

Goldie's HISTORY KITS



Identity

STUDENT MATERIALS

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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TEACHING
WITH PRIMARY
SOURCES

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READ IOWA HISTORY

STUDENT MATERIALS

Identity

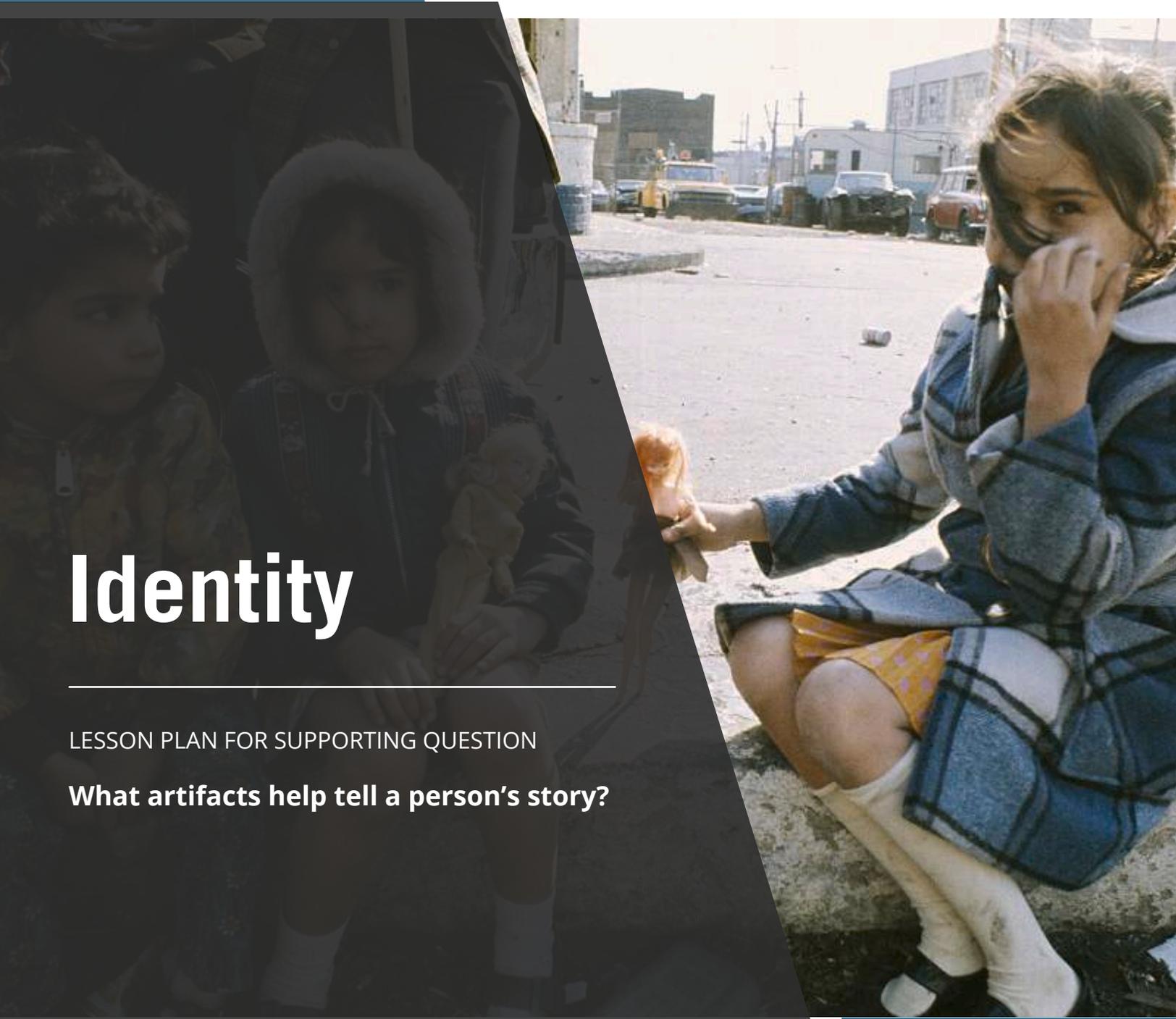
LESSON PLAN FOR SUPPORTING QUESTION

What artifacts help tell a person's story?

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IOWA DEPARTMENT OF CULTURAL AFFAIRS

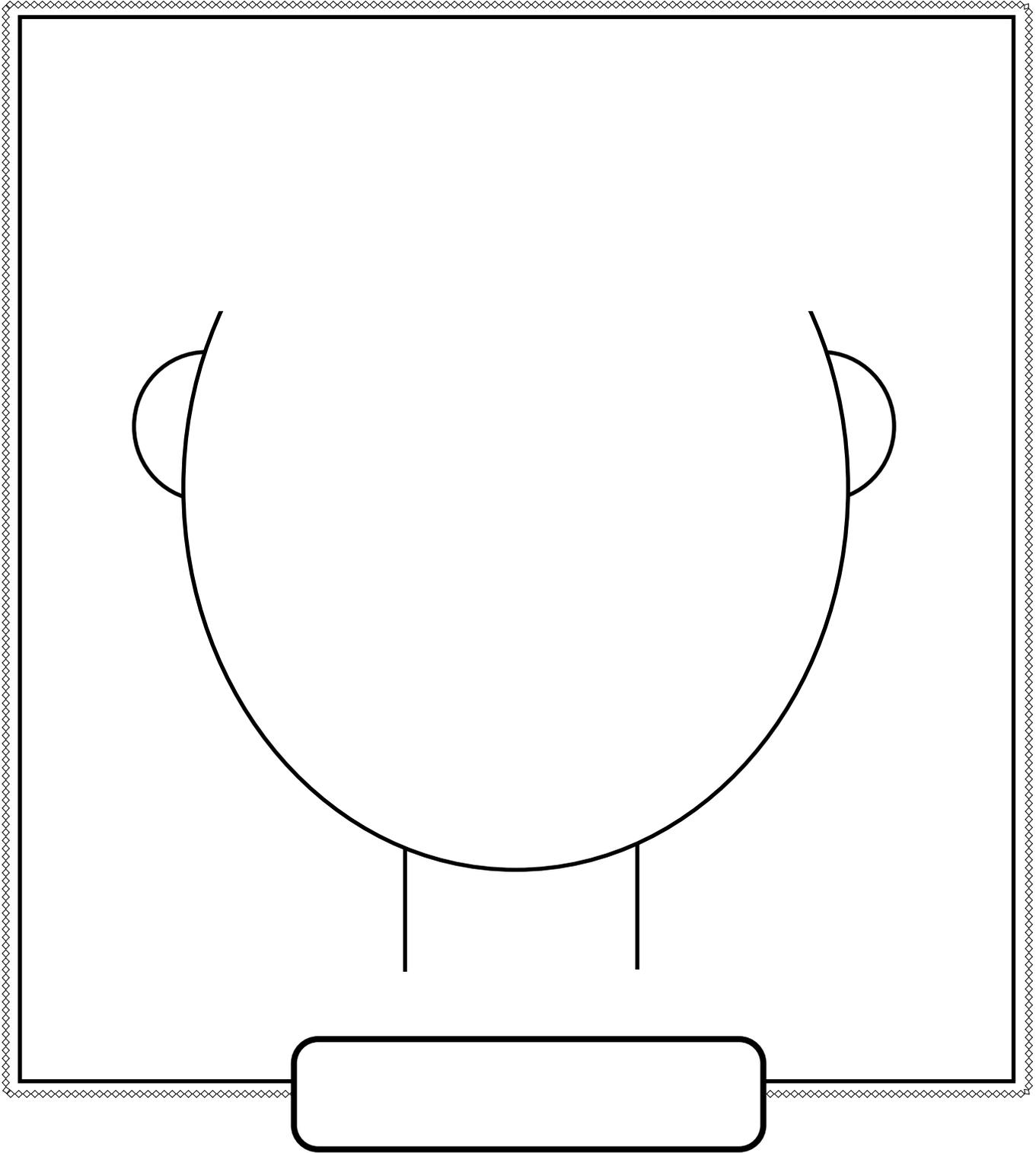
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SOURCES

KINDERGARTEN



Name _____

Self Portrait Worksheet



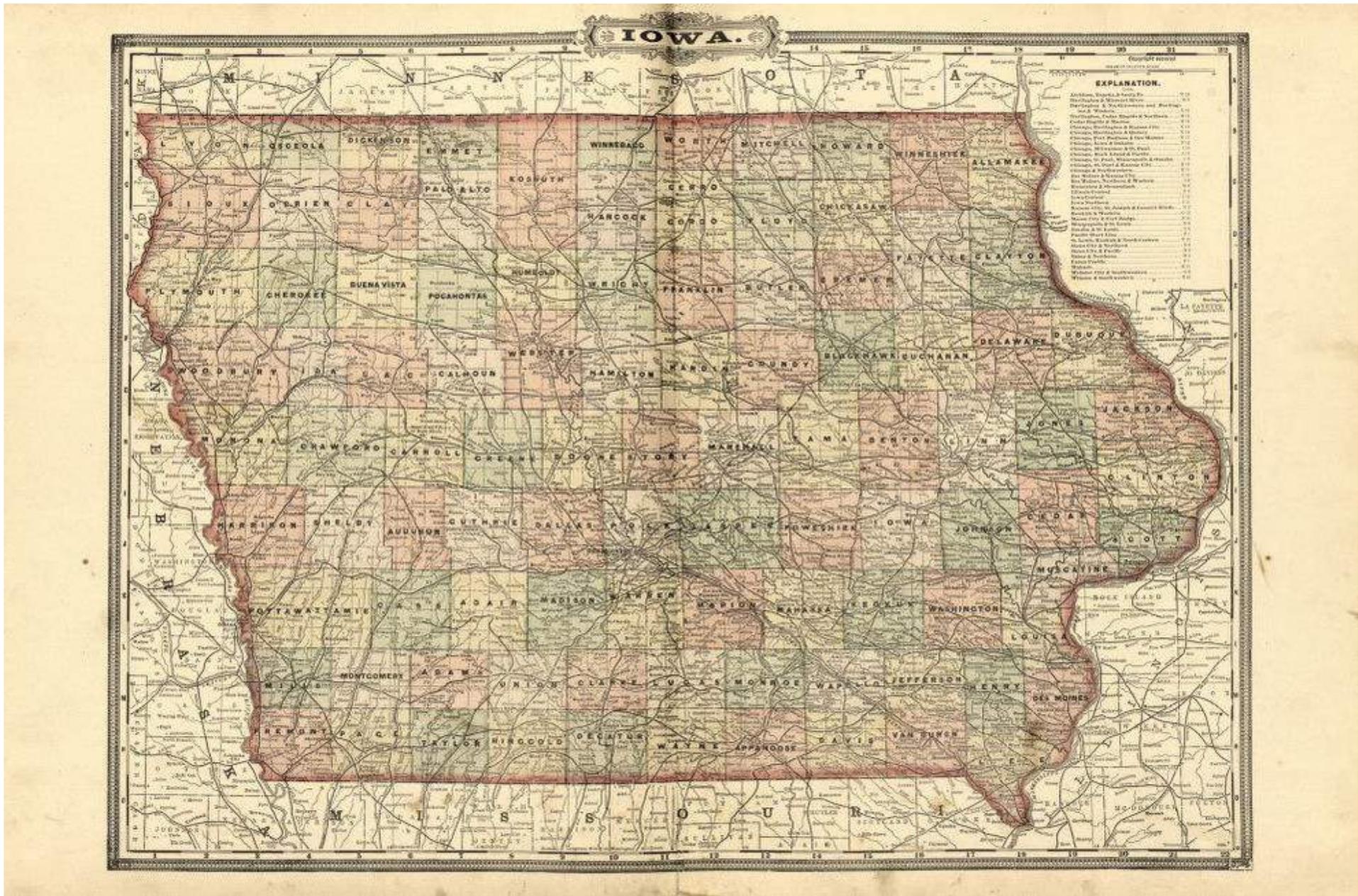
This is me!

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

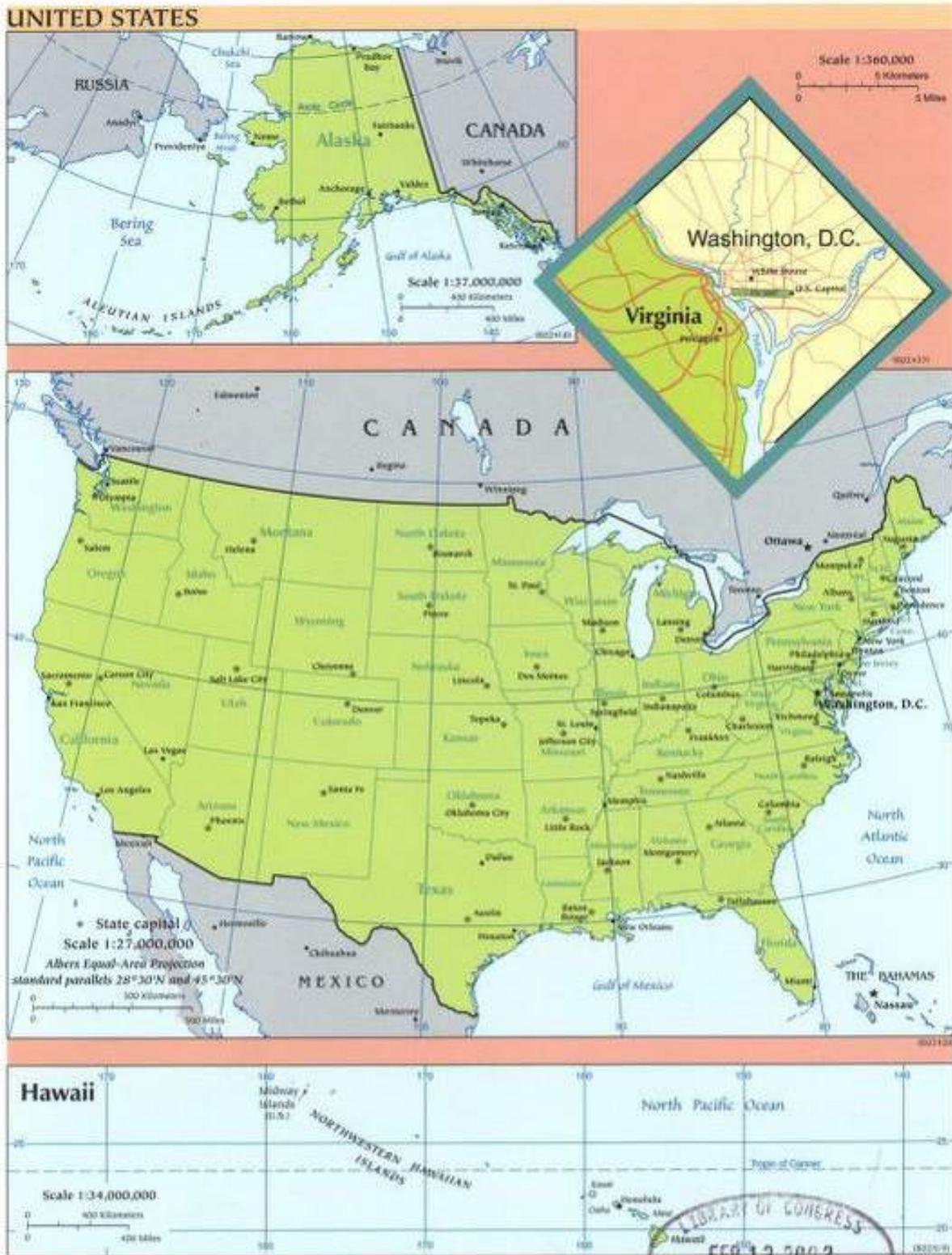
PRE-LESSON ACTIVITY 2



These children are waiting in line for water from the faucet in Yauco, Puerto Rico. The photograph was taken in January 1942. *Courtesy of Library of Congress, Delano, Jack, "Children getting water from the faucet in the slum area in Yauco, Puerto Rico," January 1942*



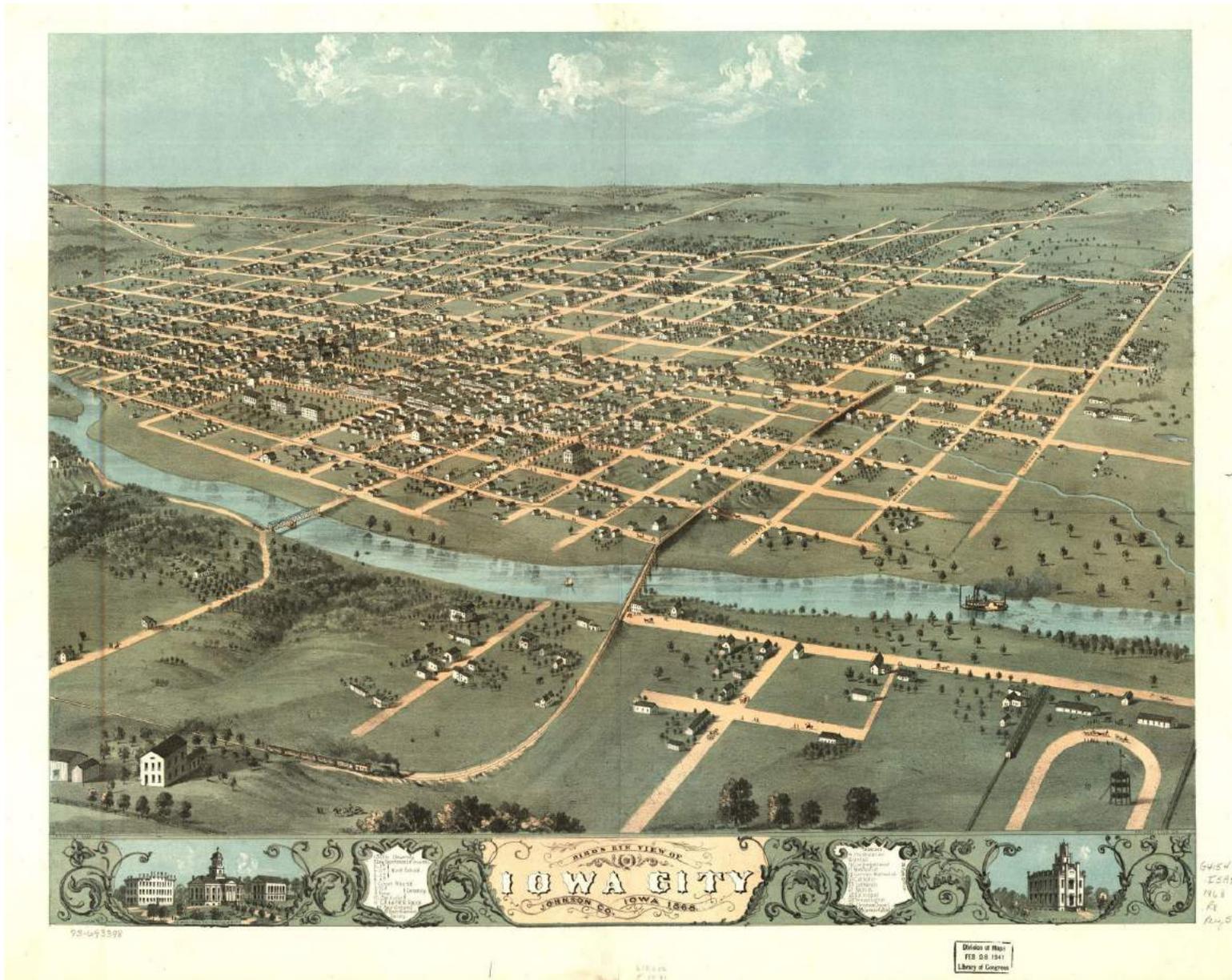
A map of the state of Iowa. Courtesy of Library of Congress, Bourquin, F, "Plat book of Chickasaw County, Iowa : drawn from actual surveys & county records," North West Publishing Co., 1892



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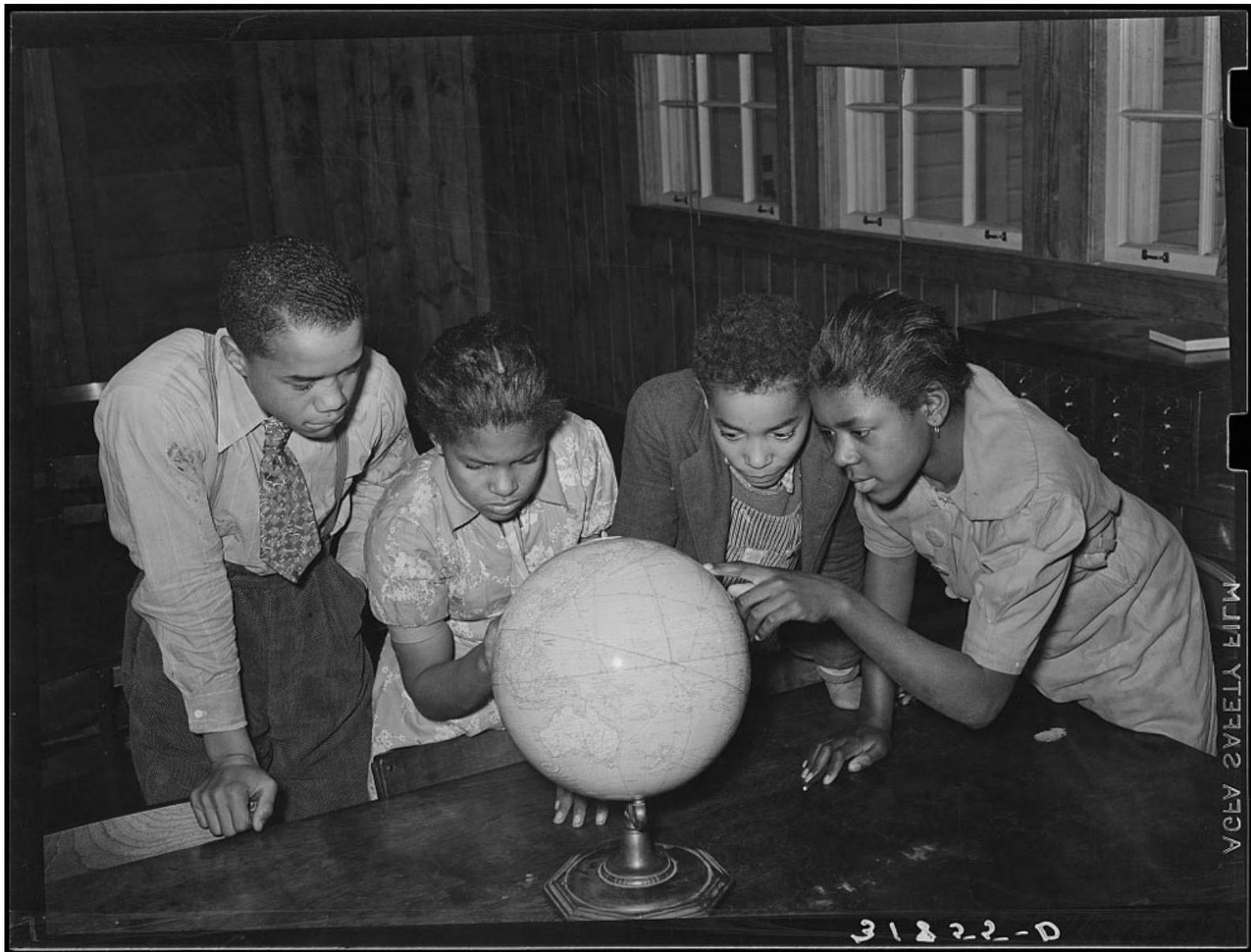
A map of the state of the United States. Courtesy of Library of Congress, "United States," Central Intelligence Agency, 2002



This is a hand-drawn, bird's-eye view of Iowa City, Iowa, located in Johnson County. The illustration is from 1868 and shows the city next to the Iowa River. The town is laid out in a grid pattern, and the image shows that there is not a lot of trees and the area is relatively flat, but green. It appears that farmland is located off in the distance. *Courtesy of Library of Congress, Ruger, A., "Bird's eye view of Iowa City, Johnson Co., Iowa," Chicago Lithographing Co., 1868*

Geography Lesson at Lakeview Project School in Arkansas, December 1938

PART 1



This photograph shows African-American 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. *Courtesy of Library of Congress, Lee, Russell, "Geography lesson. Lakeview Project school. Arkansas," December 1938*

Name _____

I See, I Think, I Wonder

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?

Name _____

This is me on the map of

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

PART 2



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. *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



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. *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*

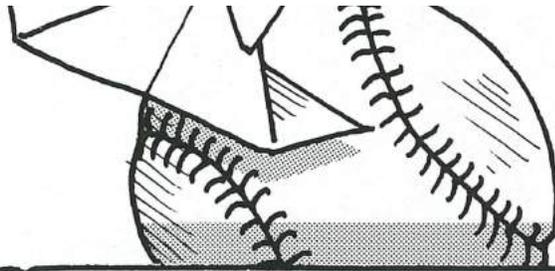


This photograph shows the Hoey children in Rhode Island along Bonnet Shores. The children are shown enjoying fishing, boating and biking. *Courtesy of Library of Congress, Horenstein, Henry, "Hoey family, yard, general views, Bonnet Shores, Rhode Island," 20 August 1979*

Name _____

I See, I Think, I Wonder

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. ■

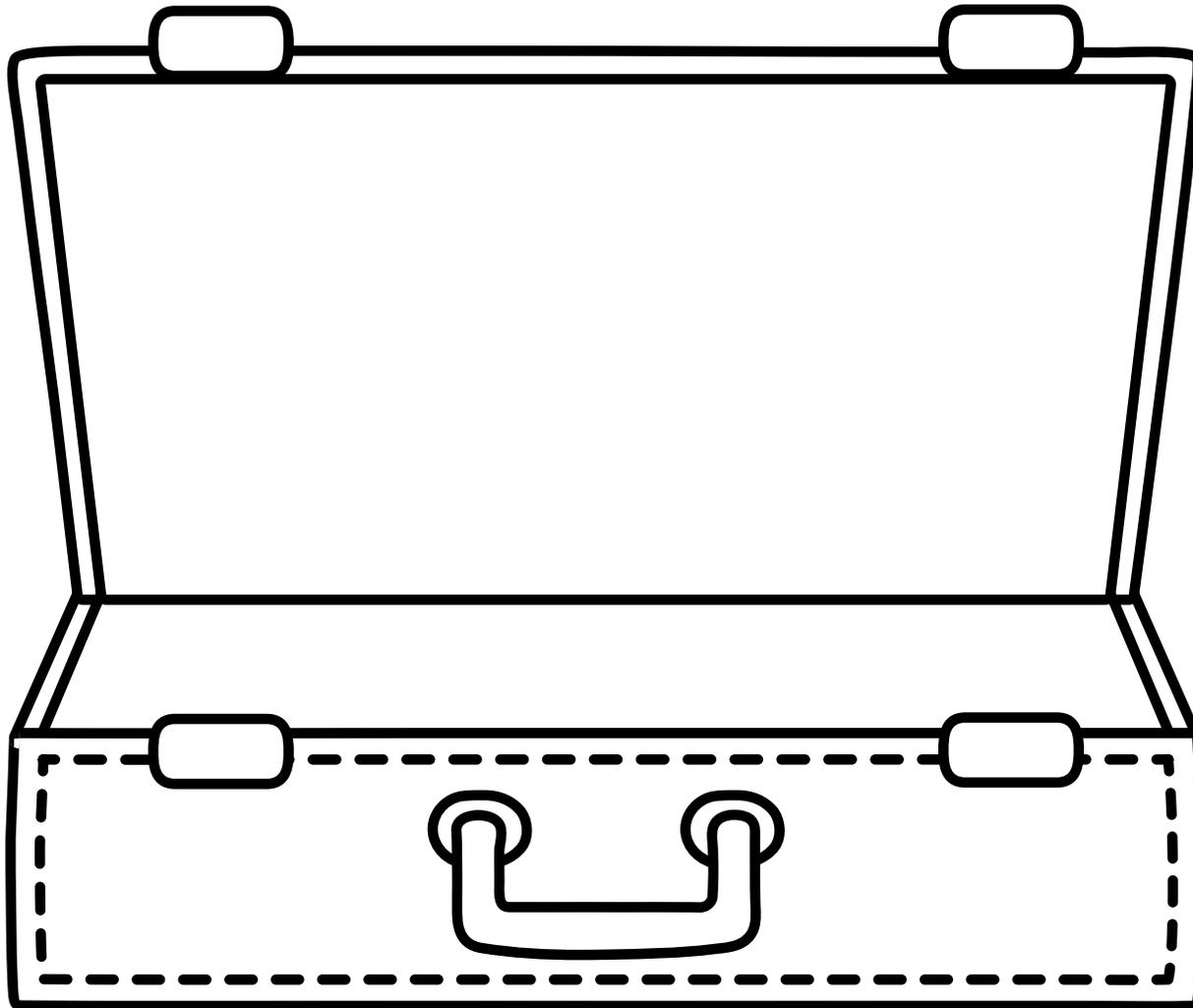


Illustration by Mary Moye-Rowley Stories by Amy Ruth

Name _____

Artifacts That Tell My Story Worksheet

These are my artifacts that help tell my story.



Name _____

Portrait Frame Worksheet

This is _____.



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

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

Signature,

P. Miller,

Residence,

596 Lexington Av.,

DATE OF REPORT, January 12, 1899.

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

A True Copy,

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.

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

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

New York, May 6, 1915.

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

The City of New York,
Department of Health.

No. of Certificate
1906

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

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

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

Signature,
P. Miller

Residence,
596 Lexington Ave

Date of Report, January 12, 1906.

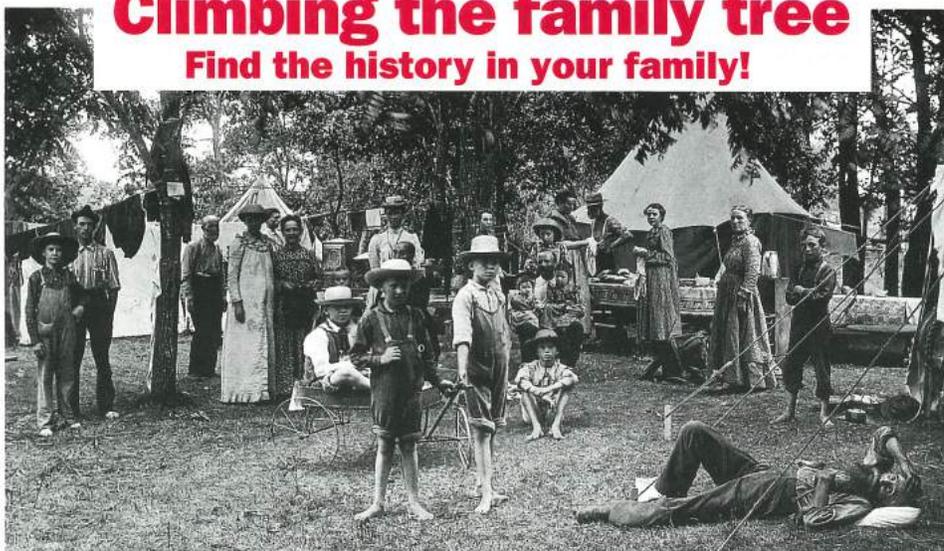
EUGENE W. SCHEFFER
Secretary,
Board of Health
City of New York

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.

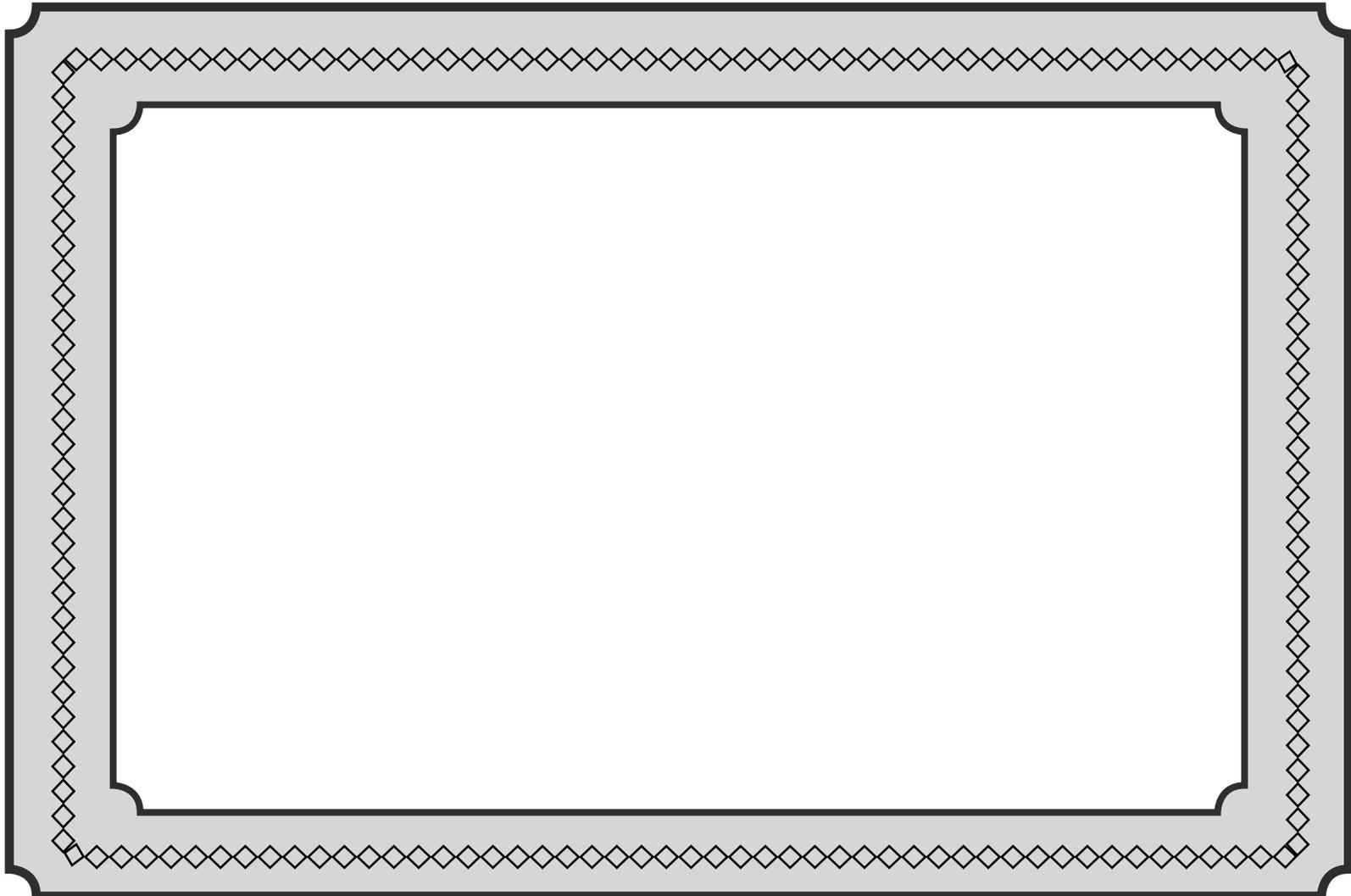
Try to keep your family’s history up to date by recording new information, such as births and deaths, in your notebook. As an official genealogist, your work is never done! ■

interpret — try to explain the meaning of something

Name _____

Unique to Me Worksheet

This makes me unique because _____.



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!

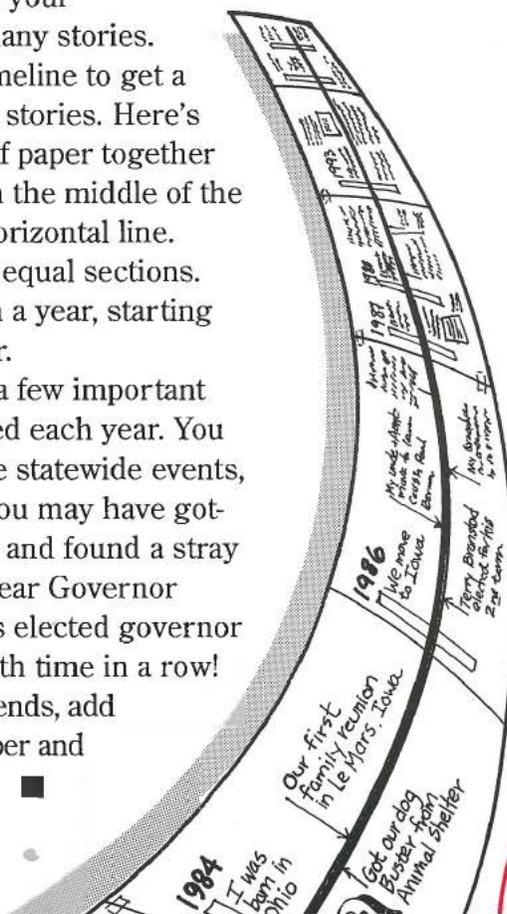
Time for a Timeline

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! ■

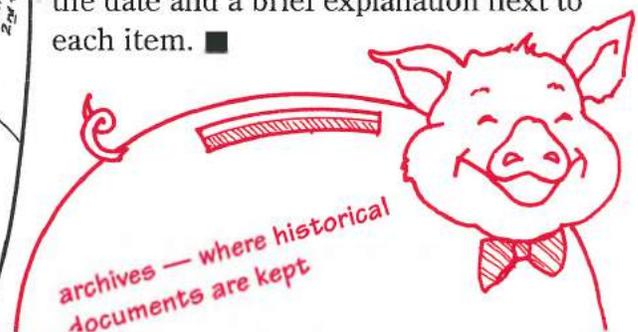
8 The Goldfinch



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. ■



Name _____

Lesson Summative Assessment

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

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HISTORY MYSTERY

STUDENT MATERIALS

Identity



KINDERGARTEN

Goldie's
HISTORY KITS

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

Analyze an Object

1	<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>
2	<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>

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>



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

Timeline

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

Document

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

Map

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

Artifact

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



Long, Long Ago



Long Ago



Today





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

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

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).