

Goldie's HISTORY KITS



Identity

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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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 identity. 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 identity. 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 identity 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

READ IOWA HISTORY

EDUCATOR MATERIALS

Identity

LESSON PLAN FOR SUPPORTING QUESTION

What artifacts help tell a person's story?

KINDERGARTEN

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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, Rothstein, Arthur, "Nursery school children in playground. Robstown camp, Texas," January 1942

Identity

Kindergarten

Overview

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

 **Unit Compelling Question**
How is everyone unique?

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

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Kindergarten

How to Apply Read Iowa History Lessons to Other Primary Sources

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

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



Unit Compelling Question

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

How is everyone unique?



Unit Supporting Questions

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

1) What artifacts help tell a person's story?

2) How is my story unique?

3) How does my story compare to others?



Read Iowa History: Identity

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

Standards and Objectives

Iowa Core Social Studies Standards

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

Iowa Core Literacy Standards

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

Objectives

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

Background Essay

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

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

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

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

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

Vocabulary Words

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

Defining “Unique” and Creating a Self Portrait



Unit Compelling Question

How is everyone unique?



Unit Supporting Question

What artifacts help tell a person’s story?

Overview

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

Instructions

- 1 Prior to the lesson, take a photograph of each student and print the images. Students will be using these photos for this activity.
- 2 You will now introduce the definition of the word, “unique.” Refer to the [background essay](#) and [vocabulary card](#) to assist in your explanation.



Goldie’s History Kit Connection: To further explore the idea of being unique, refer to the books [Just Ask!: Be Different, Be Brave, Be You](#) and [Bunnybear](#). Discuss the questions to think about how each student is unique.

- 3 Students will use the photo to draw themselves using the [“Self Portrait” worksheet](#).
- 4 Students will share their work with the class to show they are unique.



Goldie’s History Kit Connection: After the students share their drawings and photos, refer to the [Think Like... Elizabeth Catlett card](#) and talk about being an artist and creating portraits.

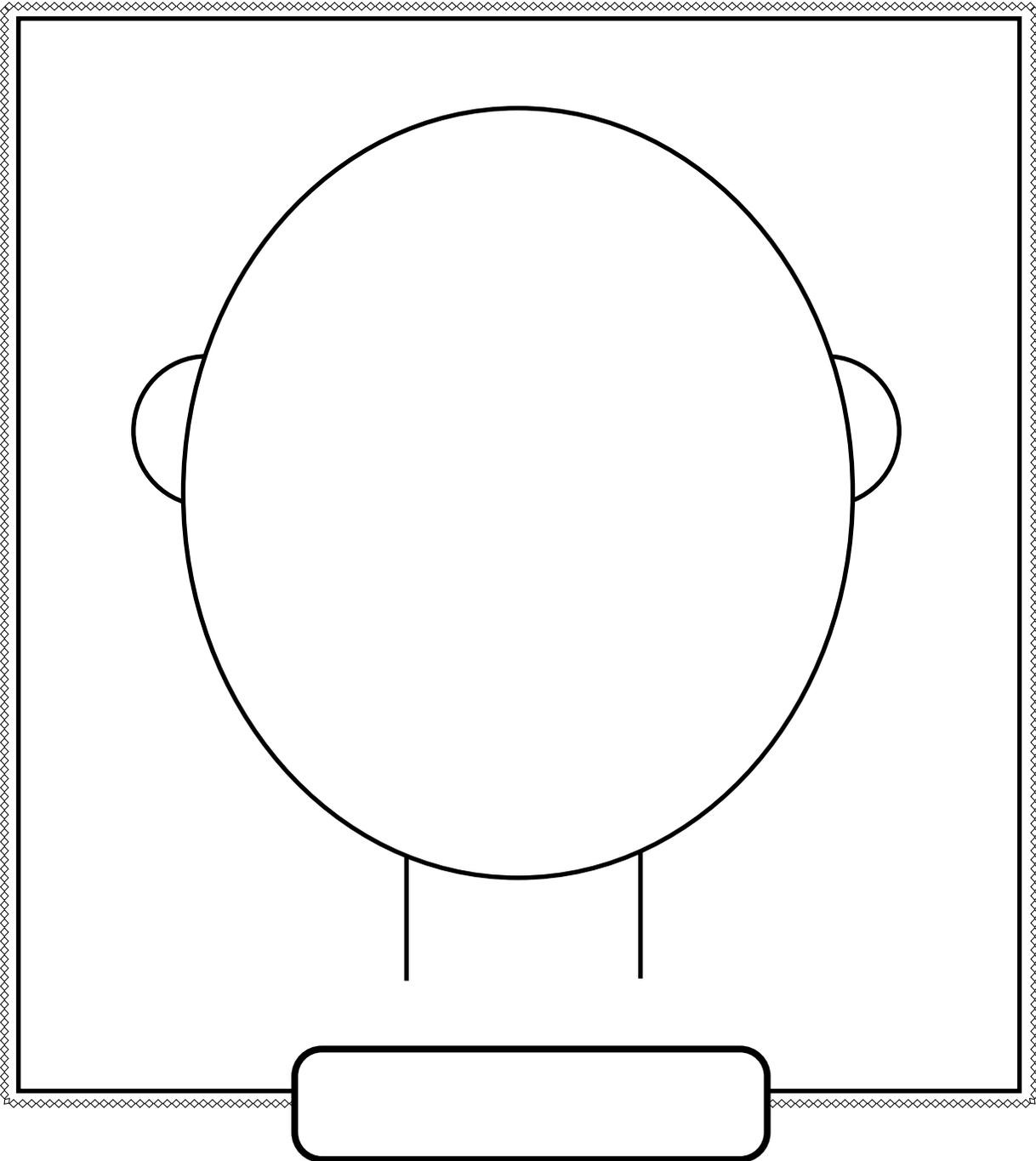
- 5 Explain to the students the difference between a primary source and a secondary source using the [vocabulary cards](#). Use these new vocabulary words to explain to students how the photo you took of them was a primary source, while the image they created from the photo was a secondary source. Students used information from their primary source to create a drawing of themselves.
- 6 Use the digital platform: [Kid Citizen: What are Primary Sources?](#) This online resource will help students understand what items or artifacts are used to tell someone’s story.
- 7 **Formative Assessment:** Students will share their drawing to explain why they are unique.

Materials

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

Self Portrait Worksheet

This is an example worksheet that corresponds with the instructions in Pre-Lesson Activity 1 to create a self portrait. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.



This is me!

Question Formulation Technique (QFT)



Unit Compelling Question

How is everyone unique?



Unit Supporting Question

What artifacts help tell a person's story?

Overview

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

Source Background

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

Instructions

- 1 This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you, the educator, watch the 12-minute [QFT Instruction Video](#). In the video, a fourth-grade teacher uses QFT to learn more about what her students knew or did not know about fractions.
- 2 To have students practice QFT, have the class analyze a primary source together. Display the primary source, ["Children Waiting in Line for Water in Yauco, Puerto Rico."](#) Follow the steps below to assist students in their analysis of the image.
 - Write as many student questions as you can on the board or on chart paper.
 - Do not stop to discuss, judge or answer any questions.
 - Write down every question exactly as stated, change any statements to questions.
 - Sort and prioritize questions.

Materials

- [QFT Instruction Video](#)
- ["Children Waiting in Line for Water in Yauco, Puerto Rico" image](#)

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

PRE-LESSON ACTIVITY 2



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

Applying QFT to Analyze Maps



Unit Compelling Question

How is everyone unique?



Unit Supporting Question

What artifacts help tell a person's story?

Overview

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

Source Background

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

Instructions

- 1 Display a variety of maps and globe(s) for students to view. Use the QFT from the [pre-lesson activity](#) to help them generate questions. Look at the [Iowa, U.S.](#) and [Johnson County](#) maps and use a globe, classroom and school map, if available.
 - 2 Explain to students that maps, like photos, help tell a person's story. You can use read aloud books to demonstrate this, if available. A suggested book to read or listen to is [Me on the Map by Joan Sweeney](#). Or have students watch this suggested video: ["How to Make a Map."](#)
- 

Goldie's History Kit Connection: After talking about how maps can help tell a person's story, refer to the [Think Like... Dorothy Schwieder card](#) and discuss the questions to explore how she collected stories from people across Iowa.
- 3 If you choose to use a read aloud book or a video, make sure to use the maps you used in Step 1 to emphasize the reading. Below are some follow-up questions to assist students with their comprehension.
 - Discuss how maps help tell the story of where people live.
 - Discuss how maps help tell the story of where you and your students live.

Instructions continued on next page

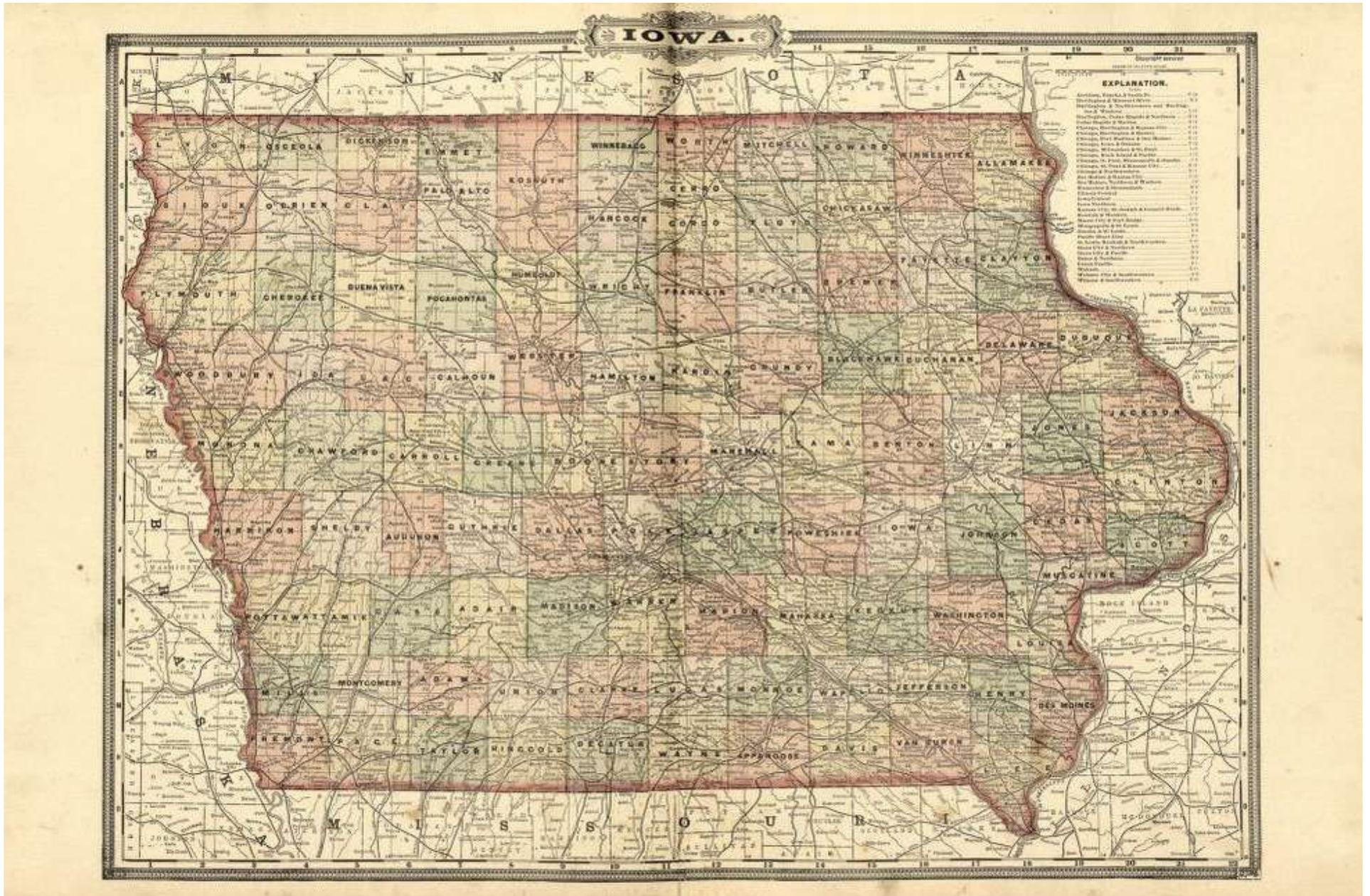
Materials

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

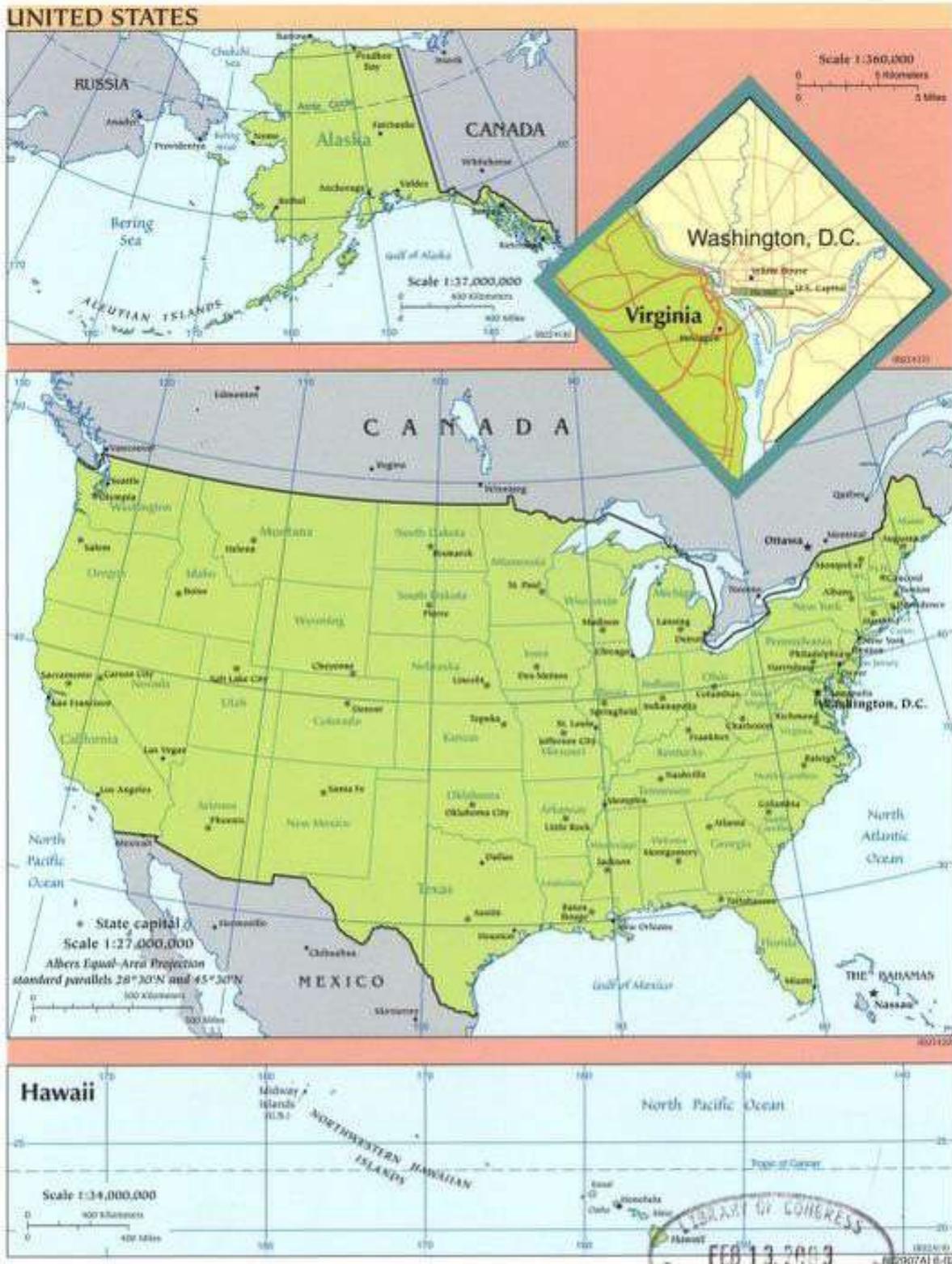
Applying QFT to Analyze Maps

Instructions continued

- 4 As a class, create a map of the classroom using the students' ideas. Include a key, labeling items on the map and a compass rose, which is the symbol that displays the cardinal directions – North, East, South and West – and the intermediate points.
- 5 As a class, analyze the primary source image, [“Geography Lesson at Lakeview Project School in Arkansas, December 1938.”](#) Record students responses on the [“I See, I Think, I Wonder” worksheet](#).
- 6 Here are some possible questions to ask students:
 - What are the students looking at?
 - The students live in Arkansas. What could they learn about their state from looking at the globe?
 - How does where they live help to tell their story?
- 7 Use a globe to replicate what the students in the image are doing with their globe. Have students find where they live and generate questions they have.
- 8 Use Google Maps to show kids how to “zoom” into the school, so they can view its location on a map.
- 9 **Formative Assessment:** Students will draw a picture of them in a place that helps tell their story on the [“Me on a Map” worksheet](#). This could be in their room, their home, their school – whatever location they choose.

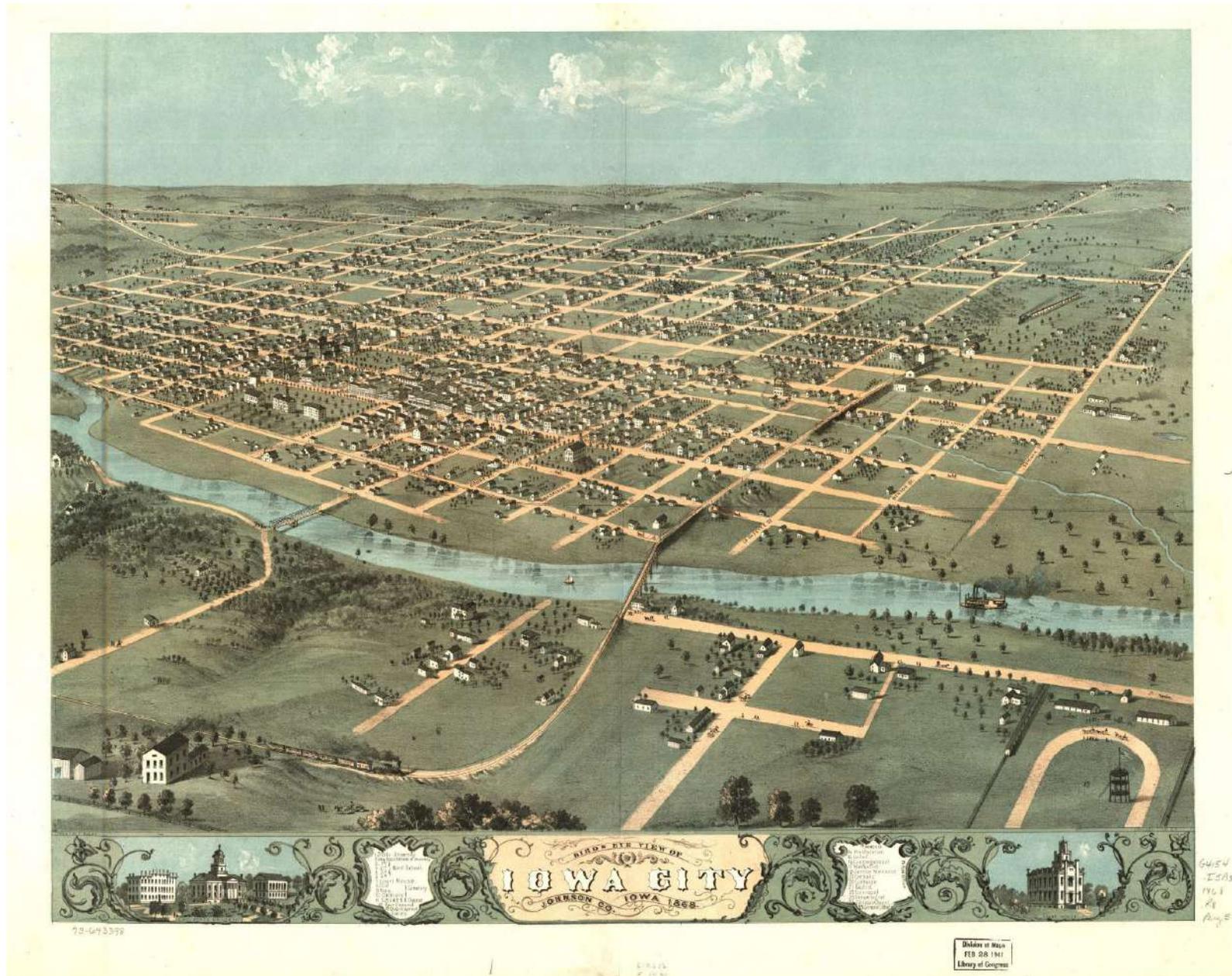


Courtesy of Library of Congress, Bourquin, F, "Plat book of Chickasaw County, Iowa : drawn from actual surveys & county records," North West Publishing Co., 1892



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

Geography Lesson at Lakeview Project School in Arkansas, December 1938

PART 1



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

I See, I Think, I Wonder Worksheet

This is an example worksheet that corresponds with the instructions to analyze the geography lesson photograph in Part 1. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

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

Me on a Map Worksheet

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

This is me on the map of

Telling Your Story with Objects and Images



Unit Compelling Question

How is everyone unique?



Unit Supporting Question

What artifacts help tell a person's story?

Overview

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

Source Backgrounds

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

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

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

Instructions

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

Materials

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

Instructions continued on next page

Telling Your Story with Objects and Images

Instructions continued



Goldie's History Kit Connection: After talking about the three included photos (or incorporate the Kit object photos in the rotations), refer to the [Hoseley Doll](#), [Paget Family Cup and Saucer](#) and [Histoire de Gil Blas de Santillane](#) to discuss how objects help to tell a family story.

- Put students into three groups and rotate them through the three stations. At each station, students will record/or write their answers to the ["I See, I Think, I Wonder" worksheet](#) questions by recording on a digital platform or by writing their answers on chart paper.
- Discuss with students how the artifacts and images help tell a person's story.
- Formative Assessment:** Read the ["History Box" excerpt](#) from [The Goldfinch: Where is Iowa History?](#) Students will use the ["Artifacts That Tell My Story" worksheet](#) to draw a picture of artifacts that make them unique. They also will use the ["Portrait Frame" worksheet](#) to draw a picture of a person or people that are important to them. This could be members of their family, a teacher, a friend – anyone who helps tell their story.

Materials continued

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

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

PART 2



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

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

PART 2



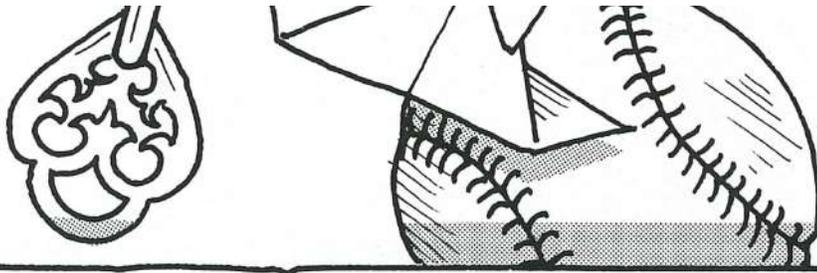
Courtesy of Library of Congress, Mydans, Carl, "[Untitled photo, possibly related to: Baby girl of family living on Natchez Trace Project, near Lexington, Tennessee]," March 1936



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

This is an example worksheet that corresponds with the instructions to analyze the artifacts in Part 2. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

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



History Box

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

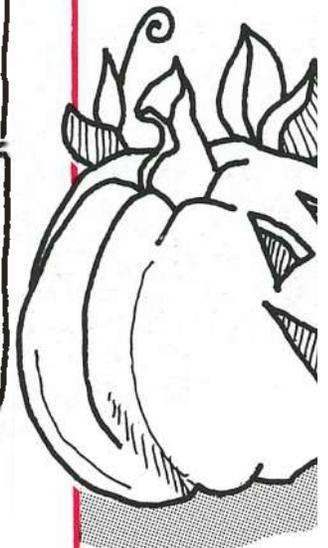
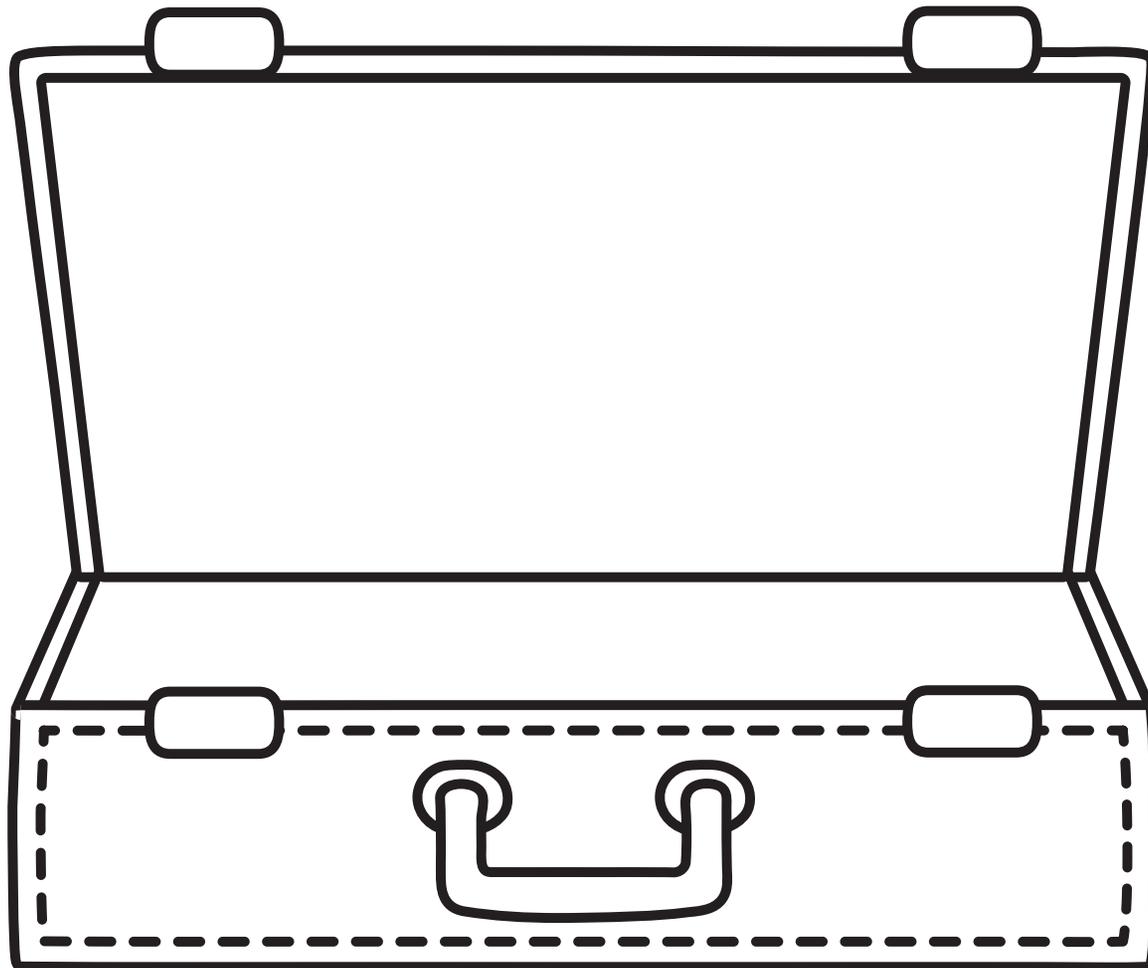


Illustration by Mary Moye-Rowley Stories by Amy Ruth

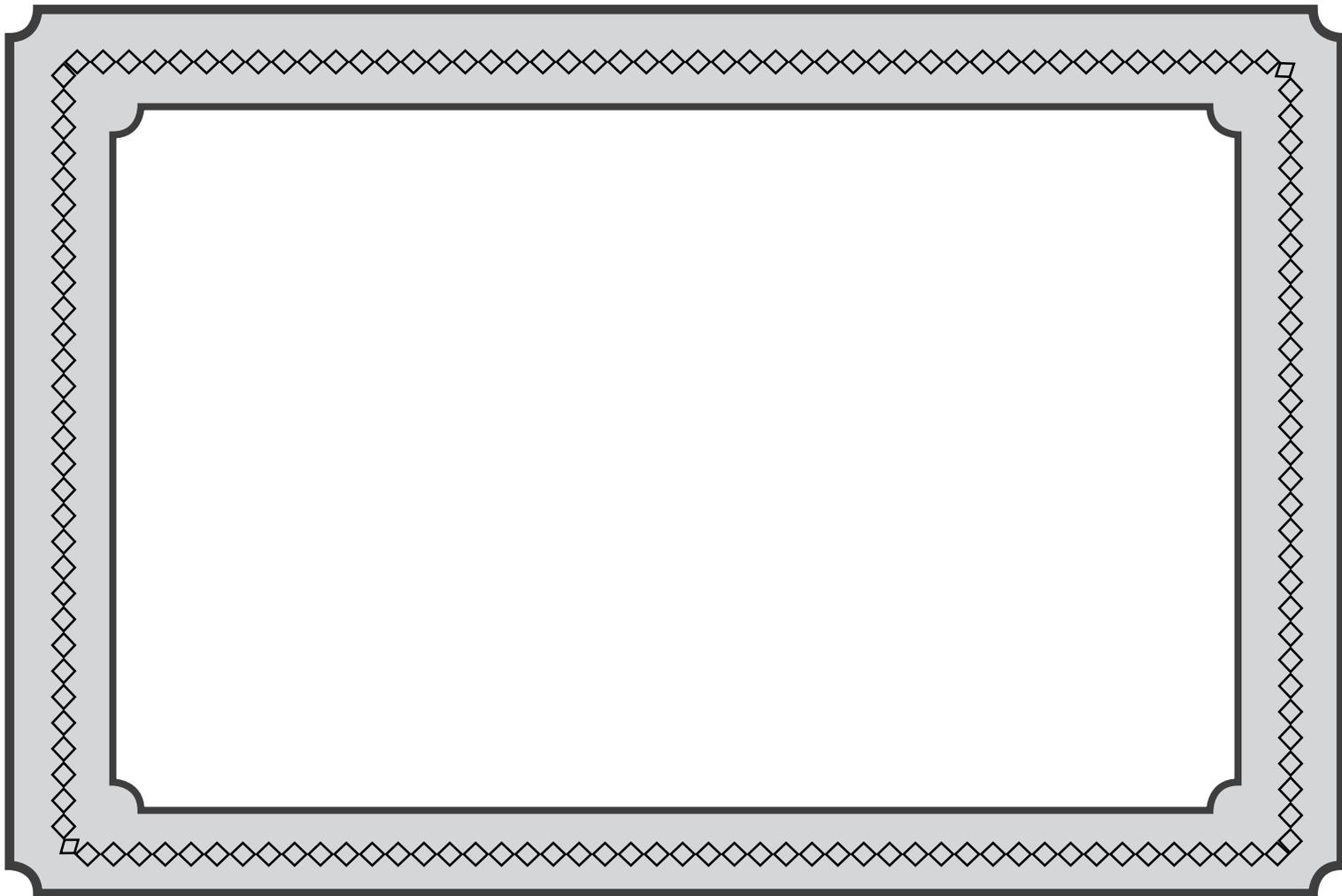
This is an example worksheet that corresponds with the instructions to analyze a person's artifacts in Part 2. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

These are my artifacts that help tell my story.



This is an example worksheet that corresponds with the instructions to draw a portrait in Part 2. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

This is _____.



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



Unit Compelling Question

How is everyone unique?



Unit Supporting Question

What artifacts help tell a person's story?

Overview

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

Source Background

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

Instructions

- 1 Display the [birth certificate of Bessie Bland](#). Explain there are documents that help tell a person's story. A document is a piece of paper that gives information or evidence of an official record. Use the [vocabulary card for "document"](#) to assist you in your explanation.
- 2 Show Bessie Bland's birth certificate while pointing out that a document like this shows a person's name, where they were born, the time they were born and information about their parents.
- 3 Use the [transcript of Bessie Bland's birth certificate](#) to read aloud important information that tells about her story.
- 4 Read the ["Climbing the Family Tree" essay](#) from *The Goldfinch: Where is Iowa History?* This text references family trees and birth certificates as documents that record and preserve family histories.



Goldie's History Kit Connection: Refer to the book *Alma and How She Got Her Name* book and discuss the questions to explore how names connect to family history and make students unique.

- 5 Have students pair/share or discuss as a whole group the people that help tell their stories and why they are important to the student. These people could be family members, teachers, friends – anyone that would be in their "tree" that tells their story.

Materials

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

Instructions continued on next page

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

Instructions continued



Goldie's History Kit Connection: To further discuss how objects, like clothing, can help tell cultural histories, refer to the [Hmong Turban and Skirt](#) and [Meskwaki Ribbon Skirt](#) and discuss the objects and questions.

- **Formative Assessment:** Have students draw a picture of something that makes them unique on the ["Unique to Me" worksheet](#). Remind students to draw something that is important to them that helps tell their story.

H-1913

22-171, '13, 4,000 (P)

New York, MAY 6, 1913.

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

The City of New York.
Department of Health.

STATE OF NEW YORK.

No. of Certificate,

CERTIFICATE AND RECORD OF BIRTH

1906

OF

Name of Child BESSIE BLAND

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

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

Signature,

P. Miller,

Residence,

596 Lexington Av.,

DATE OF REPORT, January 12, 1899.

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

A True Copy,

S. W. Wynne
Assistant Registrar.

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

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

New York, May 6, 1915.

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

The City of New York,
Department of Health.

No. of Certificate
1906

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

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

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

Signature,
P. Miller

Residence,
596 Lexington Ave

Date of Report, January 12, 1906.

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

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

PEOPLE

by Bridgett M. Williams

Climbing the family tree Find the history in your family!

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

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

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

It’s easy to be your family’s genealogist if you like detective work. Start by interviewing older relatives. Write down all the names mentioned, the towns in which their relatives lived, and the stories that make

each person memorable. Keep all your information in one notebook.

Next, look for more information in written documents. Ask relatives if they

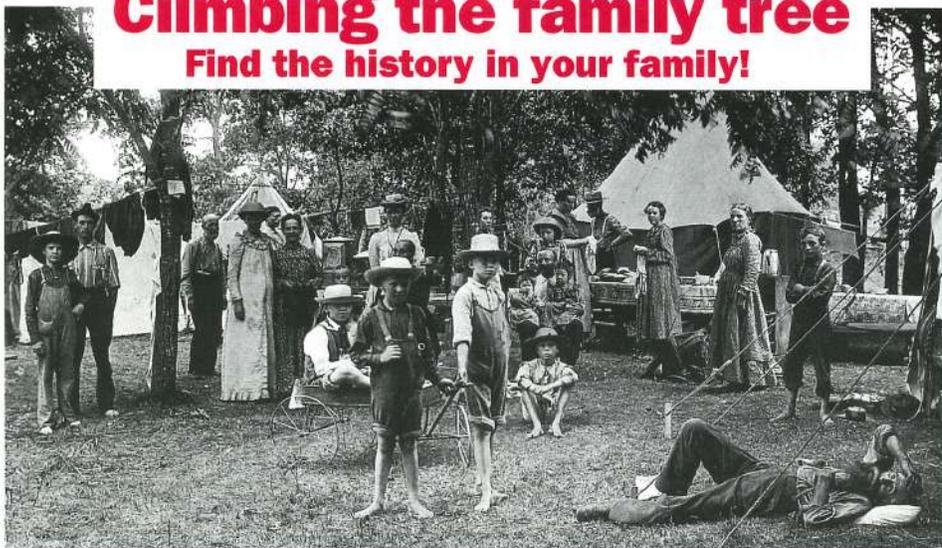
have items like death and birth notices and birth and marriage certificates. Copy this information in your notebook.

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

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

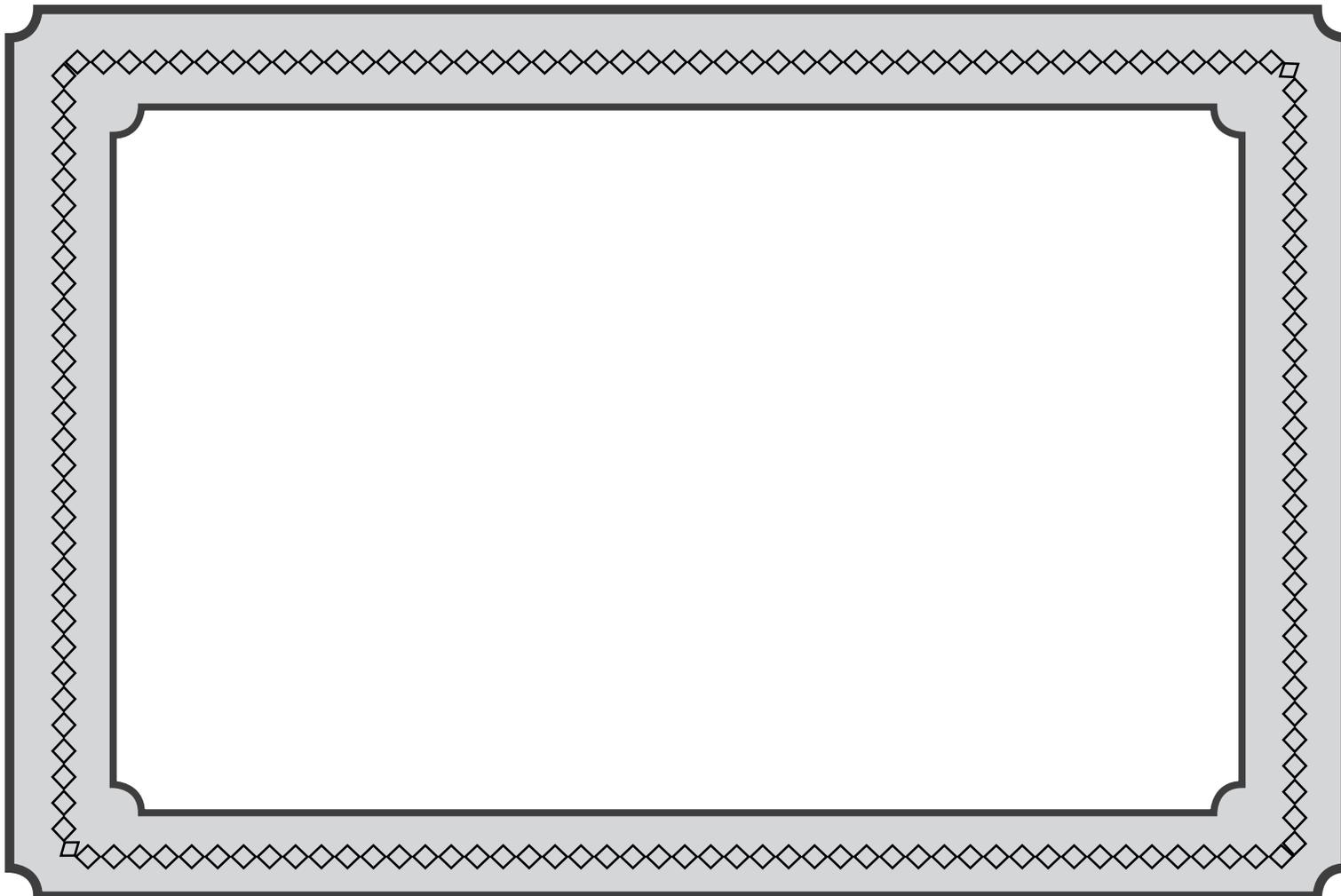
Try to keep your family’s history up to date by recording new information, such as births and deaths, in your notebook. As an official genealogist, your work is never done! ■

interpret — try to explain the meaning of something



This is an example worksheet that corresponds with the instructions to draw something that makes a student unique in Part 3. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

This makes me unique because _____.



Timelines and Artifacts that Tell a Story



Unit Compelling Question

How is everyone unique?



Unit Supporting Question

What artifacts help tell a person's story?

Overview

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

Instructions



Goldie's History Kit Connection: To remind students that they and their family's history are unique, refer to the book [The Day You Began](#) and discuss the questions.

- 1 Ask your students the following question: What is a timeline? Discuss as a class. (Available as a [vocabulary card](#) with definition.)
- 2 Make sure students understand that timelines are a picture/number showing increments of time. Timelines help people understand history, or things that happen in the past. In social studies, this is thinking like a historian because a historian studies what happened in the past and they help people understand the stories of from a very long time ago, long ago and today.
- 3 You will be creating a classroom timeline with three categories (all are [vocabulary cards](#) with definitions):
 - Long, Long Ago
 - Long Ago
 - Today/Present Day
- 4 Read aloud to students ["News About You" essay](#) from [The Goldfinch: Where is Iowa History?](#) This reading will allow students to learn about how timelines and scrapbooks help tell a story. Discuss the reading.

Materials

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

Instructions continued on next page

Timelines and Artifacts that Tell a Story

Instructions continued

- 5 You, the educator, will collect and bring artifacts that focus on your life story as a baby, child, teenager, young adult and present day. Possible artifacts could include: a birth certificate, baby footprints, photographs or pictures, awards/diploma, favorite books, etc.
- 6 You will put your artifacts on a timeline that you create. You will model how to walk and talk the timeline. Your timeline could be on a long piece of paper or on a white board labeled: Long, Long Ago; Long Ago; Today, or numbered zero (0) to your current age.
- 7 Students will ask you questions about your artifacts. Your students will describe how your story makes you unique.



Goldie's History Kit Connection: Refer to the [Bob Feller Uniform](#) and [Billie Ray Inauguration Dress](#) to discuss objects associated with "famous" Iowans.

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

NEWS ABOUT YOU



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

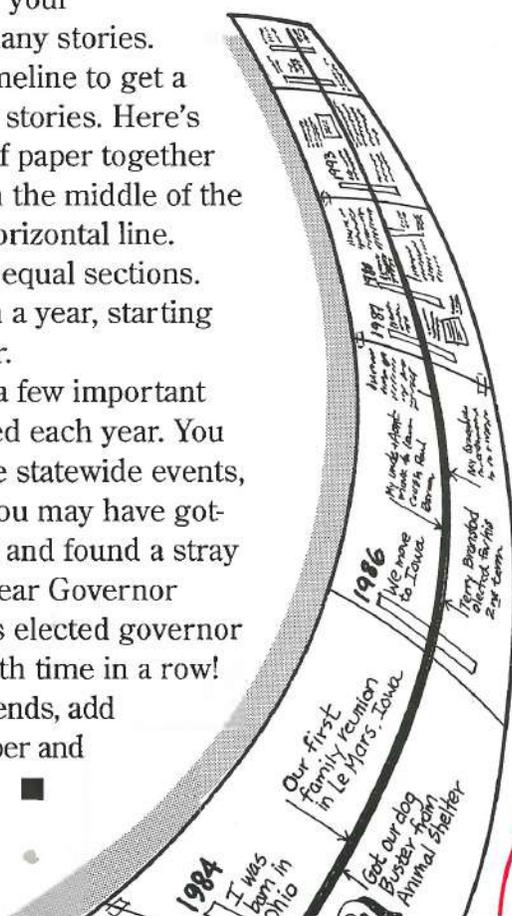
P.S. Fifty years from now when a movie producer or grandchild comes knocking on your door, you'll be ready to show them pieces of history!

Time for a Timeline

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

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

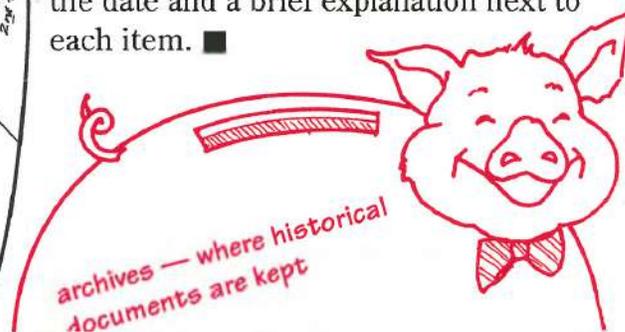
When each year ends, add another piece of paper and update your stories! ■



Scrapbooks: History's Savings Accounts

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

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



Lesson Summative Assessment



Unit Compelling Question

How is everyone unique?



Unit Supporting Question

What artifacts help tell a person's story?

Assessment Instructions

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

Assessment Scoring Options

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

This is an example worksheet that corresponds with the instructions to the lesson summative assessment for Read Iowa History: Identity. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

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

<hr/>	<hr/>	<hr/>



Unique



Primary Source



Secondary Source



Photograph

Unique

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

Secondary Source

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

Primary Source

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

Photograph

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



Document



Artifact



Timeline



Map

Document

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

Timeline

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

Artifact

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

Map

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



Long, Long Ago



Long Ago



Today





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

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

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

Additional Identity Resources for Educators

[Identity Primary Source Set](#)

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

[Identity Primary Source Set Additional Resources](#)

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

[Kid Citizen: What are Primary Sources?](#)

In this brief introductory episode from Kid Citizen, this video looks at what a primary source is and explores a few examples.

[The Goldfinch: Where is Iowa History?](#)

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

***Me On The Map* by Alfredo Schifini**

This book focuses on a young girl who takes kids on a tour of her room, house, street, state and country, and finally on a tour of the world, all using drawings of simple maps.

***Time Lines: 1900-2000* by Liam Collins**

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

***When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis and Laura Cornell**

This book captures a little girl's simple, joyous celebration of herself, as she looks back on her childhood from the lofty height of four and a half years.

***Why Am I Me?* by Paige Britt**

Written in poetic format, this reflective and profound picture book is about a boy and a girl who wonder why they are who they are.

***This Is How We Do It* by Matt Lamothe**

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

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

Identity



KINDERGARTEN

Goldie's
HISTORY KITS

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Identity

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 identity. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What’s Included

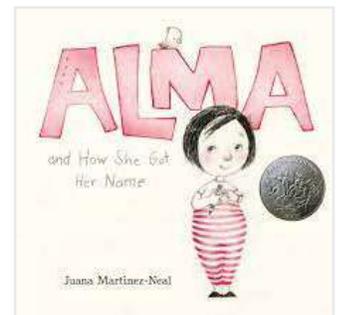
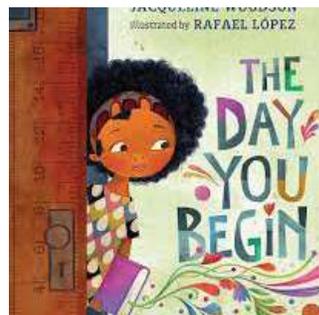
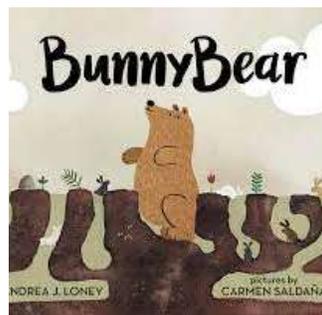
Each Read Aloud Activity Features

- 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, identity, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Just Ask! Be Different, Be Brave, Be You* by Sonia Sotomayor
- *Bunnybear* by Andrea J. Loney
- *The Day You Begin* by Jacqueline Woodson
- *Alma and How She Got Her Name* by Juana Martinez-Neal



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.

Identity

Kindergarten

Read Aloud Table of Contents

Book: <i>Just Ask! Be Different, Be Brave, Be You</i>	56
Book: <i>Bunnybear</i>	57
Book: <i>The Day You Begin</i>	58
Book: <i>Alma and How She Got Her Name</i>	59

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 (identity) 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, identity.
- 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.

Identity

Kindergarten

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:** *Just Ask!: Be Different, Be Brave, Be You* is a book that introduces students to examples about what makes each of them unique. This book is complementary to Part 3 of the Read Iowa History, that includes an “Unique to Me” activity to help students understand the many facets that make up their identity.
- 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.

Identity 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 identity. 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
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Iowa Core Social Studies Standards

No.	Description
SS.K.6.	Describe students' roles in different groups of which they are members including their family, school, and community.
SS.K.7.	Describe ways in which students and others are alike and different within a variety of social categories.
SS.K.17.	Compare life in the past to life today.

Just Ask!: Be Different, Be Brave, Be You

Sonia Sotomayor

Author

2019

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

Supreme Court Justice Sonia Sotomayor was inspired to write this children's book based on her own challenges with juvenile diabetes. In this story, Sonia and her friends set out to plant a garden. Along the way, they learn about what makes each of them unique. Throughout the book, readers are encouraged to "just ask" when they notice something about a person that seems different. There are also questions throughout the book that help readers reflect upon their life and how they can relate to others. Throughout the story, readers are introduced to children with diabetes and asthma, those who use wheelchairs, guide dogs or canes to get around, and others who have learning impairments such as dyslexia and autism. (32 pages)

- [Listen to the digital recording of the book](#) (*English*)
- [Escuche la grabación digital del libro](#) (*Español*)

Why This Book

Justice Sonia Sotomayor explains that she wrote this book, "to explain how differences make us stronger in a good way." This book demonstrates that one's identity can take on many forms. People share in many of the same activities, but the way we do them may look a little different depending on our abilities. Similarly, there may be times when a person is defined by what they cannot do, but it is important to understand that one's identity is determined by how they understand themselves. All someone has to do is ask questions if they want to learn about a person.

Text-Dependent Questions

- 1 Throughout the story, each child tells a little bit about themselves and then they ask a question. If you notice something unique about a person what is one of the things this story teaches you to do?
- 2 Each of you have your own unique abilities. How do our differences make the world a better place?
- 3 Out of all the kids described in the story, you probably know someone who has a similar experience to one of them. Do you have any questions about the different experiences of the kids in this story?

Bunnybear

Andrea J. Loney

Author

2017

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

Bunnybear looks like a bear on the outside, but on the inside he feels like a bunny. He loves to hop around and wiggle his tail; however, neither his fellow bears nor bunnies understand him. One day, Bunnybear meets Grizzlybun who is a bunny that feels more like a bear. The two instantly become friends over their shared identities. By the example of their friendship and being who they identify as, the rest of the animals in the forest come to accept them. (32 pages)

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

Why This Book

The overarching themes of this book are identity and acceptance. Through the examples of Bunnybear and Grizzlybun, readers are encouraged to be their true self, even if it isn't what others think they should be. The main characters embrace their individuality, and they inspire others to find what makes them happy. The role of friendship is underscored through the ways one can find communities that help them feel a sense of belonging.

Text-Dependent Questions

- 1 The other bears and bunnies didn't understand Bunnybear. How did being misunderstood make Bunnybear feel? How would you feel if you were Bunnybear?
- 2 Bunnybear enjoyed hopping around the forest like a bunny. What is something you really enjoy doing?
- 3 When Bunnybear meets Grizzlybun he instantly accepts her. How does friendship help people find their place in the world?
- 4 In the end, all of the animals of the forest came together to celebrate their differences. How did Bunnybear's and Grizzlybun's courage to be themselves inspire the other animals?

The Day You Begin

Jacqueline Woodson

Authors

2018

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

The refrain, “there will be times when you walk into a room and no one there is quite like you,” echoes throughout the book. The different characters remind readers that there are many ways that a person might feel different: because of the way they talk, the food they eat or the clothes they wear. Yet, when the characters open up and share about themselves often other people are interested in them and want to be their friend. (32 pages)

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

This read aloud by the author includes an examination of some of the key themes in the work.

Why This Book

This work is a celebration of people’s differences. The author encourages readers to own their differences even if it means standing alone. It is our differences that make us who we are. By sharing with others what makes us unique we share in and learn about our differences.

Text-Dependent Questions

- 1 Notice the rulers throughout the illustrations. These are a reminder of how often we measure ourselves against others. Now consider, what is it about yourself that makes you unique?
- 2 When someone does something that you see as different, instead of pointing it out or laughing at them, how could you respond?
- 3 Angelia opens up to her peers and tells them about her summer spent at home. Why was Angelia able to make friends after sharing about herself?

Alma and How She Got Her Name

Juana Martinez-Neal

Author

2018

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

What is in a name? In this book, Alma Sofia Esperanza José Pura Candela seeks to uncover the meanings behind her many names. In the process, Alma learns about her family's lineage through her shared names. She also is inspired to forge her own path in the world. (32 pages)

- [Listen to the digital recording of the book](#) (*English*)
- [Escuche la grabación digital del libro](#) (*Español*)

Why This Book

In this book, readers are presented with an origin story and encouraged to discover the unique story behind their name. Names often are drawn from family members, prominent figures or other languages. The rich history behind a person's name can help to shape who they identify as. This work invokes a sense of imagination and discovery in the young reader's mind. The author's illustrations incorporate Peruvian culture and the Spanish language.

Text-Dependent Questions

- 1 Initially, Alma didn't like her very long name. What changed once she learned the meanings behind her six names?
- 2 Five out of Alma's six names come from members of her family. Do you or someone you know share a name with a family member? Why are people often named after a member of their family?
- 3 A person's name is one of the first things they share with other people. Some people change their names to something they feel better fits them. If you could choose any name would you keep the name you have now or change it? If you would change it, what would you want to be called?

HISTORY MYSTERY

EDUCATOR MATERIALS

Identity



HISTORY MYSTERY

KINDERGARTEN

Goldie's
HISTORY KITS

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

Identity

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, identity. 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
- Videos of select 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 reproducible 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.

Identity

Kindergarten

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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 identity. 	<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.

Identity

Kindergarten

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 identity. 	<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.

Bob Feller Uniform *(Object Video Available)*



Description

This uniform was worn by Bob Feller when he played major league baseball for the Cleveland Indians (now Cleveland Guardians) from 1936 to 1956. The uniform includes the word "Cleveland," the team's "C" logo and stripes sewn onto the uniform that matches with the team's colors.

Object Significance

Bob Feller was born and raised in Van Meter, Iowa. He played baseball growing up and was presented with the opportunity to get paid to play the game after high school. He was recruited as a pitcher at 17 years old. For 18 years, he played for a major league baseball team located in Cleveland, Ohio. Feller pitched from 1936 to 1941 and from 1945 to 1956. He enlisted to serve during World War II and stepped away from baseball for four years. This uniform is an example of a unique career and life Bob Feller was able to make for himself.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 For what reasons would someone step away from an activity they love? What would make that decision unique to each person?
- 3 At the time, baseball was a popular activity and people would pay to watch teams play. Why do you think a team all the way from Cleveland, Ohio, signed this young adult from Iowa?
- 4 What activity do you really enjoy? How does this activity make you unique?

Hmong Clothing: Turban and Skirt [\(Object Video Available\)](#)



Description

This turban and skirt were hand sewn in the traditional manner of the Hmong culture. The turban is a dark purple with black and white striped trim. The skirt is tan-colored cotton that has been dyed blue and has pink, green, red, yellow, blue, and white embroidery sewn onto it. The skirt is 25 inches long.

Object Significance

These objects are examples of how clothing can be a part of one's story. The Hmong people represent much of their status within their culture through their clothing. The Hmong is an ethnic group from Laos. During the Vietnam War, the CIA had hired the Hmong to guard the Ho Chi Minh Trail which the North Vietnamese Communist used to transport their military supplies to fight against the South Vietnamese. More than 35,000 Hmong soldiers had been killed during this war. After the U.S. pulled out from southeast Asia in 1975, the Hmong became targeted by the communists. The Hmong found refuge in Iowa starting in 1976. The complex design and embroidery shown on this skirt tells others the sewer's level of wealth, religious beliefs, what group within the culture they're a part of and their skills in tailoring. Whether the clothes are traditional or modern, the wearer can show their life's story to the world through the designs on them.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Hmong clothing is known for its use of many colors and complex designs. How do your clothes compare to the designs on the skirt or turban? Are they the same or different? Why do you think that is?
- 3 How do your clothes represent you?

Billie Ray Inauguration Dress ([Object Video Available](#))



Description

This dress was sewn by Julia Linobel of Des Moines, Iowa, in the mid-20th century. Billie Ray, wife of former Iowa Governor Robert Ray, wore this dress to her husband's first inauguration event in 1969. The dress is 51 inches long, made from light turquoise fabric and is sleeveless. Sewn onto the dress is 2-3 inch imperfect circles made from stringed beads. In the center of each circle is a tear-shaped bead attached to a diamond-shaped pin sewn to the fabric.

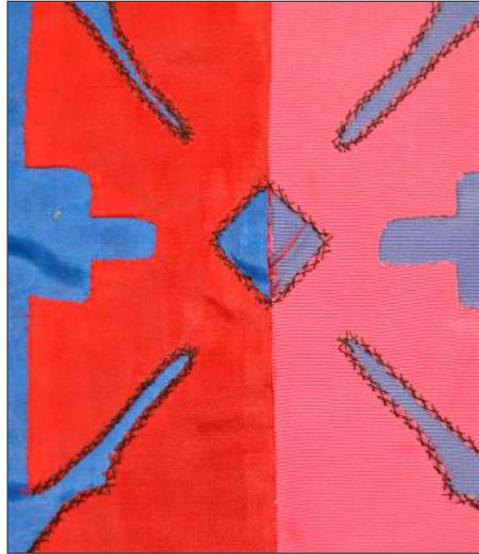
Object Significance

This dress is an example of how one's clothing can display their story to others. With this design, which was created by an Iowan for an Iowan, Billie Ray would have displayed both the trending fashion of the time as well as the social status she is taking on as the First Lady of Iowa.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 In what way does the dress display that it is not worn by an average person?
- 3 How is this dress similar to ones worn by today's leaders? How is it different?

Meskwaki Ribbon Skirt [\(Object Video Available\)](#)



Description

This skirt is made from red wool and was created on the Meskwaki Settlement around 1960. Sewn onto the wool are ribbon panels in blue, lavender, red and pink with a floral design. One panel is sewn on vertically and the other is horizontally around the hemline. The skirt is 37 by 28.75 inches.

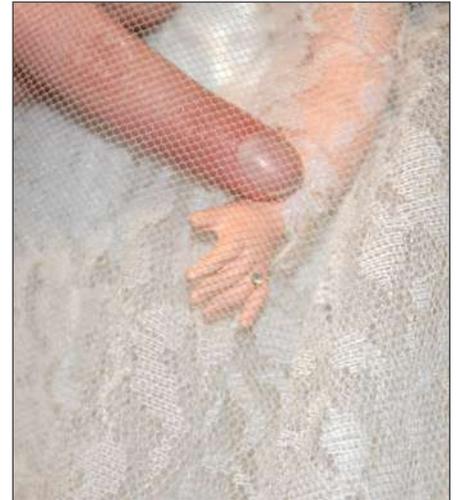
Object Significance

During ceremonies and special events, a Meskwaki woman would wear a skirt like this. This ribbon skirt helps to tell a story of an American Indian in the Meskwaki Nation. From the bilateral design, she would show her connection to the tribes of the Great Lakes region. From there, the designs on the ribbonwork represent her status in the Meskwaki tribe. Taking all these elements together, one can get a greater sense of who this woman is.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Meskwaki is the name given to themselves meaning "People of the Red Earth." What elements of the skirt tells you that she is Meskwaki?
- 3 This skirt and the Hmong skirt tell the story of each culture. How are they similar? How are they different? How do the similarities and differences help demonstrate how each culture is unique?
- 4 How is this similar to what clothes you choose to wear? How is it different?

Hoseley Doll



Description

This doll has a hard plastic body resembling white skin with movable arms and legs, closable eyes and a glued on brown wig. The doll is wearing a white wedding dress, veil and shoes. The doll is 15 inches tall and came inside a white box with a light blue triangular pattern. The box lid has "A Hoseley Party Doll Hoseley Party Doll Mfg. Co McGregor, Iowa" in blue font. Five-year-old Carol Witt of Elkader, Iowa, owned this doll.

Object Significance

This is an example how an object can take on multiple stories. It represents the work and time Ruth Hoseley of McGregor, Iowa, put into designing and selling various dolls like this one in shops around the country in the late 1950s. However, once Carol Witt received this doll, it became a part of her life's story. The doll was given to her just before having eye surgery in 1957. Witt continued to treasure it for years as she took great care of the doll.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Witt brought the doll out of its box and displayed it only on special occasions. Why do you think she did this if it was so important to her? Why not use and display it all the time?
- 3 Do you have any toys special to you? Why are they so special?

Paget Family Cup and Saucer Heirloom



Description

This cup and saucer set belonged to the Paget family of Des Moines, Iowa. James and May Paget purchased the cup and saucer in 1793 when the family lived in Keighley, England. They brought the set to the United States when they moved around 1890. The Pagets originally settled in Oelwein, Iowa, before moving to Des Moines. The white cup and saucer are both hand decorated with a floral design and dark blue ring on their tops. The saucer has a diameter of 5.75 inches and the cup has a height of 2.5 inches.

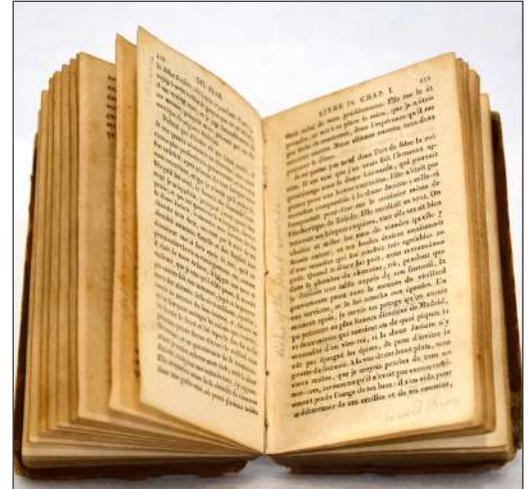
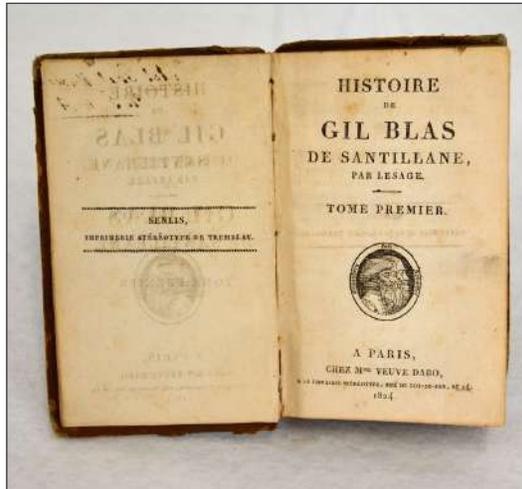
Object Significance

This set is an example of the abundance of history and stories one can find in an object. Heirlooms are objects that families have placed a priceless value and passed down from one family member to the next. Florence Ethel was the donor and last survivor of the Paget family and this set provides insight into her life's story and the stories of her relatives and ancestors who owned the set over three centuries and in two countries.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This cup and saucer is hand painted. What details tell you this was hand decorated?
- 3 Does your family have a special heirloom? What might make it so special to your family?

Histoire de Gil Blas de Santillane



Description

This is a book printed in 1824 entitled, *Histoire de Gil Blas de Santillane*. *Gil Blas* is a picaresque novel by Alain-René Lesage published between 1715 and 1735. It was translated into English by Tobias Smollett. Charles Mason owned this book while a cadet at the United States Military Academy at West Point, New York. It is a French book, and the title translates to The History of Gil Blas of Santillane, First Volume. The book is covered in weathered brown leather, with no title printed on the front. Inside is a half-title page with the book's title listed and where Mason wrote "Cadet Charl Mason, USMA" in the top right corner. The next page is the title page that includes the book's title, par Lesage meaning "by Lesage" who is the author, a seal in the middle, and details about the publisher at the bottom.

Object Significance

This book is an example of how an object's story can give some insight into a person's life. Charles Mason was born in New York in 1804 and is remembered by many as the highest scoring graduating cadet at West Point and the only person who placed higher than Robert E. Lee. To others, though, he is remembered as being the Chief Justice of Iowa's Supreme Court when it was both a territory and state from 1838-1847. Later he was a member of the state's Board of Education. This book was part of young Mason's journey through military school and to become the man he is remembered as today. One could possibly see a human connection with Mason through him demonstrating his enjoyment in fictional stories centered around anti-heroes like that found in *Gil Blas*.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think a young Mason wrote his name in the book? How might this demonstrate this book was important to him?
- 3 Do you have anything that you want and have labeled as yours? How might it compare to Mason and his book?

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 ...

EDUCATOR MATERIALS

Identity



KINDERGARTEN

Identity

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 identity 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 (Dorothy Schwieder and Elizabeth Catlett). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

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Card: Think Like a Political Scientist	81
Card: Think Like a Journalist	82

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 identity. 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 identity have 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.

Identity

Kindergarten

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... Dorothy Schwieder Card

Think Like Dorothy Schwieder

- Dorothy Schwieder collected oral histories – stories told by people – rather than objects or artifacts. How can verbal stories help others understand the past?
- What can be learned from listening to the stories of people who are older than you?
- What stories can you share to help others understand your history?



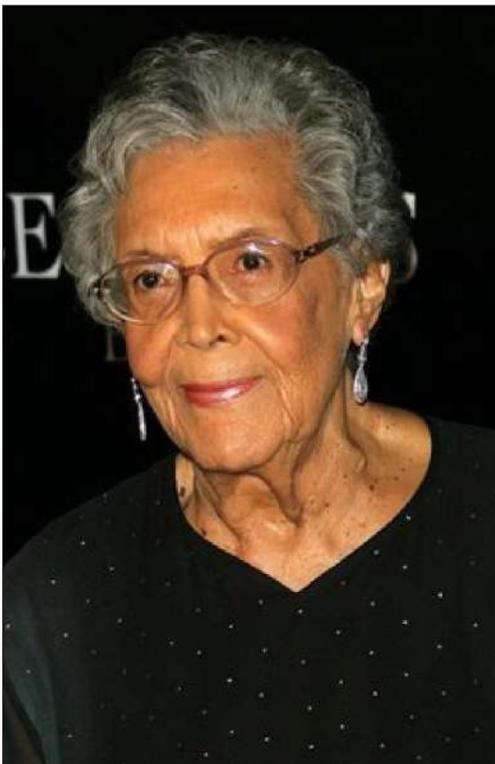
Dorothy Schwieder (1933-2014)

Dorothy Schwieder was born in 1933 in Presho, South Dakota. She moved to Iowa in 1964 to attend Iowa State University (ISU). In 1981, she graduated from the University of Iowa with her doctorate in history. She became a part-time professor at ISU starting, and in 1974, she became the first female-appointed professor in the history department. She pioneered the field of Iowa history at ISU, and helped develop an extensive women's history collection. She collected oral histories from Iowans. Her work translated into books, pamphlets and articles, as well as many media appearances, speeches and presentations that won her numerous honors and awards.

Think Like... Elizabeth Catlett Card

Think Like Elizabeth Catlett

- Why was it important for Elizabeth Catlett to capture history and moments of the African-American experience?
- Art is often used to help people understand history, what happened in the past. How does it do this?
- Catlett was denied admission to a college because she was Black. How would that impact her personal story and her art?



Elizabeth Catlett (1915-2012)

Elizabeth Catlett was raised in Washington, D.C. She was always interested in creating art and applied to the Carnegie Institute of Technology but was refused admission based on her race, so she completed her undergraduate studies at Howard University. She became interested in the work of Grant Wood, who taught at the University of Iowa; she enrolled and graduated with a Masters in Fine Arts, the first African-American woman to do so from the university. Throughout her life she captured the history of Black experiences through sculpture and printmaking. According to Catlett, the main purpose of her work is to convey social messages and history.

Think Like... a Geographer Card

Think Like a Geographer

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

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



Ira Cook (1821-1902)

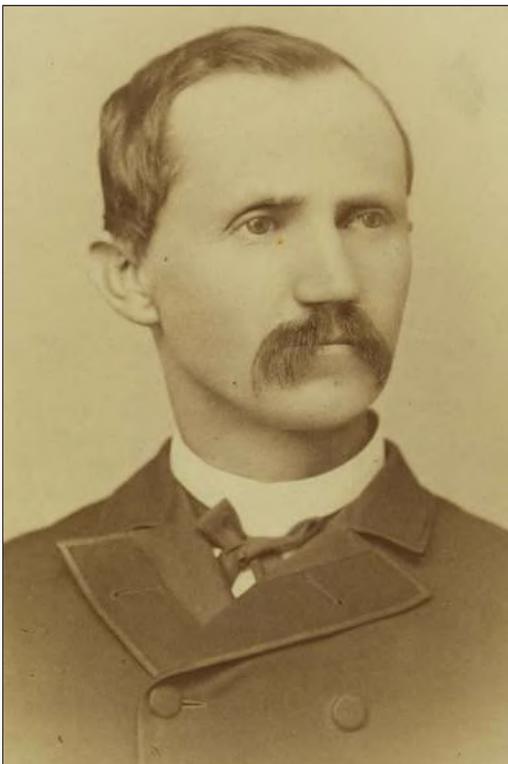
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured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

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

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



Voltaire Twombly (1842-1918)

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

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

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



Louise Noun (1908-2002)

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

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

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



George Gallup (1901-1984)

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

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

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



George Mills (1906-2003)

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

Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.K.1.	Recognize a compelling question.				
SS.K.2.	Identify the relationship between compelling and supporting questions.				
SS.K.3.	Construct responses to compelling questions using examples.				
SS.K.4.	Take group or individual action to help address local, regional, and/or global problems.				
SS.K.5.	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
SS.K.6.	Describe students' roles in different groups of which they are members including their family, school, and community.	X	X	X	X
SS.K.7.	Describe ways in which students and others are alike and different within a variety of social categories.		X	X	
SS.K.8.	Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)				
SS.K.9.	Compare and contrast from different places. (21st century skills)				
SS.K.10.	Give examples of choices that are made because of scarcity.			X	
SS.K.11.	Explain the difference between buying and borrowing. (21st century skills)				
SS.K.12.	Distinguish between appropriate spending choices. (21st century skills)				
SS.K.13.	Create a route to a specific location using maps, globes, and other simple geographic models.	X			
SS.K.14.	Compare environmental characteristics in Iowa with other places.				
SS.K.15.	Explain why and how people move from place to place.				
SS.K.16.	Distinguish at least two related items or events by sequencing them from the past to the present.				
SS.K.17.	Compare life in the past to life today.		X	X	X
SS.K.18.	Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.				
SS.K.19.	Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.				

Iowa Core Literacy Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.K.1	With prompting and support, ask and answer questions about key details in a text.		X		
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.		X		
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		X		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	X	X		
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		X		
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		X		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	X			
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X			
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	X			
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X			

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

Goldie's History Kit - Identity Manual

Book 1: *Just Ask! Be Different, Be Brave, Be You* by Sonia Sotomayor

Book 2: *Bunnybear* by Andrea J. Loney

Book 3: *The Day You Begin* by Jacqueline Woodson

Book 4: *Alma and How She Got Her Name* by Juana Martinez-Neal

History Mystery Object Photos

- Bob Feller Uniform
- Hmong Clothing: Turban and Skirt
- Billie Ray Inauguration Dress
- Meskwaki Ribbon Skirt
- Hoseley Doll
- Paget Family Cup and Saucer Heirloom
- *Histoire de Gil Blas de Santillane*

7 Think Like... Cards

- Dorothy Schwieder
- Elizabeth Catlett
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

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

Goldie's History Kit Container