 million years old. Corwin O'Neal of Le Grand, Iowa, assembled a collection of fossils found in the limestone quarry just north of the town in the mid-20th century. Seen across the various species, the crinoids consist of a ringed stem, a thimble-shaped skeleton called a calyx and many long arms to catch food. Although the calyx is hardly ever more than just an inch wide, much detail can be seen between the species preserved here.

Object Significance

This fossil slab shows that, even millions of years before humans, other forms of life were greatly affected by the local landforms. The land that is now Iowa has changed many times over the years and for millions of years it was under water. These are examples of ancient life that called the area of Iowa home because of the warm, shallow (just a few hundred feet at most) water and muddy floor.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 What does the presence of the different kinds of marine life tell you about the land that would be Iowa during the Mississippian Age, when it was covered with water?
- 3 Do these crinoids remind you of any current plants? Do you think the descendants of these crinoids still live in Iowa? Why or why not?

Geode



Description

This recovered rock formation is called a geode. Its outer shell is likely a mixture of limestone and anhydrite. The interior is filled with crystallized quartz.

Object Significance

This geode is an example of how the material that makes up the land of Iowa affects what it forms into. Beyond volcanic ash, limestone and anhydrite, both found in large amounts in central and southern Iowa, are the common bases for the development of geodes. Combined with forming into a hardened rock, minerals such as quartz carried in water from Iowa streams and rivers filled the inside of these to create the crystal interior. Without these landform conditions, Iowa's geodes would not have been able to form. The Iowa General Assembly declared the geode as Iowa's official state rock in 1967.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 It takes a lot of materials and factors for geodes to form, such as minerals, volcanic ash, water, limestone and anhydrite. Thinking about the geography of Iowa, why do you think these are frequently found in Iowa?
- 3 Why do you think the state legislature selected the geode to be the state rock?

Millstone



Description

This millstone was made from native Iowa rock and used for grinding grain. The pattern carved into the stone, which is now faint from use, would grind grain as the stone spun around while hovering above another stone that did not spin. The grain fell through the hole in the center of the stone and was finely ground. Before electricity, mills were often built by streams so that the moving water could be used to propel the mill, frequently using paddle wheels.

To see how millstones are cut and maintained, watch [this video](#) from George Washington's Mt. Vernon. To see a historic mill in action, watch [this video](#) from Union Mills located in Maryland.

Object Significance

This stone is an example of human impact on the land as well as the land's impact on human activity. As early American settlers moved West and settled into eastern Iowa, many set up mills powered by local resources, like streams, which allowed their communities to grind grain, like wheat or corn, into meal (like flour or cornmeal) in order to feed their families. Without mills or millstones and the power behind them, many communities would not have grown into the cities that exist today. The stone was removed from the land and hand cut to fit the size of the mill and then chiseled to create the deep grooves.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Although mills could be powered by humans or livestock, why do you think many communities chose to use local natural resources? What do you think the benefits were? What about drawbacks?
- 3 Why do you think millstones need to be maintained by a stone mason (a craftsman who uses tools and stone) in order to work properly?

Bison Skull



Description

This is an American bison skull found a mile South of Eagle Center, Iowa. It is the upper portion of a complete skull, including the sockets where the eyes would have been as well as the two horns growing from the sides of the skull. The horns are made from keratin, a substance that also forms human hair and nails.

Object Significance

This skull provides an example of how Iowa's landform affected flora and fauna that live here and, in turn, human activity in the area. For thousands of years, American bison have lived across much of North America, but more specifically on the Great Plains. The plains and prairies provided sources of low-lying plants for millions of bison to feed on. And where there were herds of bison, people have been close by. Many American Indian groups greatly valued the bison spiritually, as well as for its ability to provide resources for food, clothes, shelter and tools. However, European settlers were almost exclusively accountable for the near-extinction of the American bison in the 1800s. Repopulation attempts via enforced protection of government herds and extensive ranching began in 1910 and have continued to the present day. The American bison is no longer considered an endangered species.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 The bison is the largest animal roaming the land of North America. With its size, why do you think the bison developed the need to have horns?
- 3 Although you don't know the specific life of this bison, how might the use of bison and the land differ between American Indians and European settlers? How do you think this difference affected Iowa's environment?

Hooded Merganser Duck



Description

This Hooded Merganser duck was collected by Dr. W.O. Smouse in 1913. Joseph Steppan mounted the specimen in 1916. This duck is a male, identified by its white chest and black and white collapsible crest on its head. The duck also has a thin, serrated bill with a small, downward curve at the tip.

Object Significance

This duck is an example of how animals are also impacted and rely on different landforms. Like other ducks, the Hooded Merganser likes to live near water and has adapted to a water-based lifestyle, as seen by their webbed feet and waterproof feathers. With Iowa being a mixture of forest and prairie, these ducks have adapted to living in various locations across the state near streams, rivers, ponds, lakes and wetlands.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 The beak of the Hooded Merganser is thin, serrated with a small, down-turned tip. What does this tell you about how this species of duck gathers food in its environment?
- 3 The Hooded Merganser is about the size of a crow. The females have different color feather patterns than the males but are the same size; females are gray and brown, with warm cinnamon tones on the head. Why do you think the male and female ducks have different color patterns?

Breaking Plow



Description

This is a breaking plow used by Lanson Howell's family of Patterso, Iowa, as early as 1855. The plow itself is 22 inches long and nine yokes of oxen, or 18 animals, pulled the plow across Howell's farmland. Lanson or someone else would steer the plow by the curved handles on the frame. Lanson was only eight years old when his family purchased this plow, but he continued to work his parents' land into his adulthood.

Object Significance

This plow represents the opportunities and challenges the landforms in Iowa have presented to people across its history. For thousands of years, people of Iowa have shaped their lives around hunting across the plains or and farming along rivers. In 1833, however, settlers came to the Iowa territory and, using tools such as this plow, began to work the soil underneath the prairies. While still a difficult task that required many animals to pull, the plow's ability to work the prairies led to Iowa developing a very agricultural-focused culture.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Before the arrival of plows such as this, why do you think American Indians avoided farming on the prairies and stuck to small farming plots near rivers? How might this have affected the lifestyles of people in Iowa?
- 3 How do you think the introduction of this plow affected how people used the land of Iowa?

Hand Planter



Description

This is a hand-operated corn planter. The frame is painted red with a green seed container. The planter handles and frame are made of wood with a seed container and tip attached made of metal.

Object Significance

For centuries, farming in Iowa involved carrying a container, usually a bag, of seeds in the field and using a stick, hatchet, shovel, or hoe to make a hole in the ground before dropping the seeds into the hole. While these simple tools allowed for farming the land easier than by hand, the introduction of new tools in the 19th Century cut down the time and effort required to plant crops. This planter, combined with the introduction of animal-powered farming, allowed past Iowans to expand their use of the land for agriculture.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 How do you think the land of Iowa was impacted by the introduction of new tools such as this planter?
- 3 Before using this planter, a human would still have to break the land by using a plow or shovel. How does working the land with the [breaking plow](#) and this planter differ from how Iowans farm today?

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

THINK LIKE ...

THINK LIKE ...

EDUCATOR MATERIALS

Environmental Impact



2ND GRADE

Goldie's 
HISTORY KITS

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

Environmental Impact

Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding about environmental impact from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Ada Hayden and John F. Lacey). 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 Ada Hayden	71
Card: Think Like John F. Lacey	72
Card: Think Like a Geographer	73
Card: Think Like an Economist	74
Card: Think Like a Historian	75
Card: Think Like a Political Scientist	76
Card: Think Like a Journalist	77

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 environmental impact. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about how the environment has changed over time as an historian may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

Environmental Impact

2nd Grade

Suggested Think Like... Activity Set Up and Implementation

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

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p>Group Work</p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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... Ada Hayden Card

Think Like Ada Hayden

- Ada Hayden viewed prairies as complete ecosystems and valuable living scientific laboratories. How can being outdoors in a natural environment be helpful when studying plants?
- Iowa used to be covered in prairie, which are large areas of level or rolling land that have not been impacted by humans with fertile soil, tall coarse grasses and few trees. Think about and describe the area you live in. How is it different from a prairie? How is it similar?
- Why do you think Hayden thought it was important to conserve or save the prairies?



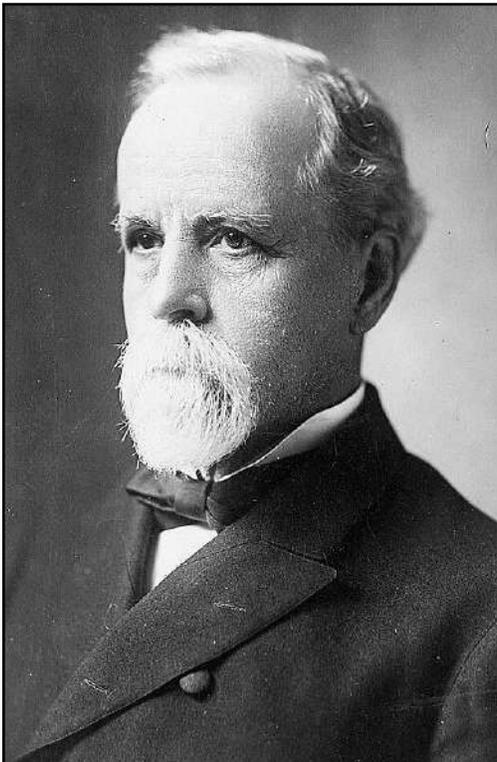
Ada Hayden (1884-1950)

Ada Hayden was born just north of Ames, Iowa. She received her undergraduate degree and Ph.D. from Iowa State College (now Iowa State University). Hayden was the first woman to earn her doctorate from the university in 1918. She worked for ISU and was the curator of the university herbarium. A herbarium is like a library for plant specimens that have been pressed and dried. She advocated for conservation of Iowa's prairies by surveying the entire state to locate and document native prairie areas. She added over 30,000 plant species to the herbarium. She also campaigned for a system of prairie preserves and one was named in her honor. The ISU Herbarium and a city park in Ames are named after her.

Think Like... John F. Lacey Card

Think Like John F. Lacey

- John Lacey's childhood on the Iowa territory impacted his life. Why do you think that he wanted to help preserve wilderness areas and wildlife across the United States?
- The Bird Act of 1900 was created to help stop the killing, buying and selling of wildlife. In what ways would this protect animals?
- The Antiquities Act of 1906 was used to help establish over 200 national monuments, such as Iowa's Effigy Mounds. Discuss why this act would continue to be important for protecting landforms.



John F. Lacey (1841-1913)

John Fletcher Lacey was born in West Virginia and in 1855, his family moved to Iowa. They arrived at Keokuk, located on the Mississippi River, by steamboat and then settled in Oskaloosa. During his childhood on his family's homestead, Lacey developed an awareness for the environment and conservation. He was elected to the U.S. Congress and served eight terms. He sponsored legislation which led to the passage of acts that still protect wilderness areas, wildlife and migratory birds today. These acts include: Forest Reserve Act of 1891 (permitted the president to set aside land for national forests) Yellowstone Protective Act of 1894 (first federal wildlife protection law); Bird Act of 1900; and the Antiquities Act of 1906 (creation of national landmarks).

Think Like... a Geographer Card

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



Ira Cook (1821-1902)

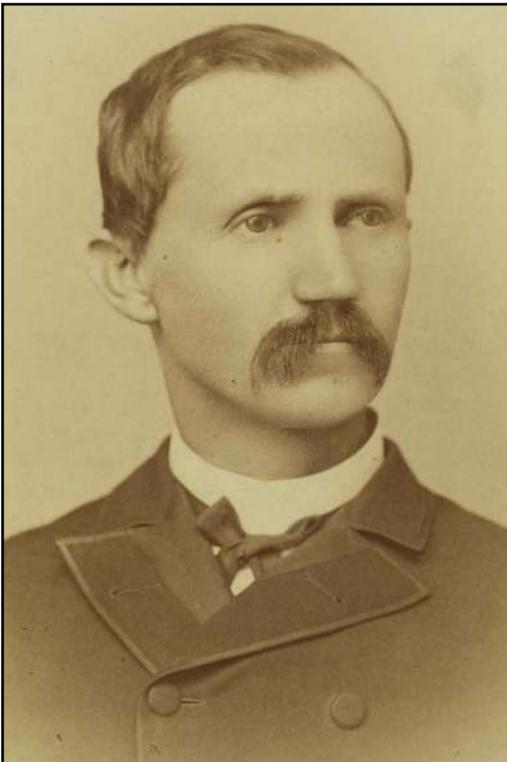
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



Voltaire Twombly (1842-1918)

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



Louise Noun (1908-2002)

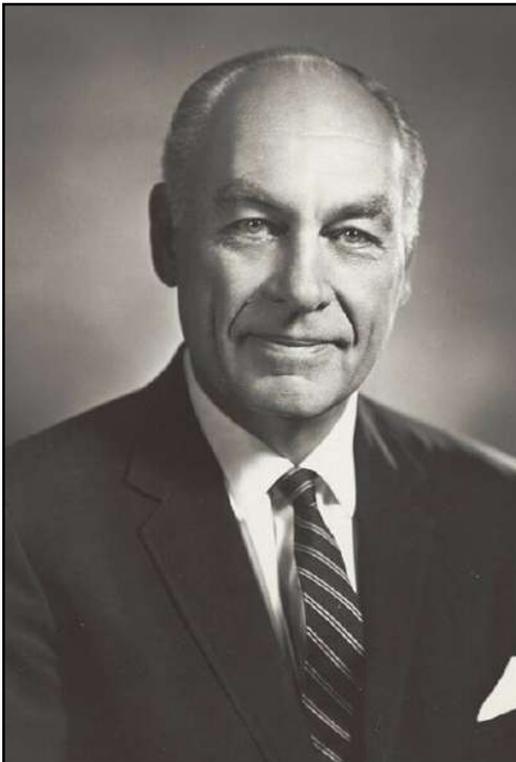
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



George Gallup (1901-1984)

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
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.	X			
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.	X			
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		
SS.2.8.	Explain the purpose of different government functions. (21st century skills)	X			
SS.2.9.	Develop an opinion on a decision about a local issue. (21st century skills)	X			
SS.2.10.	Determine effective strategies for solving particular community problems. (21st century skills)		X	X	
SS.2.11.	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	X			
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.	X			
SS.2.14.	Explain how different careers take different levels of education. (21st century skills)				
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.				
SS.2.17.	Explain how environmental characteristics impact the location of particular places.		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	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		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		

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.2.3	Describe how characters in a story respond to major events and challenges.		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.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		X		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	X			
RI.2.5	Know and use various text features (eg., 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		
RI.2.7	Explain how specific images (eg., a diagram showing how a machine works) contribute to and clarify a text.	X			
RI.2.8	Describe how reasons support specific points the author makes in a text.		X		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	X			
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	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			
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	X			

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

Goldie's History Kit - Environmental Impact Manual

Book 1: *The Camping Trip that Changed America* by Barb Rosenstock

Book 2: *The Hike* by Alison Farrell

Book 3: *What Are Landforms?* by Bobbie Kalman

Book 4: *U.S. Landforms* by Dana Meachen Rau

History Mystery Object Photos

- Crinoid Fossil
- Geode
- Millstone
- Bison Skull
- Hooded Merganser Duck
- Breaking Plow
- Hand Planter

7 Think Like... Cards

- Ada Hayden
- John F. Lacey
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

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

Goldie's History Kit Container