Goldie's HISTORY KITS

People at Work

TEACHER MANUAL

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct about people at work over time. 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 people at work. 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 people at work 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 reproduceable worksheets and instructions to prepare your lesson.

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

Read Aloud, History Mystery & Think Like… Cards

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

Additional Digital Access

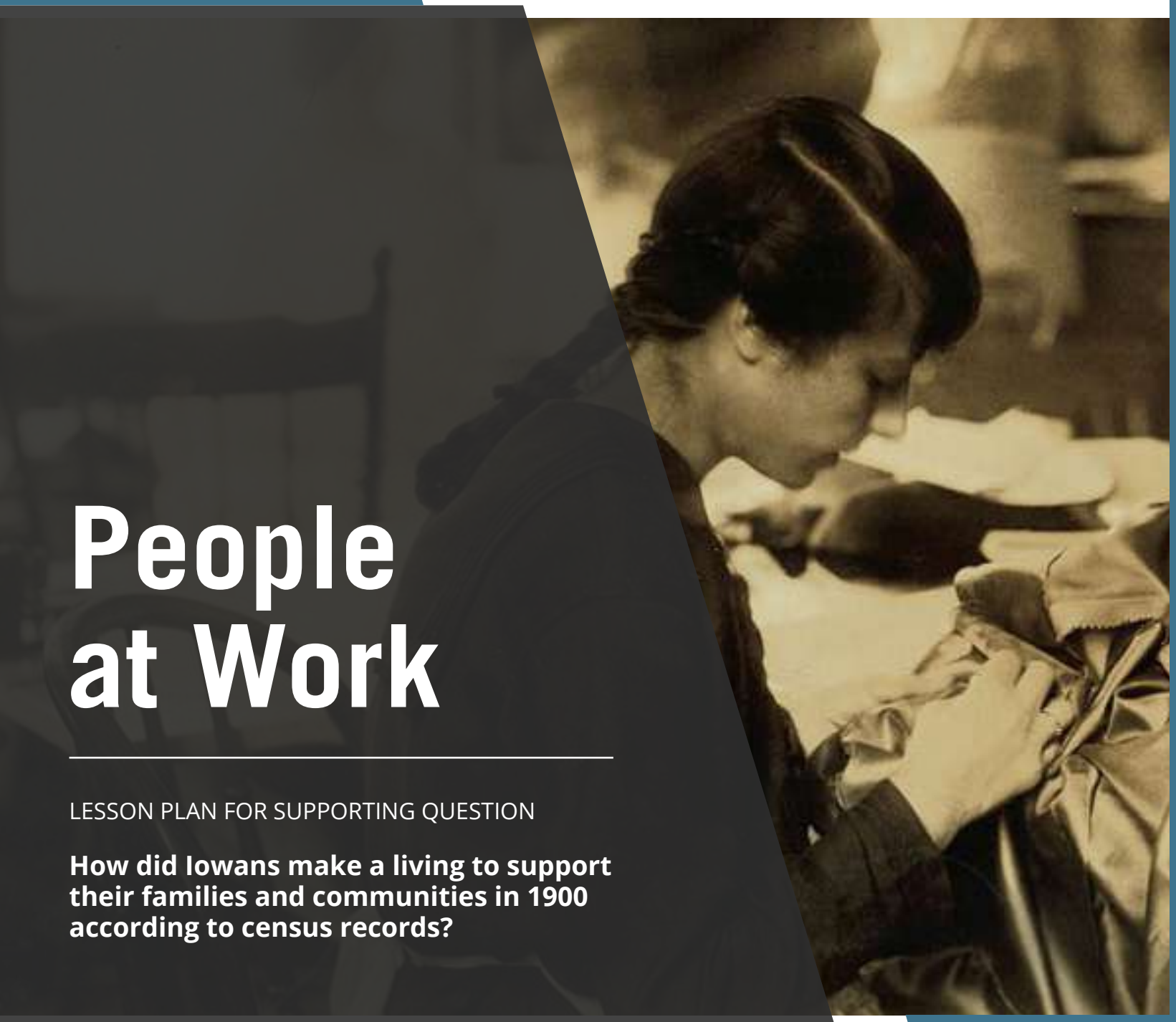
Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a **Google Drive folder**,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

Register for Free Goldie's History Kit Merchandise

Receive Goldie's History Kit merchandise by submitting your contact information to the **online form**.

READ IOWA HISTORY

EDUCATOR MATERIALS



People at Work

LESSON PLAN FOR SUPPORTING QUESTION

How did Iowans make a living to support their families and communities in 1900 according to census records?

1ST GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

READ IOWA HISTORY

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.

Courtesy of Library of Congress, Johnston, Frances B. "Thanksgiving Day Lesson at Whittier," ca. 1899

Formative Assessments, Lesson Summative Assessment and Scoring Options

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

People at Work

1st Grade

Overview

The jobs Iowans have done have changed over the past 120 years. From farming to factories to domestic service, the top occupations people have drastically changed. This unit uses primary source of people at work to allow students the ability to compare and contrast what life was like for the workforce of America in 1900 compared to present-day

Unit Compelling Question

How do Iowans work to provide for themselves, their families and their communities?

Unit Supporting Question

How did Iowans make a living to support their families and communities in 1900 according to census records?

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Compelling and Supporting Questions

1st Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

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

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

Unit Compelling Question

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

How do Iowans work to provide for themselves, their families and their communities?

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) How did Iowans make a living to support their families and communities in 1900 according to census records?
2) How did Iowans make a living to support their families and communities in 1950 according to census records?
3) How do people make a living to support their family and community in the 2000s that is different than previous eras?

Read Iowa History: People at Work

This Read Iowa History lesson addresses “How do Iowans work to provide for themselves, their families and their communities?” and “How did Iowans make a living to support their families and communities in 1900 according to census records?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.1.11.	Compare the goods and services that people in the local community produce with those that are produced in other communities.
SS.1.13.	Explain why people have different jobs in the community.
SS.1.19.	Compare how people in different types of communities use goods from local and distant places to meet their daily needs.

Iowa Core Literacy Standards	
No.	**Standard**
RI.1.4	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.1.2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Iowa Core Mathematics Standards	
No.	**Standard**
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Objectives

- I can ask and answer questions to clarify meaning.
- I can explain why people have different jobs in a community.
- I can explain why people need goods from local and distant places to meet their needs.
- I can use a bar graph to compare numbers.
- I can describe how life was different long ago from life today.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about people at work in 1900. 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.

Every family needs a source of income to pay for essentials **goods** like food, clothing and housing. Most Iowans earn a salary or the profits from their business or services. Certain groups receive support from retirement funds or government programs in health care or public assistance. But it is safe to say that most Iowans work for a living. Recent government figures shows that some 1.6 million Iowans are currently in the work force. The jobs Iowans have done have changed over the past 120 years. In 1900, a majority of Iowans lived on farms. Without the large-scale machinery we have today, farmers rarely managed over a half acre (320 acres) because it took too much time to plant, cultivate and harvest the crops. Most farm families, however, raised livestock for sale, milked cows for butter and their home use, and kept flocks of chickens for the eggs and meat. They also planted large gardens and canned vegetables for the winter. The husband and wife worked together on the farm as a team, each responsible for his or her own parts of the operation.

Children learned farming and housekeeping from their parents and became an important part of the successful operation. Cities and towns offered many manufacturing jobs in agricultural equipment and meat packing. There were many small coal mines that attracted immigrants from countries Italy, Croatia, Sweden and Wales. However, as railroads began shifting away from coal to diesel fuel and coal sources became depleted, the coal industry had all but disappeared by the 1940s. World War II brought a surge of industrial jobs to the state as the government needed supplies to fight the war. Farm machinery plants shifted to war equipment and smaller factories turned out ammunition. Meat packing continued to be an important source of **factory** work. As farm machinery became bigger and more powerful, farmers could manage larger and larger operations. This, of course, meant that there were fewer farms and fewer farm families. Iowa cities began growing with the rise of manufacturing and financial occupations like insurance. Des Moines is one of the two largest centers for insurance in the nation. Education and health care are two more important sectors in the Iowa employment picture. Colleges and universities saw rapid growth after World War II with the GI Bill, making it possible for many more young people to afford college and Baby Boomers swelling the ranks of college-age youth.

The late 20th century saw a revolution in communication with the introduction of computers and cell phones. The first computer was invented by John Atanasoff at Iowa State University. Robert Noyes, a graduate of Grinnell College, did pioneering work in the development of microchips which did much to make the computer revolution possible. While there was a decline in some areas of manufacturing toward the end of the century and a continued decline in farm employment, computers sparked the growth of new industries. Wind and solar energy also began needing workers to build, install and maintain clean energy equipment. Government saw an expansion at all levels with the growth of regulation and support programs. To provide Iowan with the training they need to fill positions in today's job market, the state created a system of community colleges geared to job training programs. The state also began investing in work placement programs to match workers with job openings. Today, Iowa has one of the lowest unemployment rates in the nation. Unfortunately, many jobs in the service and health care areas pay wages so low that workers struggle to meet their expenses even if they work full time. Education is a critical factor in the employment picture. Many high schools offer job-training classes and coordinate curriculum with nearby universities and community colleges. The state itself is critically invested in producing and supporting a skilled labor force that allows Iowans to work and support families here.

Vocabulary Words

- Goods
- Factory

Iowa Population and Top Occupations in 1900

Unit Compelling Question

How do Iowans work to provide for themselves, their families and their communities?

Unit Supporting Question

How did Iowans make a living to support their families and communities in 1900 according to census records?

Overview

Students will use four bar graphs to compare statistical information about the Iowa population and workforce in 1900.

Since 1900, the United States Census Bureau has been tracking occupational (job) statistics. This collection of graphs show some of the basic occupational information from that year: population of Iowa in 1900 compared to 1919, the number of men in the workforce compared to the number of women in the workforce, the percentage of females in top occupations and the percentage of males in top occupations. Students will put the year 1900 into historical context of "long ago" by locating that year on a classroom timeline.

Instructions

1. Gather the class together and display the **Iowa Population and Occupation graphs** for all students to see. You could also hand out individual copies of the graphs.
2. Explain to students that bar graphs help people compare the size of different groups. In these graphs, each is comparing different groups of people. We use words like "more, less, larger, smaller, the same, different" to describe the meanings.
3. Begin with the "Population of Iowa" graph. Model how to make a sentence out of the information in the graph. An example is, "This bar (point to appropriate bar on the graph) shows us the population of Iowa in 1900. This bar (pointing to the next bar on the graph) shows us the population of Iowa in 2019. Because the bar on the right is larger than the bar on the left, we can say that the population of Iowa is bigger in 2019 than in 1900."
4. Students will create statements of comparison for the other three bar graphs. Try scaffolding the questions to help them understand each part and then making a generalization about the graph as a whole.

Materials

- **Iowa Population and Occupation graphs**
- Classroom timeline

Goldie's History Kit Connection: To address two types of laborers that are not specifically called out in the lessons, refer to the **Coal Mining First Aid Kit** and the **Railroad Uniform** and discuss the questions.

Instructions continued on next page

Iowa Population and Top Occupations in 1900

Instructions continued

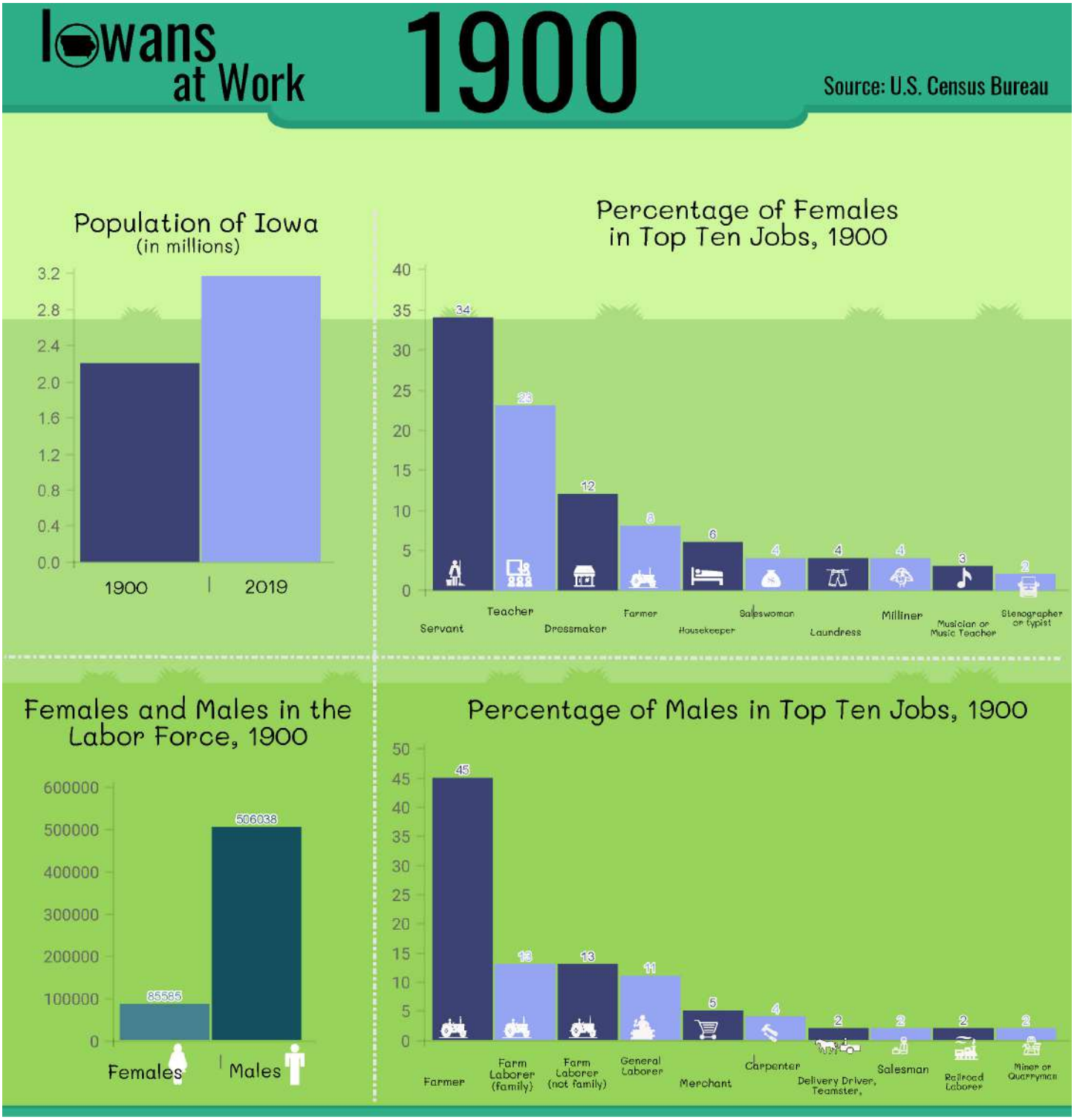
5. Create a classroom timeline if you do not have one already. This could be on a board, a piece of paper, whatever is available to you. Locate 1900 on the timeline, and discuss it in terms of "long ago" compared to "today." Add context by explaining to students how people used horses as main modes of transportation, few homes had electricity and many kids in Iowa attended one room schools in 1900. But homes were made of metal and steel, not sod or logs.

> **Goldie's History Kit Connection:** To introduce the concept that people in Iowa have had all kinds of jobs throughout its history, refer to the book ***Clothesline Clues to Jobs People Do*** and discuss the questions.

6. **Suggested Step**: Write these generalization statements from Step 4 on sticky notes and put them on the graph. Use this math standard (1.MD.C.4) to complete this task. Organize, represent and interpret data with up to three categories: ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another.

7. **Formative Assessment:** Observe students as they compare information in the graphs. Are they understanding how two number sets compare? Listen to students as they answer and talk through any important misconceptions.

Iowa Population and Occupation Graphs



Courtesy of the U.S. Census Bureau

People at Work on the Farm

Unit Compelling Question

How do Iowans work to provide for themselves, their families and their communities?

Unit Supporting Question

How did Iowans make a living to support their families and communities in 1900 according to census records?

Overview

In 1900, many Iowans worked on a farm to support their family and community. Analyze the primary sources to describe what life was like in 1900 for farm families in Iowa.

Source Backgrounds

Source 1: In 1900, most people in Iowa lived and worked on farms. From about 1850 to 1880, many people moved to the new state of Iowa and either bought land at a very good price ($1.25 an acre) or signed up for 160 acres for free through the Homestead Act. Andrew Orm Larson took this photograph of an Iowa farmer out plowing in preparation for planting the next crop in 1900.

Source 2: Farming was a very big job around 1900, requiring lots of hours and a great deal of hard work. Farmers typically raised crops such as corn, soybeans, and oats, and livestock such as cows, horses, hogs, and chickens. Often many people were needed to finish all of the jobs on a farm, and many times several family members all worked together to make the farm a success. This farmer, photographed in 1895, is seen with an empty bushel basket that likely carried the corn he brought to feed the hogs.

Source 3: Part of women's work on a frontier farm was taking care of livestock that provided food for her family. Milking was done twice a day, and then the milk had to be separated from the cream. Some farms used an icebox to keep milk and cream cold, but others used a cold spot in a nearby stream or a root cellar to keep the dairy products longer. The cow in this 1900 photo is tied to the log fence with a rope. Often it was the kids' job to bring the cow from the pasture when it was time for milking.

Instructions

1. Display and read aloud ***The Goldfinch* essay, "Farm Women."** Pause to discuss, as necessary. Ask students to retell what parts of the essay help them visualize what farm life was like in 1900. You will circle information from the essay related to students' observations.
2. Repeat Step 1 with ***The Goldfinch* essay, "Hired Girls and Boys."**
3. Now, you will introduce the primary sources to the class. Begin by displaying source 1, **"Man Plowing With Two-Horse Team, 1900."** Read the source background (above) to students. One at a time, ask them to make observations about what they see and how it relates to farming. Circle these observations on the image with a marker or highlighter.

Instructions continued on next page

Materials

- Three primary source images
- **"Farm Women" essay from *The Goldfinch***
- **"Hired Girls and Boys" essay from *The Goldfinch***
- Markers or highlighters

People at Work on the Farm

Instructions continued

4. Repeat Step 3 with the following two primary sources, **"Man Feeding Pigs in the Barnyard, ca. 1895"** and **"Mountain Milk Maids, 1900."** Consider having students make observations with a partner and then reporting back to the class.

5. **Formative Assessment**: While gathered as a class, ask students to "think, pair, share" to describe what life was like for Iowa farm families in 1900. Listen to students as they answer and talk through any important misconceptions.

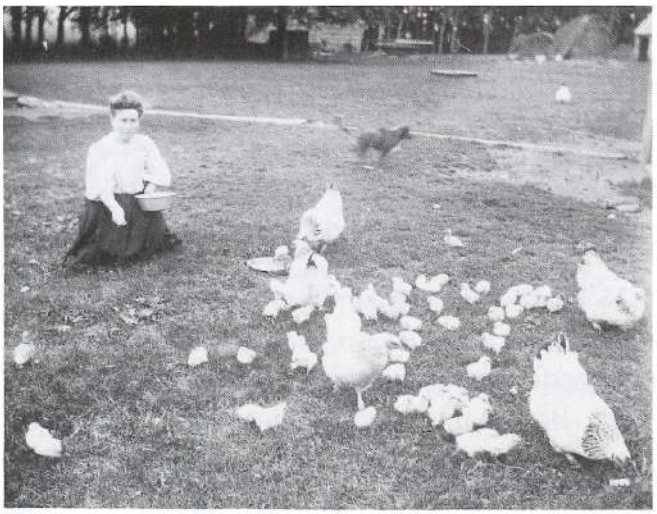
Farm Women

EMILY Hawley Gillespie of rural Manchester, Iowa, farmed with her husband in the late nineteenth century. In addition to her regular housework, child care, sewing, and cooking tasks, Emily had many farming chores. She planted and tended the garden, took care of chickens, picked and preserved fresh berries, canned grapes, made cheese, husked corn, and cooked extra meals for threshers. To earn money, she churned and sold butter, trimmed hats, and raised and sold over 100 turkeys a year.

Like other Iowa farm women, Emily had the traditional duties of a wife and mother. Some of her farm chores provided her with extra money. Many farm women contributed their earnings to the cash income of the **farmstead** (farmland and buildings). Their work also brought other rewards. When women sold their homemade items, food, and produce, they could spend time socializing with friends and neighbors.

Men and women had separate and different jobs on the farm. While men and boys worked outside building fences, digging wells, planting and harvesting fields, women and girls had other responsibilities. Gardening, taking care of chickens and turkeys, and preparing food were the central farm chores for women.

The **division of labor** was not so rigid on the farm. Women did help in the fields when their husbands were sick or a hired hand quit. Matilda Paul plowed and milked when her husband became ill. When Matilda husked corn and dug potatoes, she put her youngest child in a large box for safety while she worked. "I shouldered my hoe and have worked out ever since," Matilda wrote her family. " . . . I wore a dress with my sunbonnet wrung out in water every few minutes and my dress also wet."



Women who lived on farms had many extra responsibilities. Many fed and took care of poultry like chickens and turkey. Then they sold the eggs and poultry.

Some women managed farms themselves when their husbands died or were away from the farm for a long time.

Many people think that farm women were isolated and lonely. But their work brought them in contact with other women. Women often watched each other's children, sewed for one another, visited town to sell their food and produce, or shared work. Harriet Brown Connor remembered working with a female neighbor. After the men brought a butchered hog into her kitchen, Connor and her friend picked hog guts "all day long."

With the money Emily Gillespie earned from selling homemade molasses and cheese, she purchased groceries and sewing supplies. Women used their extra income to buy schoolbooks for their children and machinery for the farm. Others even contributed to the purchase of a new farm. □

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Courtesy of the State Historical Society of Iowa, "Farm Women," The Goldfinch, Vol. 8, No. 2, pp. 9, 1986

Hired Girls and Boys

ELME KNEESKERN earned $1.50 per week to help neighboring farm women with chores in the late nineteenth century. She worked at farms within nine or ten miles of her family's home in northeastern Iowa.

Elme was a hired girl, or domestic servant. In 1880 almost one-half of the working women in Iowa were employed as domestic servants. Unlike a maid in a wealthy city family, hired girls in Iowa usually helped local farmers' wives during the busiest times of the year. During the summer and fall seasons, they helped farm women with the cooking. More meals were served to the extra hired hands (men who were paid to plow and harvest). During the spring and fall, hired girls worked day shifts to help clean houses or harvest crops.

Most hired girls were in their teens, although women of all ages worked as domestic servants. They were often treated like a member of the family. Hired girls sat down and ate with their employers' families. Others lived with their employers.

One midwestern magazine recommended that the hired girl act as an assistant "in all operations of the kitchen—washing dishes, ironing, baking, sweeping, making beds and cooking meals." The magazine also suggested that hired girls sew in the afternoons and help the boys milk the cows every night and morning. Iowa hired girls did many of those things.

Around the turn of the century, this Iowa girl hung up laundry on the clothes line. Hired girls were often responsible for washing, drying, and ironing clothing.

Young boys were also hired to help farmers. Their responsibilities were different from those of a hired girl. A hired boy's job did not usually include domestic duties. Instead, boys helped with slaughtering livestock, building and maintaining fences, taking care of crops, and planting trees.

Older women were included in the ranks of domestic servants. Many were paid as domestic servants to wash clothes. In 1873, Mary Hooper of Scott County paid her washer woman 75¢ a week to do the laundry.

For most hired girls, work lasted until they moved to town for a different job, returned to school, moved back in with their families in case of emergency or illness, or got married. □

8

Courtesy of the State Historical Society of Iowa, "Hired Girls and Boys," The Goldfinch, Vol. 8, No. 2, pp.8, 1986

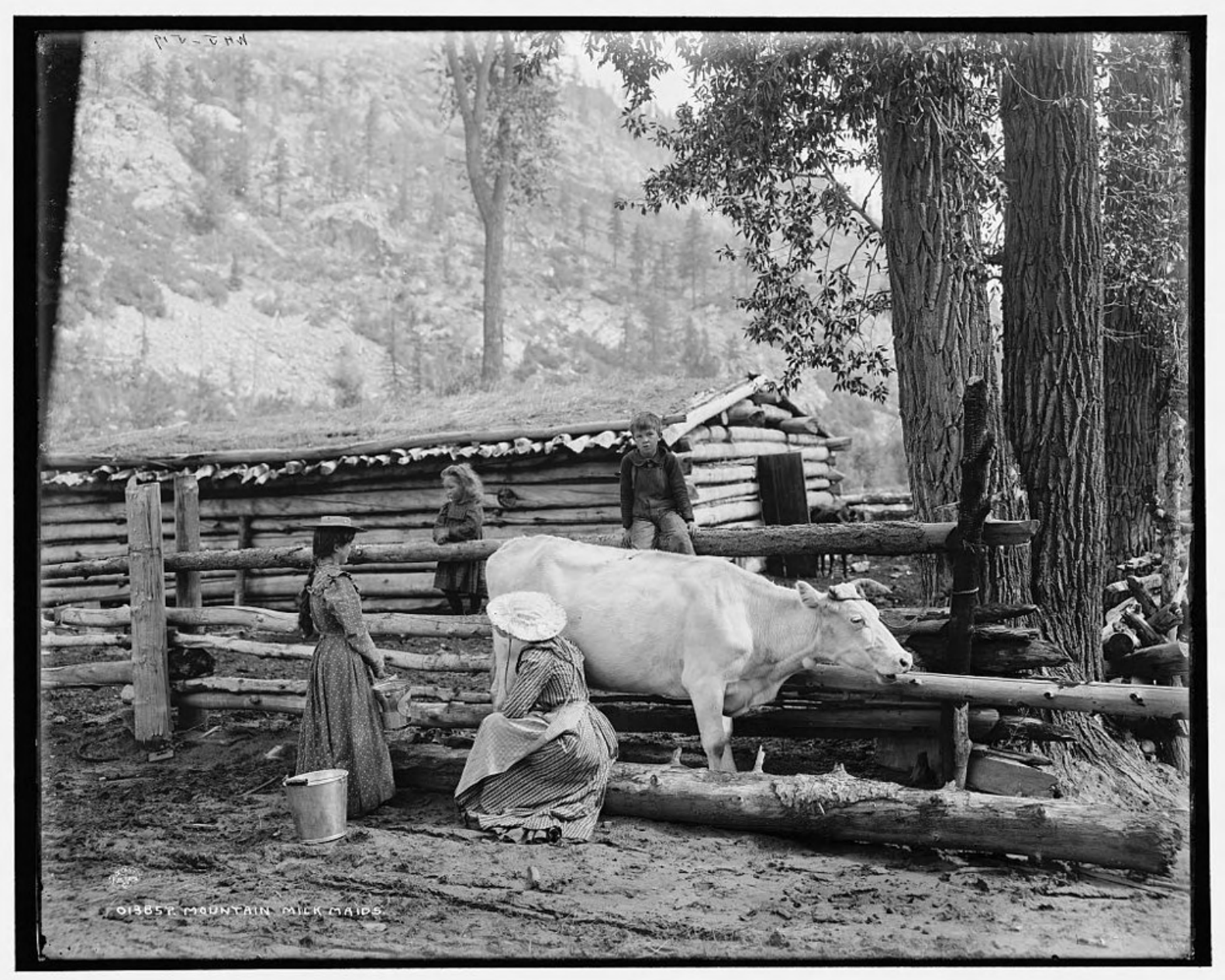
Farmer Plowing with a Two-Horse Team, ca. 1900

Courtesy of the State Historical Society of Iowa, Larson, Andrew Orm, ca. 1900

Man Feeding Pigs in the Barnyard, ca. 1895

Courtesy of the State Historical Society of Iowa, ca. 1895

Mountain Milk Maids, ca. 1900



Courtesy of Library of Congress, Jackson, William H., "Mountain milk maids," ca. 1900

People at Work in Factories and Stores

Unit Compelling Question

How do Iowans work to provide for themselves, their families and their communities?

Unit Supporting Question

How did Iowans make a living to support their families and communities in 1900 according to census records?

Overview

In 1900, many Iowans worked in factories making goods such as cars, bricks and buttons or in stores selling goods such as food, shoes and furniture. Students will use primary sources to describe what working in stores and factories was like for Iowans at the beginning of the 20th Century.

Source Backgrounds

Source 1: General laborers did many things such as make bricks, operate a saw mill, build roads, paint buildings or several other jobs. Many of these workers were called "day laborers" and hired to complete a specific job. This image shows men outside the Des Moines Brick Company in 1900.
Source 2: Stores in 1900 were smaller than today. In small towns, they carried products such as clothes, food, wagon/machine/auto parts, tools and hats. In cities, stores specialized in certain kinds of products. This image shows the E.J. Crane Store in Richmond, Virginia. This specialty shop focused on watchmaking and jewelry.
Source 3: Carpenters built things such as furniture, tools, and buildings. Some carpentry projects were small, such as fixing a chair, and some were large, such as building a multi-story building. This image shows two men training to become carpenters by learning to use a saw to cut wood and a plane to make the wood smooth.
Source 4: As fashions became more elaborate and railroad systems made them more available throughout the United States, dressmakers transitioned from sewing by hand to using a sewing machine. In this image, Angelina Guinzali, 15 years old, is working as a dressmaker for Madame Ball, a dressmaker in Boston, Massachusetts.

Instructions

1. Display and read aloud ***The Goldfinch* essay, "In the Millinery Shop."** Pause to discuss, as necessary. Ask students to retell what parts of the essay help them visualize what 1900 factory and store work was like. Circle information from the essay related to students' observations.

2. Repeat Step 1 with ***The Goldfinch* essay, "Muscatine's Pearl Button Factory."**

Goldie's History Kit Connection: To learn more about the unsafe working conditions outside of Iowa, refer to ***Mother Jones and Her Army of Mill Children***, ***Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909*** or the "Street Kids and Farm Kids" chapter from ***Kids At Work: Lewis Hine and the Crusade Against Child Labor***. Select the book(s) that will best resonate with your students and discuss the questions.

Instructions continued on next page

Materials

- Four primary source images
- **"In the Millinery Shop" essay from *The Goldfinch***
- **"Muscatine's Pearl Button Factory" essay from *The Goldfinch***
- Markers or highlighters

People at Work in Factories and Stores

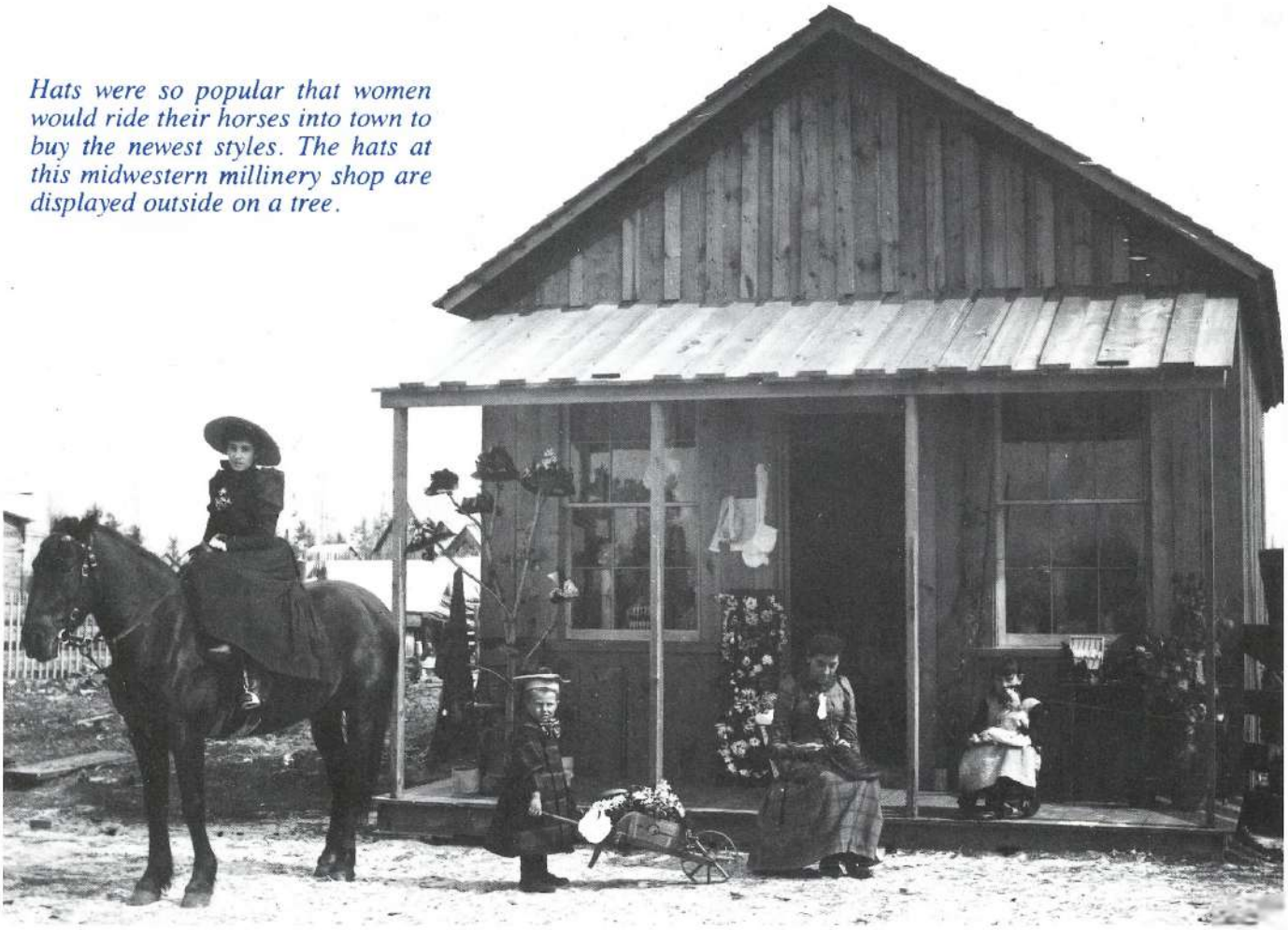
Instructions continued

3. Now, you will introduce the primary sources. Begin by displaying source 1, **"Men Outside the Des Moines Brick Company, ca. 1900."** Read the source background (above) aloud to students. One at a time, ask them to make observations about what they see and how it relates to factory work. Circle these observations on the image.

4. Repeat Step 3 with the following two primary sources, **"E.J. Crane, Watchmaker and Jewelry Store, in Richmond, Virginia, 1899"** and **"Dressmaker Angelina Guinzali in Boston, Massachusetts, January 25, 1917."** Consider having students make observations with a partner and then reporting back to the class.

> **Goldie's History Kit Connection:** Refer to the **Sewing Machine object** and discuss the questions to discuss more about jobs in factories and stores.
>
> To learn more about how Iowans fought for better working conditions, refer to the **Think Like... John L. Lewis card** and discuss the questions.

5. **Formative Assessment**: While gathered as a class, ask students to "think, pair, share" to describe what working in factories and stores was like in 1900. Listen to students as they answer and talk through any important misconceptions.



Hats were so popular that women would ride their horses into town to buy the newest styles. The hats at this midwestern millinery shop are displayed outside on a tree.

Courtesy of the State Historical Society of Wisconsin

In the Millinery Shop

TWENTY-YEAR-OLD Elizabeth Wright Heller sold hats in 1880 at Mrs. Ann Swezey's millinery shop in Marengo, Iowa. "It was fun to sell hats and I had very good luck at it," Heller recalled. "So I tried them on myself to show them off, and usually made a sale."

Hats were an important accessory for a nineteenth-century woman's wardrobe. Women wore a hat or bonnet whenever they left the house. Some women bought a new hat every season or for special occasions. While hats were available from general stores and mail-order catalogs, most women preferred buying individually designed hats at local millinery shops.

A **milliner** designed, trimmed, and sold hats and bonnets. Most nineteenth-century Iowa millinery shops were owned and managed by women. In the 1870s and 1880s, millinery work

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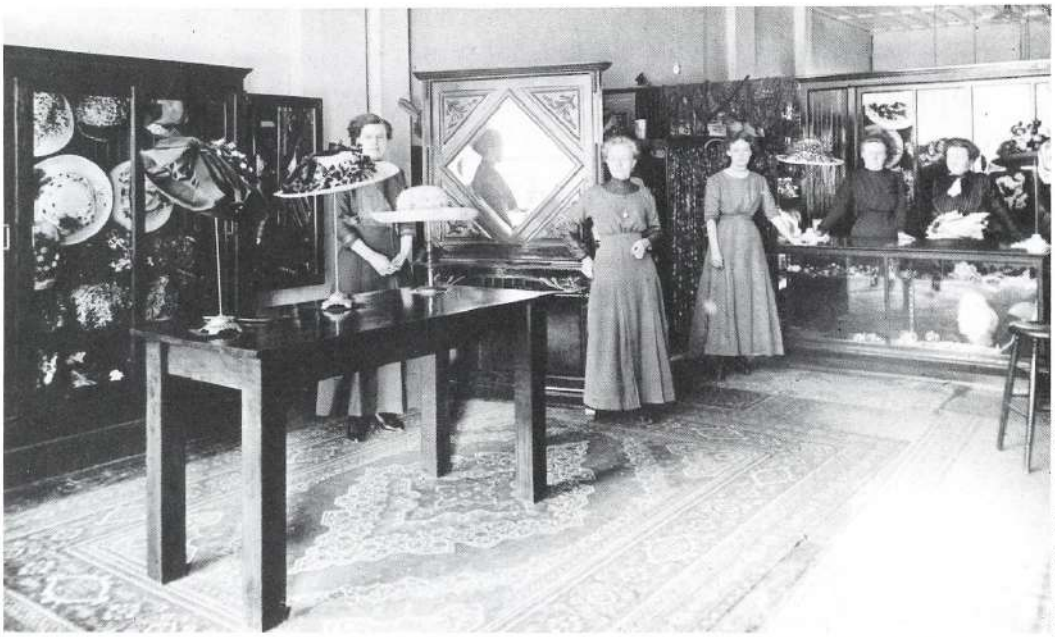
Courtesy of the State Historical Society of Iowa, "In the Millinery Shop," The Goldfinch, Vol. 8, No. 2, pp. 13, 1986

"In the Millinery Shop" Essay from *The Goldfinch*



Gilbert Irish Collection, SHSI

Women at this Iowa City millinery shop are ready for the Christmas rush of customers.

was the third most popular employment for women.

The majority of milliners were single women. However, one study found that almost one-third of Iowa milliners in 1880 were married women.

Owning a millinery shop was one of the few socially accepted ways women could own businesses. Mostly men operated other types of stores. A milliner had a wide variety of duties. She was a buyer, designer, stocker, salesclerk, advertising manager, and accountant.

Milliners were creative in designing hats. Edith Jacks, a nineteenth-century milliner, remembered "fashioning those . . . wire frames with silk or lace; then decorating them with flower and vegetable gardens." Milliners also designed hats with colored feathers, satin ribbons, and clusters of artificial birds and fruit.

Besides hats, millinery shops sold ladies cuffs, collars, gloves, sewing supplies, fashion magazines, and the current dress patterns. The shops provided rural Iowa women with the current fashion styles of eastern cities. An 1873 newspaper advertisement for Pratt and Strub, an Iowa City millinery, read: "Nowhere else are the equals of our millinery offers to be found. We believe we are the only house where original New York Pattern Hats are to be found."

Some milliners traveled to eastern cities to buy new hats. Mrs. Whitcomb, a Hampton milliner, visited Chicago every spring to select new styles. "Pausing from biting off a thread or plying her needle to a bit of straw," remembered Oney Fred Sweet, "she told of her personal contacts with the famous ones of the metropolis."

Women also flocked to local millinery shops to meet friends and socialize. "Every afternoon the narrow space inside the walls of packing boxes was crowded. After school we girls always went there," wrote one novelist. "Married women began to call each other by their first names. In the milliner shop they chattered like girls, laughed, and spoke without thinking." □

Courtesy of the State Historical Society of Iowa, "In the Millinery Shop," The Goldfinch, Vol. 8, No. 2, pp. 14, 1986

"Muscatine's Pearl Button Factory" Essay from *The Goldfinch*

Women workers in button factories used dangerous machines to cut the shells into circles called blanks. Some women cut their fingers in the machines.

Muscatine's Pearl Button Factory

THE WORLD'S first fresh-water pearl button industry was started in Muscatine, Iowa, in 1891. A German immigrant named John F. Boepple used clam shells from the nearby Mississippi River to make inexpensive pearl buttons, hat pins, and charms. At the time, buttons made from ocean shells were popular, but expensive. Pearl buttons made from shells found in fresh-water rivers were easier to find and cheaper to make.

Within two years, Boepple's Muscatine Button Factory grew from one-room into a two-story brick business employing 100 people. Entire families dug clams and sold shells to the booming button industry. By 1897, there were 53 button-making companies in Muscatine. The town was nicknamed "Pearl City."

While Iowa was an agricultural state, industries were growing rapidly. The button industry was ranked as the fourth largest in the state for employing women workers. By 1900, more than 21,000 women held manufacturing and mechanical jobs. The 1900 census, for example, showed that women worked in carpet, boot and shoe factories, in knitting mills, and as glove makers and button makers.

In the Muscatine Button Factory, like most late-nineteenth century factories, men and women were **segregated** (separated) and had different jobs. People believed men should have the more physically demanding jobs. Traditional views about "men's work" and "women's work" also divided men and women.

In the button factory, men pulled the shells out of large vats and removed the remaining clam meat. Then they cut shells using automatic saw machines. Boys as young as 14 served as apprentice button cutters.

Some women worked machines that drilled

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Courtesy of the State Historical Society of Iowa, "In the Millinery Shop," The Goldfinch, Vol. 8, No. 2, pp. 16, 1986

"Muscatine's Pearl Button Factory" Essay from *The Goldfinch*

lost women workers in button factories spent ten ours a day sorting buttons and placing them in boxes.

oles or polished buttons, but most women and irls were employed as sorters and button carders. orters separated and counted finished buttons. arders included many married women and girls. hey worked at home and sewed the finished uttons onto cardboard pieces. Their work was ften **repetitive** (doing the same thing over and ver) and dull.

Women were paid not by the number of hours ıey worked, but by the number of buttons they rilled, polished, sorted, or sewed. This form of ayment called **piece rate** was common in most ırn-of-the-century industries. It encouraged omen to work faster and longer and to bring ork home after hours. Employees already orked ten to twelve hours a day.

Button factory work was often hazardous for oth men and women. Iowa was one of the few tates in the U.S. with no laws concerning orkers' health and safety in the late nineteenth entury. Employees breathed thick shell dust that aused lung diseases. Drilling and pressing ıachines often cut off or gashed fingers.

Women were slowly stepping out of the home into the public work world. Like the women employed at the Muscatine Button Factory, many found their work tiring, low paying, and sometimes dangerous. □

Based on interviews with employers and employees in Iowa button factories around the turn of the century, O.D. Longstreth wrote a report in 1906. Read about the working conditions for women in button factories. Then answer the questions. *(Answers on page 23.)*

The inspiration and excitement of the crowd are very attractive to the young women. Where the button factories are established girls much prefer the factory to domestic employment.

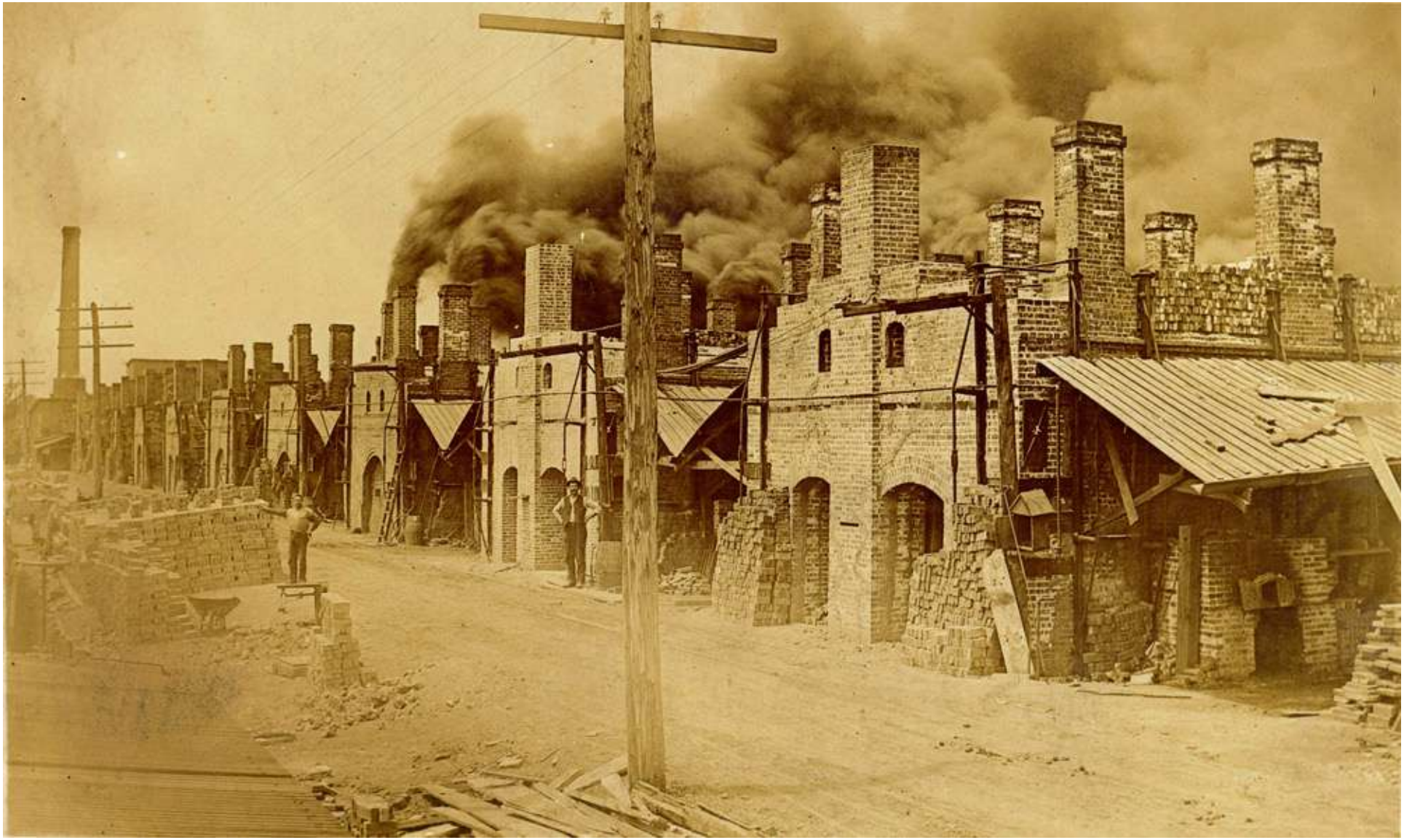
The work which the women do in this business has been done by them since the industry started. The men have come to regard it as women's work . . . The employers regard the women as more refined and [skillful] at the machine work than man could possible be. Since [the employer] can [hire] female labor cheaper than male help, he naturally encourages this view of the proper sphere. The work [requires] great accuracy, quickness of judgment and speed . . . and coordination of the mind, eye, hand, and body . . . this constantly for ten hours daily, must cause nervous harm . . .

Questions

1. According to employers, why are women good factory workers?
2. Why do you think women wanted to work in a factory?
3. Compare working in a button factory to working as a domestic servant. Which would you rather do? Why?

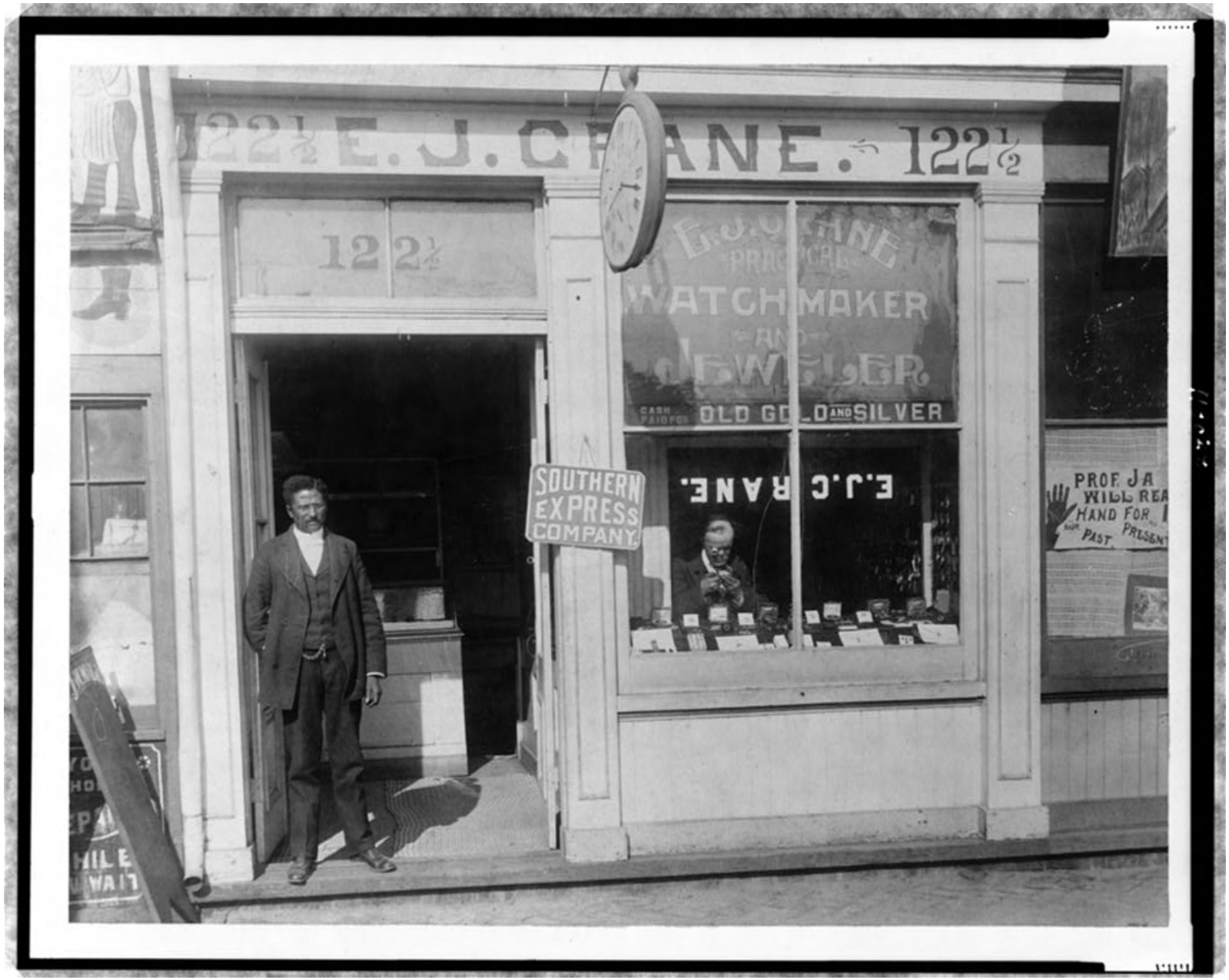
Courtesy of the State Historical Society of Iowa, "In the Millinery Shop," The Goldfinch, Vol. 8, No. 2, pp. 17, 1986

Men Outside the Des Moines Brick Company, ca. 1900



Courtesy of the State Historical Society of Iowa, ca. 1900

E.J. Crane, Watchmaker and Jewelry Store, in Richmond, Virginia, 1899



Courtesy of Library of Congress, "E.J. Crane, watchmaker and jewelry store with man working in window and man standing in doorway, Richmond, Virginia," 1899

Carpentering, November 1918

Courtesy of Library of Congress, "Carpentering," November 1918

Dressmaker Angelina Guinzali in Boston, Massachusetts, January 25, 1917

Courtesy of Library of Congress, Jackson, William H., "Mountain milk maids," ca. 1900

People at Work in Schools

Unit Compelling Question

How do Iowans work to provide for themselves, their families and their communities?

Unit Supporting Question

How did Iowans make a living to support their families and communities in 1900 according to census records?

Overview

In 1900, many Iowans, especially women, worked as teachers in schools. Students will use primary sources to describe what working in schools was like for Iowans at the beginning of the 20th Century.

Source Background

By 1900, more children in Iowa were going to school. In rural areas, a one-room school had many grades learning together with one teacher. In urban areas a teacher had a class of students who were all in the same grade level. This image shows teachers with pupils at Whittier Primary School in Hampton, Virginia, around 1899. Students learned reading, writing and arithmetic and sometimes geography, needlepoint or Bible lessons. In rural areas, children were not required by law to attend school until 1902, and many of them stayed home to help with work on the farm.

Instructions

1. Display and read aloud ***The Goldfinch* essay, "Slates and Blackboards."** Pause to discuss, as necessary. Ask students to retell what parts of the essay help them visualize what it was like to work in schools in 1900. Circle information from the essay related to students' observations.

> **Goldie's History Kit Connection:** To see children that were pulled out of school to work, refer to ***Kids At Work: Lewis Hine and the Crusade Against Child Labor*** and discuss the questions.

2. Now, you will introduce the primary source. Begin by displaying the image, **"Teacher and Students at Whittier Primary School in Hampton, Virginia, ca. 1899."** Read the source background (above) aloud to students. One at a time, ask them to make observations about what it was like to work in schools in 1900. Circle these observations on the image with a marker or highlighter.

> **Goldie's History Kit Connection:** To learn more about schools and teachers in early Iowa history, refer to the **Teaching Certificate, First Grade** and discuss the questions.

3. **Formative Assessment:** While gathered as a class, ask students to "think, pair, share" to describe what work in schools was like in 1900. Listen to students as they answer and talk through any important misconceptions.

Materials

- **"Slates and Blackboards" essay from *The Goldfinch***
- **"Teacher and Students at Whittier Primary School in Hampton, Virginia" image**
- Markers or highlighters

Slates and Blackboards

IN EARLIER times, girls were denied an education because some people thought that their bodies were too weak and their brains too small. By the mid-nineteenth century, however, this thinking changed. People believed girls should be educated so that they could be better wives and mothers.

Because women took care of children in their role as mother, teaching neatly fit into their "womanly duties." As men left teaching for

Teachers around the turn of the century often had students of all ages in their classrooms. School supplies were scarce in these early schools. How is this 1900 classroom different from your own?

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Courtesy of the State Historical Society of Iowa, "In the Millinery Shop," The Goldfinch, Vol. 8, No. 2, pp. 10, 1986

higher paying work in factories or farming, jobs opened up for women. Women, with less ways to earn cash wages, were paid less than men.

By 1880, teaching was the second most popular employment for Iowa women. Two-thirds of public school teachers were women. Many women wanted to escape what one girl called the "drudgery" of farm work. Others wanted to earn money to help support their family's income, or to pay for a brother or sister's education.

Riding Horseback to School

What was life like for teachers? Let's take a look at Alice Money Lawrence who lived on a farm near Albion. When she was 14 years old, Alice made $1.50 a week for taking care of sheep. She used the money to pay for tuition at the Albion Seminary (school) where she received a teaching certificate in 1866.

Alice's first teaching job was at a school in Grundy County, 16 miles from her home. She rode 45 minutes on horseback each way to school. Twelve students of all ages were in her class, but five left school when harvest began. Older farm boys usually helped with the fall harvest and spring planting. Because so many rural kids had to help with farm chores during these times, there were two school terms: "winter" and "summer." They each were about four months long between the harvest and planting seasons.

In 1868 Alice taught at another school. Teachers often moved from school to school. She instructed 40 students in a one-room Vienna Township schoolhouse. Students learned reading, writing, arithmetic, spelling, and geography. They had to memorize many facts. Students in nineteenth-century schools did not have colorful textbooks and magazines, maps, globes or films. Students brought whatever books they had from home. The only supplies found in most classrooms were slates and the blackboard in the front of the room.

Like other teachers, Alice "boarded" with a family. She paid for rent and food. She disliked these living arrangements because the house was dirty and her hostess could not cook well. Alice spent long hours alone at the schoolhouse reading and writing letters.

Despite its difficulties, teaching was rewarding for Alice. In the late 1860s, she wrote to her sister Sarah in Ohio:

> You ask if I like teaching. Oh, yes, the teaching part but not the discipline. I had to keep all my scholars but one in at recess today, and I had to whip one boy—the first punishment of that kind that has been necessary. Then it is so hard not to like some children better than others, and there are so many little disputes to settle. But I do like teaching.

In 1869, Alice ended her teaching career. She married a doctor the following year. For many women like Alice, teaching was not a lifetime career. They taught only until they married.

Yet, other women did pursue lifelong careers in education as teachers, principals, and school superintendents. Some women teachers went on to careers in professional fields. Education and teaching had helped to open once-forbidden doors to business, law, and medicine. □

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Courtesy of the State Historical Society of Iowa, "In the Millinery Shop," The Goldfinch, Vol. 8, No. 2, pp. 11, 1986

Teacher and Students at Whittier Primary School in Hampton, Virginia, ca. 1899

Courtesy of Library of Congress, Johnston, Frances B. "Thanksgiving Day Lesson at Whittier," ca. 1899

People at Work in Domestic Service

Unit Compelling Question

How do Iowans work to provide for themselves, their families and their communities?

Unit Supporting Question

How did Iowans make a living to support their families and communities in 1900 according to census records?

Overview

In 1900, many Iowans, especially women, made a living as domestic workers. Students will use primary sources to describe what working in other people's homes was like for Iowans in domestic service.

Source Backgrounds

Source 1: In 1900, servants took care of the household, like in this image, and sometimes the people who lived there. Servants might dust, mop floors, tend fires, run errands and do the shopping, wash laundry, help family members with what they needed and sometimes, do the cooking. Some servants lived with the family they worked for, and sometimes they lived in another house away from the family.

Source 2: In 1900, the work of housekeepers and servants probably looked very similar. In larger homes, more hired help meant that they could specialize and do certain tasks. A housekeeper would be in charge of taking care of the house, cleaning, decorating, repairing household items and sometimes, they were also the cook. The cook in this image is from a very famous house, the White House in Washington, D.C., where the U.S. president lives.

Instructions

1. Display ***The Goldfinch* essay, "A Job for the Summer."** Explain to students that this text is historical fiction, not an informational article. Historical fiction means the author used true facts as part of the made-up story. Read the text aloud and pause to discuss, as necessary.
2. Ask students to retell what parts of the essay help them visualize what working in other people's homes was like in 1900. Circle information from the essay related to students' observations.
3. Now, you will introduce the primary sources. Begin by displaying source 1, **"Servants in Bulloch Hall's Dining Room."** Read the source background (above) aloud. One at a time, ask them to make observations about what working in other people's homes was like in 1900. Circle these observations on the image with a marker or highlighter.
4. Repeat Step 3 for the image, **"Cook in White House Kitchen, ca. 1890."** Consider having students make observations with a partner and then reporting back to the class.

Materials

- **"A Job for the Summer" essay from *The Goldfinch***
- **"Servants" image**
- **"Cook in White House Kitchen" image**
- Markers or highlighters

Instructions continued on next page

People at Work in Domestic Service

Instructions continued

Goldie's History Kit Connection: To further explore the life of a domestic worker, refer to the excerpts from **Dress Code and Morals, Employment for Women Book** and the **Maid Uniform** from Montauk Historic Site and discuss the questions.

5 **Formative Assessment**: As a class, ask students to "think, pair, share" to describe what it was like to work in other people's homes. Listen to students as they answer and talk through any important misconceptions.

A JOB FOR THE SUMMER

Millie K. Frese

In the summer of 1920, a young Iowa girl left home to work for a farm family. Will the experience be a good one?

Lena Richards was going on 13. She'd lived in town all her life, with her parents in the bungalow behind the creamery her father managed. She'd never been away from home before by herself. That's why Lena was so surprised when her mother came home with this news:

"Mrs. Graham gave birth to twins last week. She's looking to hire someone to help out for a spell."

Mama always thought Lena was missing out, not having any brothers or sisters around. Working for the Grahams would be a good experience, she reasoned. Mama called it an opportunity. Papa, after a bit of convincing, agreed.

So that's how Lena found herself in the front seat of Mr. Graham's truck early on the first Monday morning of summer vacation. She clutched her suitcase in her lap on the way to her very first job.

"The house sits behind that clump of pines," Mr. Graham said, turning up a bumpy dirt lane toward his place. "We raise a little of this, a little of that," he continued, cheerfully talking about corn, oats, wheat, milk cows, sheep, pigs, and —

Chickens! What a cackle they made scurrying out of the way when Mr. Graham pulled the truck into the yard.

A wiry old man with a white pointed beard opened Lena's door and reached for her suitcase.

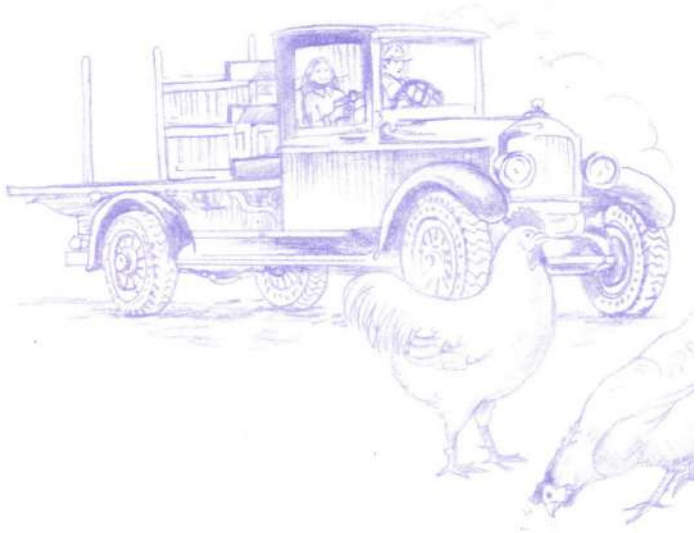
"Pa, this is Lena," Mr. Graham said.

"She don't look like much of a farmhand to me," Old Mr. Graham snapped. "She'll have to earn her keep around here like the rest of us." Old Mr. Graham didn't mince words and she'd heard that he didn't waste money. Lena couldn't tell if he was smiling or not as he turned away.

"Don't mind Pa," Mr. Graham said as he led Lena indoors. "It's the roosters you gotta look out for around here!"

Lena didn't have a chance to ask what he meant. They were already in the kitchen and Mrs. Graham, relieved to see her new helper, had things for Lena to do.

"The wash water's hot," Mrs. Graham said, taking a steaming copper boiler off the stove. Lena followed



Courtesy of the State Historical Society of Iowa, Frese, Millie K.,"A Job for the Summer," The Goldfinch, Vol. 17, No. 4, pp. 27, 1996

"A Job for the Summer" Essay from *The Goldfinch*

Mrs. Graham to the wringer washer and piles of dirty laundry on the back porch. She rolled up her sleeves and went to work.

Hot sudsy water splattered the front of Lena's dress as she washed and rinsed the laundry. The shirts. The pants. The dresses. The underclothes. The towels. The diapers. Her arms ached from cranking the washing machine and from lugging fresh kettles of hot water. They ached from stretching to clip the heavy, wet wash onto the clotheslines out by the vegetable garden. Sweat streaked her face. Damp auburn curls stuck uncomfortably to her forehead. It was almost lunch time when she finished.

Lena decided she didn't like Mondays on the farm much at all.

The men came in from cultivating corn; they watered the horses, then sat down to eat. What a feast! Lena helped serve a salad made with fresh greens, fried chicken, new potatoes and garden peas, cold milk, warm rhubarb pie, stacks of sliced homemade bread, and pitchers of cold milk.

Mr. Graham gave thanks for the meal, for the land that provided the food, and for the hands that prepared it. Then they ate until they could hold no more, with Lena refilling the food platters for the hungry workers. After the men were finished eating, it was Lena and Mrs. Graham's turn. They enjoyed a quick meal, then cleared the table and washed the dishes.

During lunch, the babies slept; when the dishes were done, Mrs. Graham fed one while Lena rocked the other on the shady front porch.

"We always rest awhile after lunch," Mrs. Graham explained. "Then it's time to gather eggs." She told Lena where to find the baskets, how to line them with handfuls of grass to cushion the eggs, and where to find the chicken feed.

Lena had never been inside a chicken coop before. She stepped cautiously through the door. A few hens remained on their nests until Lena shooed them away.

"Stubborn birds," she muttered. The eggs she found were warm and smooth to her touch. Some were white, others brown or creamy colored. Soon the basket was full.

Courtesy of the State Historical Society of Iowa, Frese, Millie K.,"A Job for the Summer," The Goldfinch, Vol. 17, No. 4, pp. 27, 1996

"A Job for the Summer" Essay from *The Goldfinch*

Lena blinked hard as she stepped back out into the afternoon sun. In the moment it took her eyes to readjust, a big black-feathered rooster with a bright red comb collided, scratching and pecking, into the back of her legs. Lena screamed. The rooster crowed. The hens beat the air with their wings.

"Those roosters are mean as the dickens!" Old Mr. Graham hollered above the noise. He ran toward Lena, swatting the fierce bird with a broom. Lena fought back tears as she saw blood trickle down her leg where the rooster had gashed her calf. She was afraid to look into the basket of eggs.

"No harm done," Old Mr. Graham said, noticing a half dozen or so broken eggs oozing from the basket. He helped Lena to her feet and put his arm around her shoulders.

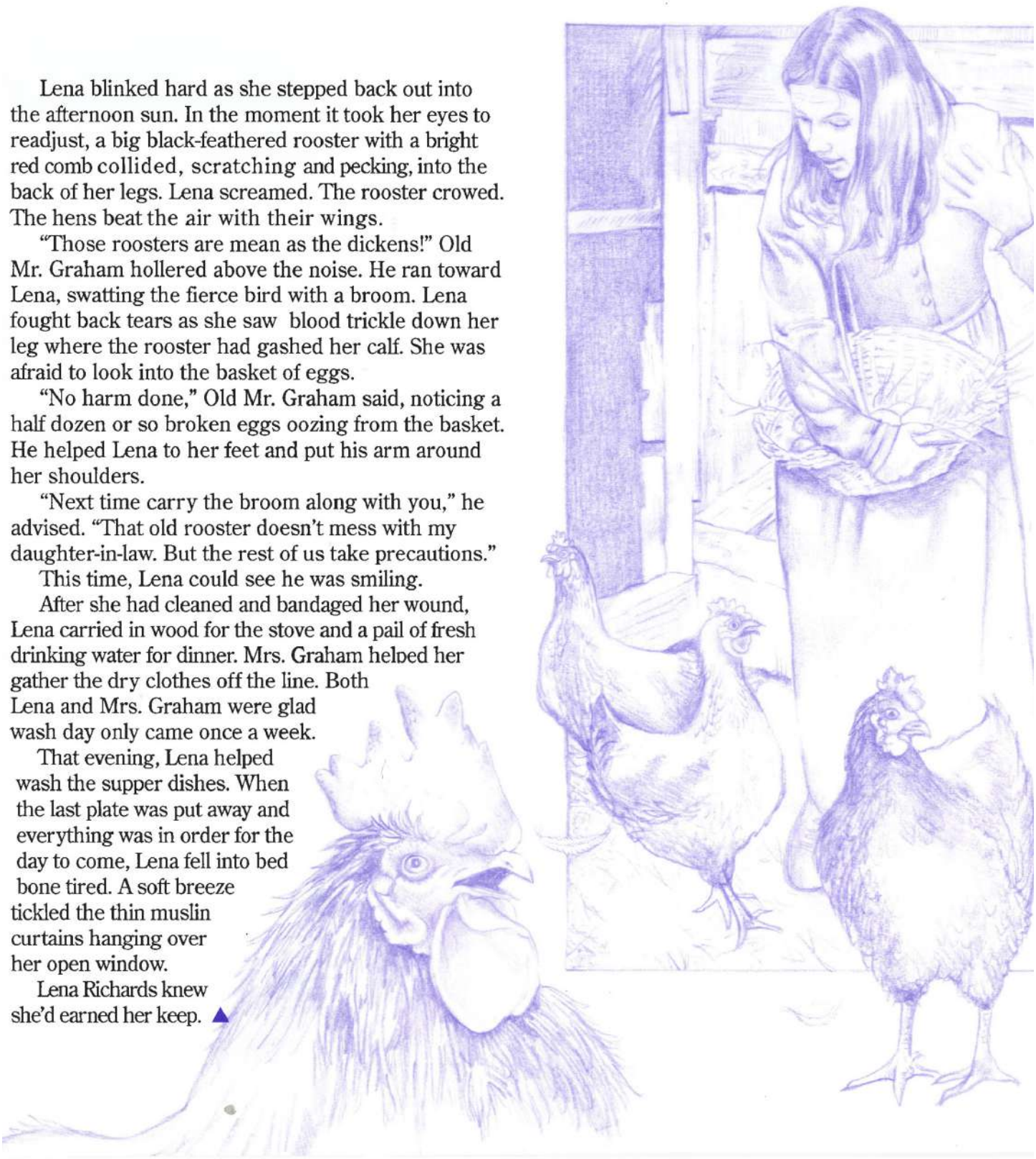
"Next time carry the broom along with you," he advised. "That old rooster doesn't mess with my daughter-in-law. But the rest of us take precautions."

This time, Lena could see he was smiling.

After she had cleaned and bandaged her wound, Lena carried in wood for the stove and a pail of fresh drinking water for dinner. Mrs. Graham helped her gather the dry clothes off the line. Both Lena and Mrs. Graham were glad wash day only came once a week.

That evening, Lena helped wash the supper dishes. When the last plate was put away and everything was in order for the day to come, Lena fell into bed bone tired. A soft breeze tickled the thin muslin curtains hanging over her open window.

Lena Richards knew she'd earned her keep. ▲



Courtesy of the State Historical Society of Iowa, Frese, Millie K.,"A Job for the Summer," The Goldfinch, Vol. 17, No. 4, pp. 27, 1996

Servants in Bulloch Hall's Dining Room in Roswell, Georgia, March 27, 1907

Courtesy of Library of Congress, Paxton, William M., "The house maid," between 1900 and 1920

Cook in White House Kitchen, ca. 1890

Courtesy of Library of Congress, Johnston, Frances B., "Cook in White House kitchen," ca. 1890

Lesson Summative Assessment

Unit Compelling Question

How do Iowans work to provide for themselves, their families and their communities?

Unit Supporting Question

How did Iowans make a living to support their families and communities in 1900 according to census records?

Instructions

1. Distribute the **lesson summative assessment worksheet** to each student or set up a rotating station where each student dictates their answers to an adult.
2. This assessment has two parts. First, students will look at a primary source image that shows a work setting from each of the places talked about in this unit (school, store, home, factory and farm). They will draw a line to connect the photo to its correct label. This measures understanding of historical context and specifically place.
3. Then for the second part, students will write or dictate a claim about how work in 1900 compares to work today. This measures students' ability to compare and contrast life today with life long ago.

Assessment Scoring Options

Proficient	Claim shows understanding of how Iowans made a living in 1900 compared to today (possible answers: people did more of the work and not machines, kids did many jobs, was the same kind of job as some people do today, etc.)
Developing	Mixture of some accurate and some inaccurate ideas
Beginning	Unable to write/draw any ideas in the given time and/or ideas are very inaccurate

Lesson Summative Assessment Worksheet

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

Directions: Draw a line from the photograph to the word that tells where that kind of work is happening.

Courtesy of Library of Congress

Courtesy of Library of Congress

School

Store

Home

Factory

Farm

Courtesy of State Historical Society of Iowa

Courtesy of Library of Congress

Courtesy of Library of Congress

Directions: Write one sentence to answer the question below.

How does work in 1900 compare to work today?

Vocabulary Flashcards

READ IOWA HISTORY

Goods

READ IOWA HISTORY

Factory

READ IOWA HISTORY

READ IOWA HISTORY

Goods

A good is an item that someone has made. Goods are items you buy, such as food, clothing, toys, furniture and toothpaste.

Factory

A factory is a business where people use tools and machines to make lots of the same kind of good (product).

Additional Resources for Educators

People at Work Primary Source Set
This is a digital collection of primary and secondary sources that explores how work evolved for Americans from 1900 to present-day.

"Iowa: a State of Work," from *The Goldfinch*, 1996
Amy Roth wrote this article for the Summer 1996 edition of *The Goldfinch: Iowa History for Young People*. This article explains different eras of work in Iowa over time, including in agriculture and manufacturing.

Multiple Graphs, Charts and Graphics Featuring Iowa's Population and Occupation
Willis Goudy, a professor of sociology at Iowa State University, published his 2008 book, "Iowa's Numbers: 150 Years of Decennial Census Data With a Glance to the Future." Multiple charts and graphs from the book and other sources are looking at Iowa's population and popular occupation in rural and urban areas in this additional resource.

"Who Worked Where?" from *The Goldfinch*, 1996
This excerpt from *The Goldfinch: Iowa History for Young People* includes a mapping activity to meet standard SS.1.16. and connect with this unit of study about work.

Photo Collection: Top Ten Occupations for Men in Iowa (1900 to 2000)
This document features images of the top 10 occupations self-reported by Iowans who identified as male for 1900, 1950 and 2000.

Photo Collection: Top Ten Occupations for Women in Iowa (1900-2000)
This document features images of the top 10 occupations self-reported by Iowans who identified as female for 1900, 1950 and 2000.

READ ALOUD

EDUCATOR MATERIALS

People at Work

1ST GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

People at Work

Introduction

A **"read aloud"** is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. The People at Work Goldie's History Kit provides four books related to people at work. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What's Included

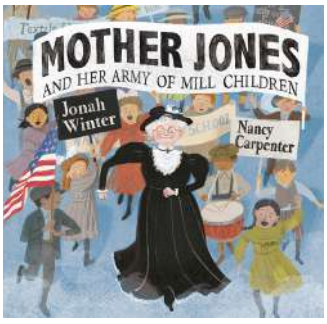
Each Read Aloud Activity Features

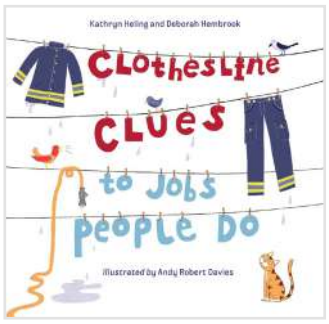
- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

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, people at work, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Mother Jones and her Army of Mill Children* by Jonah Winter
- *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909* by Michelle Markel
- *Clothesline Clues to Jobs People Do* by Kathryn Heling and Deborah Hembrook
- *Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freedman





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.

People at Work

1st Grade

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Book: *Clothesline Clues to Jobs People Do* 54

Book: *Kids at Work: Lewis Hine and the Crusade Against Child Labor* 55

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 (people at work) 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, people at work.
- 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.

People at Work

1st Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
  - **Example:** *Brave Girl*, the picture-book biography, introduces young readers to terrible working conditions of U.S. garment industry in the early 1900s. Clara, the book's protagonist, not only provides for her family, but she also learns English, attends night school and fights for better workers' rights. The labor movement, as highlighted in this book, has deep ties to Iowa history. Leaders from across the state fought to start the first craft and industrial unions during the first half of the 20th century in communities like Burlington, Cedar Rapids, Des Moines, Dubuque, Ottumwa, the Quad Cities, Sioux City and Waterloo.
- 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.

People at Work 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 people at work. 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.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	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.1.7.	Investigate how social identities can influence students' own and others' thoughts and behaviors.
SS.1.9.	Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)
SS.1.10.	Compare and contrast rules or laws within different communities and cultures. (21st century skills)
SS.1.13.	Explain why people have different jobs in the community. (21st century skills)
SS.1.21.	Compare life in the past to life today within different communities and cultural groups, including indigenous communities.
SS.1.23.	Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.

Mother Jones and her Army of Mill Children

Jonah Winter
Author

2020
Year of Publication

Social Activist Biography (Storybook)
Book Genre/Type

Book Description

Based upon the life of an early 1900s activist, Mother Jones was an Irish immigrant who fought for the rights of children through labor laws. Jones was driven to speak out on behalf of the voiceless in society after she encountered the working conditions of coal miners, factory workers and child laborers. In order to draw the attention of the nation to the plight of the workers, Jones organized a Children's Crusade. Over 100 children marched from Philadelphia to President Theodore Roosevelt's summer home in Long Island. Along the way, they raised awareness concerning their situation by sharing their stories in the cities they visited. In the end, Jones accomplished her goal by shining a light on the labor conditions in order to spark a change. The book concludes with a note from the author that provides a biographical overview of Mary Harris, who is lovingly remembered as Mother Jones. (40 pages)

- **Listen to the digital recording of the book**

Why This Book

Children are introduced to the impact of the Industrial Revolution on American working-class families. By the early 1900s, jobs in America started to transition from agriculture to industry. Because of low wages, parents sent their children to the factories in order to pay for essentials like food, clothing and housing. This book highlights the poor working conditions of these factories. Through Mother Jones' activism, students are introduced to ways in which communities and workers can come together to make their voices heard, such as, unionizing, protesting, marching and public speaking. Throughout the work, the author incorporates quotations from Mother Jones' speeches.

Text-Dependent Questions

1. The conditions described in this book actually took place over 100 years ago. Why do you think that some children had to go work in the factories with their parents instead of going to school?

2. In the fabric mills of Philadelphia, children ages nine and 10 worked in horrible conditions. What were some of the dangerous conditions that Mother Jones described?

3. Mother Jones organized the Children's Crusade that marched from Philadelphia to Long Island in order to raise awareness for the child labor conditions. How did marching across the country draw people's attention to the children's issues? What other things did the children do to share about their situation?

4. By the end of their journey, only three children and Mother Jones made it to Roosevelt's house. Why was this not a failure?

5. After the march drew the public's attention to the issues of child labor, what laws were put into place that changed who could work in the factories?

Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909

Michelle Markel
Author

2013
Year of Publication

Historical Biography (Storybook)
Book Genre/Type

Book Description

Brave Girl is based on the life of Clara Lemlich, a Jewish Ukrainian immigrant. As a teenager in the United States, Clara was not able to attend school, but instead she had to get a job working in a garment factory to help provide for her parents. Although Clara could not speak English, she understood the discriminatory nature of her situation. In addition to working long hours in the factory, Clara also attends night school. As she spoke with other factory workers about their working conditions, she began to organize strikes. Clara was met with opposition and persecution; however she persevered. Eventually, Clara helped organize the largest strike of women workers in the history of the United States. The book ends with a historical overview of the garment industry and a bibliography for further reading.
(32 pages)

- **Listen to the digital recording of the book**

Why This Book

This picture-book biography introduces readers to the awful state of the U.S. garment industry in the early 1900s. In the midst of terrible working conditions, Clara not only provides for her family, but she also learns English and attends night school. Clara's actions demonstrate that a person can do anything they put their mind to. This work highlights the role of activists to expose social injustice. The formation of workers' unions also is depicted.

Text-Dependent Questions

1. Clara is a minority. She is an immigrant from the Ukraine. She had to leave her country because she was being persecuted for her Jewish faith. When she arrived in the U.S., her family had little money. Why did many of the factory works have similar backgrounds to Clara's?
2. What are the working conditions like in the garment factory that Clara worked at?
3. What were some of the consequences for Clara during the strikes? Why did she keep fighting?
4. A union is made up of workers in an industry who come together to achieve common goals. How does organizing together help to make one's voice heard?
5. Yiddish is a common language spoken by Jewish people of Eastern European descent. How does Clara bring about change in her community even though she cannot speak English very well?
6. Often, standing up for what is right is not easy. Clara and her fellow protesters endured harsh conditions. Why was it important to them to "stand fast" in the middle of such oppression?

Clothesline Clues to Jobs People Do

Kathryn Heling and Deborah Hembrook
Authors

2014
Year of Publication

Informational
Book Genre/Type

Book Description

This informational book introduces readers to the different uniforms that various workers wear. Each outfit is displayed on a clothesline with a description. The reader is asked to guess what the person does. Then, on the next page, the worker is revealed in their work environment. (40 pages)

- **Listen to the digital recording of the book**

Why This Book

This book encourages the reader to imagine the types of jobs that require specific clothing or uniforms. The workers included in the book are a mail carrier, a farmer, a carpenter, a firefighter, an artist, chef and an astronaut. Men and women are depicted in these different careers. Some jobs, that were once considered only for men, are also depicted as being fulfilled by women. This book demonstrates that anyone can be what they want to be.

Text-Dependent Questions

1. Chefs wear aprons and artists wear smocks. How does one's clothes help them do their job?
2. Traditionally, those who delivered mail were referred to as mailmen and those who put out fires were called firemen. Does this mean that only men can do these jobs?
3. There were many coal mines in Iowa's early history and children often worked alongside adults. According to Hine, what types of danger did workers face in the coal mines?
4. The book states, "People who opposed child labor in industry often felt differently about farming" (pg. 63). Why would some people accept child labor for farming and not for other industries, like factory work?

Kids at Work: Lewis Hine and the Crusade Against Child Labor

Russell Freedman
Author

1998
Year of Publication

Historical Biography
Book Genre/Type

Book Description

As an investigator for the National Child Labor Committee, Lewis Hine traveled across the United States in the early 1900s photographing the working conditions of labor factories. This book tells the story of Hine's life and his contribution to social reform in the labor industry. Through his travels, the reader is introduced to a variety of working conditions from mill work, to mining and farming. (112 pages)

Why This Book

The author illustrates the working conditions being described in the book by incorporating Hine's "Working Portraits." The stark contrast of these black and white photos confronts the reading with the deplorable working conditions of the early 20th century. The middle portion of the book provides readers with an overview of what it was like to work in the mills as spinners, doffers and sweepers. The conditions of child labor are examined, which resulted in poor health, injury and illiteracy. Similarly, the dangers of coal mining are detailed. A final noteworthy section of the book focuses on the work of children in the cities as "newsies," shoe shiners and deliverers. By exploring these various industries, readers are introduced to the ways in which lower-class Americans worked in the early 1900s.

Text-Dependent Questions

The focus of the text-dependent questions is limited to the following chapters: Spinners, Doffers, and Sweepers; Breaker Boys; Street Kids and Farm Kids.

1. A common saying is "a picture is worth a thousand words." Why did Hine's photographs have such an impact on Americans' views of labor conditions?

2. In the textile mills, many workers were between the ages of 10 and 15. Why were these children not in school? What were the working conditions like in the mills?

3. Buxton, Iowa, was a predominantly African-American community that worked in the coal mines. According to Hine, what types of danger did workers face in the coal mines?

4. The book states, "People who opposed child labor in industry often felt differently about farming" (pg. 63). Why was this an incorrect belief?

5. The majority of the workers photographed in this book were often poor, immigrants or minorities. Why did these populations find themselves in such horrible working conditions?

HISTORY MYSTERY

EDUCATOR MATERIALS

People at Work

1ST GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

People at Work

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, people at work. 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
- Video 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 reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

People at Work

1st Grade

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Suggested History Mystery Set Up and Implementation

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

Type of Activity	Before Activity	During Activity
Kit Connections Using the objects identified with Kit Connections	• Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the **Read Iowa History lesson plan**. • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. • If they have not already read it or had it read to them, please read aloud the **background essay** about people at work.	• 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.

People at Work

1st Grade

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to investigate objects	• Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the **background essay** about people at work.	• 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.

Coal Mining First Aid Kit *(Object Video Available)*

Description

This green, metal box is full of items that would be used to aid injured miners in the early 1900s. This kit in particular was used by the Black Diamond Coal Company out of Dallas, located in Marion County. Items included in the kit are bandages, gauze, tape, spoons and bottles full of medical liquid.

Object Significance

This kit is an example of the dangers some Iowans faced in working to support their families. In the 1900s, thanks to Iowa's rich natural resources, mining was a growing industry at the time. However, miners faced many dangers while working underground from mineral dust, dangerous gases, mine collapses and floods, accidents with tools and more. With this kit, Iowans were prepared to help each other when something bad happened.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. With so many dangers, why do you think some chose to work in mines?
3. Look closely at the materials included in the first aid kit. What do the materials tell you about the types of injuries coal miners faced?

Railroad Uniform *(Object Video Available)*

Description

This dark blue uniform was worn by Wilfred A. Burke of Boone, when he worked for Chicago & Northwestern Railroad during the mid-1900s. The uniform includes a jacket, vest, suspenders and pants. The jacket has "C&NW" stitched onto the collar with gold-colored C&NW buttons down the front, one gold-colored C&NW button on the end of each sleeve and one gold star patch on the left sleeve. The jacket has multiple pockets with one stating "made September 14, 1953 for W A Burke" on the inside. Unlike the jacket and vest, the pants have black buttons.

Object Significance

Burke worked for Chicago & Northwestern Railroad for many years. Serving as a brakeman in 1947, Burke eventually became a conductor by 1954. This uniform is an example of how Burke worked to support his family but also Iowa communities. He made sure they stayed connected to each other and the rest of the country by ensuring trains traveled on time.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Working the railroad includes long hours away from one's family. How could working the railroad support one's family? In what ways could it be difficult?
3. In the past, trains were important in moving people and resources quickly and over a long distance. What other ways are people and resources transported today? What is similar about trains and the other transportation modes you mentioned? What is different?

Dress Code and Morals, Employment for Women Book

HOW TO TRAIN A

Preparing Simple Recipes

The Art of

SERVANT TO COOK

Write Your Own Cook Book

"Dishing Up"

Description

This article, entitled "How to Train a Servant to Cook," was published in the May 1905 issue of *McCall's Magazine*. In between the article's text is an image of a woman preparing a meal. Published from the late 1800s to the early 2000s, **McCall's Magazine** aimed at providing topics and ideas for how married women, primarily in urban settings, could support their families.

Object Significance

Since its settlement as a territory, Iowa has been an agricultural state. Through the years, Iowa's economy would evolve and change, and in the process, so would people's lives. As cities grew and less work was needed on farms, new jobs started to pop up. At the same time, a larger demographic of families with wealth and leisure time expanded. This allowed people, especially women, to find work in other families' homes while freeing time up for those same families to turn their attention elsewhere. This article is an example of a time where Iowa's economy included an increase of new service jobs, including in households.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Looking at the picture and the text, who was the audience for this article and magazine?
3. The author of this article projects some noticeable aged and sexist views toward women in the service industry. How have attitudes changed since this article was published in 1905? How have attitudes remained the same? Why do you think that is?
4. Preparing meals and housework used to be more time consuming, and many people looked to hire at least one household staff member to help if they could afford it. Do you think this has changed in present day? Why or why not?

Sewing Machine

Description

This foot-powered sewing machine was used by Alice Voitel for 60 years in Des Moines, Iowa. This design was first patented in 1862 and again in 1897. The top includes a lid that can be flipped out as a side table. Then the sewing machine itself can be lifted out of the inside compartment and set upright. The machine includes four small drawers and one larger one with smaller containers inside. The machine is 36x18x29 inches.

Object Significance

Clothes are always in demand, which made a modernized sewing machine such as this one important. This machine allowed many like Alice to pick up the trade and make or repair clothing, oftentimes in their homes. Through this machine, people like Alice had greater financial flexibility and independence.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Parts of this machine are made of metal while others are of wood. Why would different materials be used to create this sewing machine?
3. How would having a sewing machine in the home, to make or repair clothing, help families grow their income? How would more income that affect their lives?
4. How does this sewing machine look the same as modern ones? How does it look different from modern sewing machines?

Hand Cultivator

Description

This is a plow from the late 1800s that was used by a farmer in Madison County, Iowa. This machine was made by Planet Junior and it is made with wooden handles and metal parts. These parts include a cast iron wheel, two cultivator attachments and a bracket for changing out different attachments. It was designed to be operated by someone in a small garden or drawn by a single horse on a farm. The plow is 4x3 feet.

Object Significance

In 1900, farmers did not have large-scale machinery like they do today. But thanks to plows like this one, they could work their fields more efficiently. At the same time, Iowa towns and cities were quickly growing. While a majority of Iowans still lived on farms, access to machines like this allowed for farms to increase their harvest but also for people close to more urban centers to work and produce their own harvest.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. This plow made it a little easier for farmers, but it is nothing like the large, technologically-advanced machinery that is used by farmers today. Brainstorm how farmers made a living to support their families in the early 1900s knowing the type of equipment that was available, like this plow.
3. This machine is made to only be used by a single person. Discuss other tools and people a farmer would need in order to keep a farm running?

Teaching Certificate, First Grade

STATE OF IOWA

State Teachers Certificate

FIRST GRADE

DES MOINES, IOWA, July 15, 1926

This Certifies that FERN OLIVE GRAY having graduated from Des Moines University with the degree of Bachelor of Arts and having done the required work in Psychology and Education is hereby authorized to teach in any Public School in the State of Iowa, for a period of Five Years from date subject to registration as required by law.

Special subjects

THIS CERTIFICATE IS REGISTERED AND MADE VALID FOR

Appanoose County, from July 15 1926

Laurence McCracken
COUNTY SUPERINTENDENT

Story County, from July 15 1926

Geo. H. Kellogg
COUNTY SUPERINTENDENT

Description

This certificate was given to Fern Olive Gray on July 15, 1926. Issued by the state, this certificate approved Gray to teach first grade at any public school in Iowa. The paper is white with black print and includes an image of the state seal. On the back are the signatures of the county superintendents of Appanoose and Story counties validating the certificate. Gray's degree that accompanied this certificate was from Des Moines University.

Object Significance

Around the beginning of the 20th century, education in Iowa started to develop into the modern system known today. Prior to this time, the number of trained and certified teachers in the state was small, especially in rural schools. As a standard level of education for everyone started to take shape, certified teachers were highly desired. This certificate displays the work Gray and others had to put in to be qualified to work as a teacher in the state.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Why would having a school in a small Iowa community in the early 1900s be important?
3. As Iowa's schools have changed through the years, so has the teaching profession and the qualifications required to become an educator. In what ways might teaching today be different from teaching in 1926?

Maid Uniform from Montauk Historic Site

Description

This is a house maid uniform that was worn by a woman who worked at the **Montauk mansion in Clermont**, in Fayette County, which is now a state historic site. Originally serving as the home of Iowa's 12th governor, William Larrabee, this rural mansion was in the Larrabee family for nearly 100 years. The uniform is simple in design with the fabric primarily being black with a white, transparent design with its detachable collar. Anna Larrabee, his wife, was a strong believer that being idle would corrupt one's behavior. Because of this, she would have maids working from sunrise to sunset with little time off in a year. The duties one was expected to do in this uniform was cleaning the mansion's 14 rooms, preparing and cooking meals throughout the day and taking care of laundry. Maids were given two uniforms with this black uniform being worn in the evenings and possibly during special occasions.

Object Significance

Although being a maid for the Larrabee family was difficult and demanding, it was a position in high demand. From later interviews with former maids, the pay was $10 per hour, which was high for the time period. The maids were strictly under the watch of Anna Larrabee and also had a designated living area in the mansion to stay. The high wages allowed the maids to support themselves and their families. This money would also support the community, as maids would use their money in town.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Being a maid often meant working around 12 hours a day and living in the home of their employer. What might the benefits be of this arrangement? What might the challenges be? Do you think so much time away from their families would make the pay worth it? Why or why not?
3. Does this look like a practical uniform to wear as a maid? Why do you think maids had to wear two uniforms?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and **Google Drive folder**.

Analyze an Object

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

Continued on next page.

Analyze History Mystery Objects

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

THINK LIKE ...

EDUCATOR MATERIALS

People at Work

1ST GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

People at Work

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 people at work 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 (John L. Lewis and Emily Hawley Gillespie). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

Think Like... Activity Table of Contents

Card: Think Like John L. Lewis 72
Card: Think Like Emily Hawley Gillespie 73
Card: Think Like a Geographer 74
Card: Think Like an Economist 75
Card: Think Like a Historian 76
Card: Think Like a Political Scientist 77
Card: Think Like a Journalist 78

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 people at work. 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 people's jobs 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.

People at Work

1st Grade

Suggested Think Like... Activity Set Up and Implementation

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

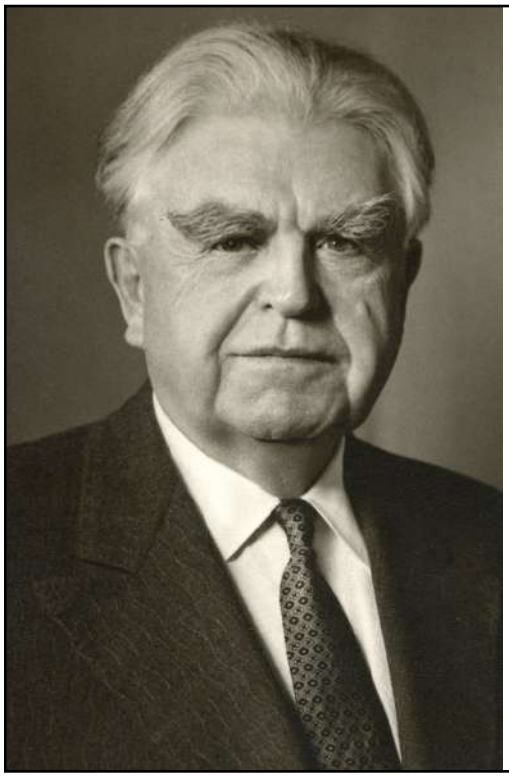
Type of Activity	Before Activity	During Activity
Kit Connections Using the Think Like... cards with Kit Connections	• Choose which Kit Connection with a Think Like... card you would like to use. • If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). • Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate. • Provide students with the Think Like... questions and display connected primary source image (if applicable). • Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to use Think Like... Cards	• Separate your students into groups. Assign each group a different Think Like... card from the kit. • Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• 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... John L. Lewis Card

Think Like John L. Lewis

- John L. Lewis fought for better working conditions and higher pay for workers. Why do you think this was important?
- Lewis began his career working in a coal mine. Coal mines are underground with no sunlight and often poor air circulation. How do you think it felt working inside a mine?
- How do you think Lewis' experience working in a coal mine helped him advocate for other mine workers?

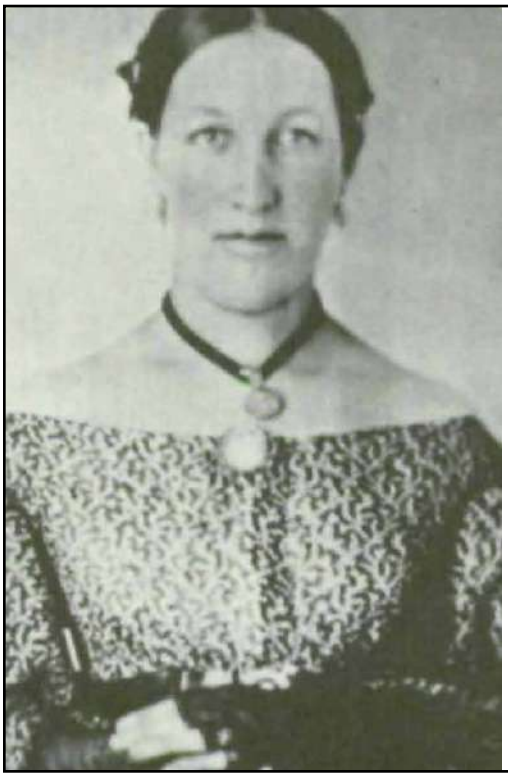


John L. Lewis (1880-1969)
John Llewellyn Lewis was born in Lucas, Iowa, on Feb. 12, 1880. The first of seven children, Lewis completed nearly 10 years of formal education before joining his father in the mines at the age of 16. From 1920 to 1960, Lewis served as president of United Mine Workers of America (UMWA), the largest and one of the most influential unions in the country, and also was the founding president of the Congress of Industrial Organization. Lewis became a popular public figure in the 1930s due to his leadership positions. He was a strong advocate for industrial unions in the labor movement, and fought for higher wages, safer working conditions and expanded benefits. Lewis died in 1969 at his home in Alexandria, Virginia.

Think Like... Emily Hawley Gillespie

Think Like Emily Hawley Gillespie

- Emily Hawley Gillespie and her husband owned a farm a long time ago, and she had many farm and household jobs. How would jobs, like the daily chores, impact the running of a farm?
- We know about Gillespie's jobs because she wrote in a **journal** every day. Why do you think keeping a journal is important?
- How do you think the work of a farm family, like the Gillespies, is different from family life today? What is the same as today?



Emily Hawley Gillespie (1839-1888)
Emily Hawley was born in Michigan on April 11, 1839. She worked as a seamstress and teacher until her marriage to James Gillespie in 1862. Gillespie and her husband later farmed outside Manchester, Iowa. Gillespie kept a daily diary for 30 years beginning in 1858 until her death in 1888. She wrote about farm life, such as what produce she harvested and preserved from her garden, how her husband tended the fields and what livestock he raised. She also recorded financial records, private thoughts and her family's activities. The 2,500 handwritten pages of her diary were given to the State Historical Society of Iowa in 1952 to help preserve the voice and thoughts of an early female Iowa farmer.

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?

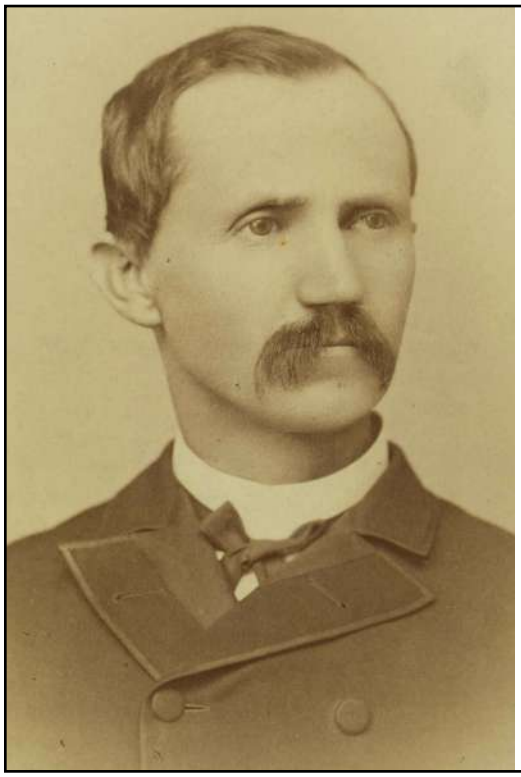
Ira Cook (1821-1902)
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be 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.

Photo Courtesy of Louise Rosenfield Noun Papers, Iowa Women's Archives, University of Iowa Libraries, Iowa City

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.1.1.	Explain why a compelling question is important.				
SS.1.2.	Generate supporting questions across the social studies disciplines related to compelling questions.				
SS.1.3.	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.				
SS.1.4.	Construct responses to compelling questions using examples.				
SS.1.5.	Take group or individual action to help address local, regional, and/or global problems.				
SS.1.6.	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
SS.1.7.	Investigate how social identities can influence students' own and others' thoughts and behaviors.		X		
SS.1.8.	Identify students' own cultural practices and those of others within the community and around the world.				
SS.1.9.	Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)		X		
SS.1.10.	Compare and contrast rules or laws within different communities and cultures. (21st century skills)		X		
SS.1.11.	Compare the goods and services that people in the local community produce with those that are produced in other communities.	X			
SS.1.12.	Explain why people in one country trade goods and services with people in other countries.				
SS.1.13.	Explain why people have different jobs in the community. (21st century skills)	X	X	X	
SS.1.14.	Explain why something borrowed must be returned. (21st century skills)				
SS.1.15.	Describe the role of financial institutions in the community in order to save and invest. (21st century skills)				
SS.1.16.	Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.				
SS.1.17.	Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.				
SS.1.18.	Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.				
SS.1.19.	Compare how people in different types of communities use goods from local and distant places to meet their daily needs.	X		X	
SS.1.20.	Create a chronological sequence of multiple related events in the past and present using specific times.				
SS.1.21.	Compare life in the past to life today within different communities and cultural groups, including indigenous communities.		X	X	X
SS.1.22.	Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.				
SS.1.23.	Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.		X		

Iowa Core Literacy Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.1.1	Ask and answer questions about key details in a text.		X		
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		X		
RL.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		X		
RI.1.1	Ask and answer questions about key details in a text.		X		
RI.1.2	Identify the main topic and retell key details of a text.		X		
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		X		
RI.1.4	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X			
RI.1.7	Use the illustrations and details in a text to describe its key ideas.		X		
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		X		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X			

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

Iowa Core Mathematics Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	X			

Goldie's History Kit Inventory List

Goldie's History Kit - People at Work Manual

Book 1: *Mother Jones and her Army of Mill Children* by Jonah Winter

Book 2: *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909* by Michelle Markel

Book 3: *Clothesline Clues to Jobs People Do* by Kathryn Heling and Deborah Hembrook

Book 4: *Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freedman

History Mystery Object Photos

- Coal Mining First Aid Kit
- Railroad Uniform
- Dress Code and Morals, Employment for Women Book
- Sewing Machine
- Hand Cultivator
- Teaching Certificate, First Grade
- Maid Uniform from Montauk Historic Site

7 Think Like... Cards

- John L. Lewis
- Emily Hawley Gillespie
- 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 People at Work Manual

Goldie's History Kit Container