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**REFLECTIONS OF YESTERDAY**

**PROCESSES FOR INVESTIGATION OF  
LOCAL HISTORY**

**Intermediate and Middle School Level**

STATE OF IOWA  
DEPARTMENT OF PUBLIC INSTRUCTION



**Iowa Department of Public Instruction**



**Iowa**  
a place to grow

and



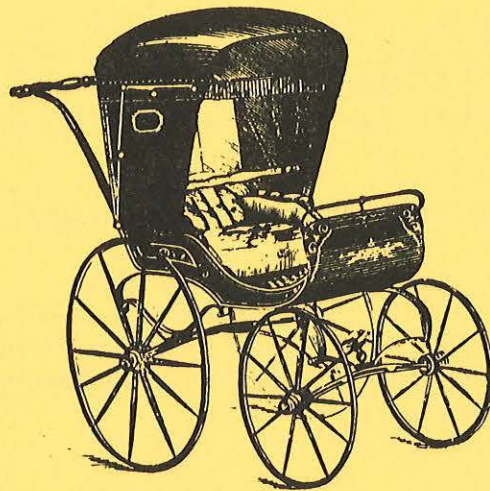
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LOCAL HISTORY

Intermediate and Middle School Level



Iowa Department of Public Instruction  
and the

Southern Prairie Area Education Agency



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# **REFLECTIONS OF YESTERDAY**

## **Processes for Investigation of Local History**

### **Intermediate and Middle School Level**

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*REFLECTIONS OF YESTERDAY*

Reflections of the past step through the mirror of yesterday  
into our todays and tomorrows.

the way we were . . .

the way we are . . .

the way we will be . . .

Reflective thinking processes patterns of yesterday into  
the realities of today and the hopes for tomorrow.

Reflections of yesterday

appear in

the mirror of today

and shine into

the mists of tomorrow.





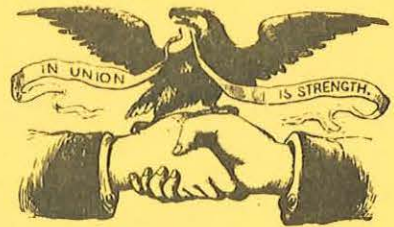
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### Why learn about local history?

A unit on local history is of great value in that:

- it scales down the content and process of historical studies. A small segment of the world is easier to understand than the whole continental landform or a large political division.
- local history can be interpreted through use of objects and people close at hand. Local history has less of an abstract quality.
- local history is more relevant to students' lives and frequently more interesting to students.
- once the processes of historical analysis are understood, they can be applied to other pieces of content in the social sciences.

### What is the scope of a local history unit?

The scope and sequence chart included with this unit plan provides the topics for 27 separate lessons. Each of those lessons is distinctly separate and may be arranged in any order by the teacher. Each may be approached separately or in combination with other lessons. For example, the information obtained in the analysis of viewpoints oral history lesson can be charted in the document lesson focusing on that skill.

- The unit plans as a whole form a framework or a structure for the processing of locally available historical information.
- The lessons used individually introduce students to the process of dealing with local history content in 27 ways.
- The community provides the physical, oral, printed, and visual content of local history information.

Each available source of information (buildings, people, books, letters, maps, etc.) is an example of a form of media with a message. Students learning to view such objects with an inquiring attitude ask:

- Why was/is it?
- How was/is it used?
- Who created it and why?
- Why is it here now?

The historic message from each source of information must be analyzed and integrated to provide a whole picture of the community's history.



A teacher may choose the sequence of lessons based on the following considerations:

- Level of student capability. Level one lessons are based on less complicated concepts and use simplified strategies.
- Skills students need to learn. Focus on the lessons which will develop needed thinking skills.
- Available resources. The quantity and quality of collected items and available experiences needs to be considered.
- Product of unit study. Some product (such as a fair, a program, a report, a play, a display) may be the desired final outcome which will be of real service to the community. The product can be planned or may evolve as a result of one or a combination of several lessons which aid student analysis and interpretation of local historical information.

#### Where and how is the content located?

The location of resources is a valuable process for students to learn. It is not solely the responsibility of the teacher; it is a shared responsibility which raises students' awareness of the historic value in places, people and objects which they have taken for granted.

Lessons in GENERALIZATION I deal with places and buildings which exist in the community. During some of those lessons students can begin to search for and make contact with other sources of information.

Students may obtain copies of old letters, diaries, newspapers, pictures - anything in print from some community source. Quantity is not important. In fact, it is better to have xerox copies of one page which can be handled than to see the whole from an untouchable, unreadable distance.

Field trips to sources of information and classroom visits by community members can be arranged cooperatively with students and teacher.

Another useful item to collect is travel literature from other communities which emphasize historic sites. Such materials are written on high interest levels in order to attract tourists to visit the area. Their utility in a local history unit is as a model. Students learn the historic value of their own community and learn to communicate about it in high interest levels.

Something to Consider. The nature of the resource decides which lesson to use. The process of locating, analyzing and interpreting that resource may result in greater impact on learning than the content of that resource.



REFLECTIONS OF YESTERDAY  
Local History: Scope and Sequence

	Level One Activities	Level Two Activities	Level Three Activities
GENERALIZATION 1: <i>Buildings and artifacts are resources explaining the history of a community.</i>			
(Content emphasis: geography; skill emphasis: creating and interpreting maps)			
Subtopic 1 Objects, large and small, tell a story of the past in their purpose and their placement.	Site Location	Community Patterns	Connectivity
Subtopic 2 The growth and decline of population in a place has an effect upon the number, use, and placement of objects.	Migration	Choices	Economic Effects
Subtopic 3 The viewpoint of the owner is a deciding factor in determining whether or not an object has value.	Value of Something Old	Reasons for Museums	Historic Preservation
GENERALIZATION II: <i>Memories of people are resources in explaining the history of the community.</i>			
(Content emphasis: sociology and psychology; skill emphasis: recording and analyzing oral information)			
Subtopic 1 People share memories for different reasons.	Value of Memory	Purposes in Remembering	Types of Sharing
Subtopic 2 Each individual carries a different memory of a single event.	Selective Memory	Contrasting Memory	Conflicting Memory
Subtopic 3 Collected memories provide valuable information for analysis of previous period of time.	Sequence of Events	Cause-Effect Relationships	Analysis of Viewpoints
GENERALIZATION III: <i>Documents are resources in explaining the history of a community.</i>			
(Content emphasis: political science; skill emphasis: creating and interpreting visual and written messages)			
Subtopic 1 Published and private accounts of events are written for different purposes and therefore, appear in many forms.	Diaries and Letters	Advertisements	Newspapers
Subtopic 2 Visuals provide information about life and values of people who lived in the past.	Pictures and Photographs	Yellow Pages	Cartoons
Subtopic 3 Visuals can be created from historical accounts; written accounts can be created from visuals.	Timeline	Chamber of Commerce Literature	Charts and Graphs



## REFLECTIONS OF YESTERDAY

### Goals

Knowledge Students will learn that:

- Events of the past leave clues behind to help people understand the thoughts, ideas and decisions made in earlier years.
- Clues to past events appear in many forms -- buildings, artifacts, orally shared memories and documents.
- Objects, memories, and documents are preserved by owners who value them because they are unique or are linked to the past in a way which makes them significant to the individual or group.
- Some specific facts are significant in explaining the development of their community.

Skills Students will increase their ability to:

- Extract pertinent information from a variety of visual, print and oral sources.
- Arrange information in patterns which aid analysis, such as cause-effect, sequence, point-of-view.
- Reason deductively in the search for effects of community decisions on personal lives.
- Reason inductively in the search for effects of personal decisions on community life.

Attitudes Students will experience activities which lead to:

- Empathy with opinions and feelings of older folk.
- Valuing buildings, objects, sites and oral memories because of their link to the interpretation of the past.
- A sense of continuity of life in that decisions of the past affect activities of today and tomorrow.



*TERMS INTRODUCED IN REFLECTIONS OF YESTERDAY*

GENERALIZATION I, Subtopic 1, Level One

site location: decisions for placement of community and buildings

central business district or CBD: center of retail commerce

GENERALIZATION I, Subtopic 1, Level Two

commercial district: business area

residential district: area of homes

industrial district: factory area

GENERALIZATION I, Subtopic 1, Level Three

connections: contacts between communities through trade,  
communication and transportation

GENERALIZATION I, Subtopic 2, Level One

population: number of community residents

migration: movement of people

GENERALIZATION I, Subtopic 2, Level Three

economic activity: the manner in which community members earn a  
living

GENERALIZATION I, Subtopic 3, Level One

valued objects: items desired or wanted for one reason or another  
by individuals or groups

GENERALIZATION I, Subtopic 3, Level Three

preservation: the retaining of a valued object in its original or  
restored condition



GENERALIZATION II, Subtopic 2, Level One

pessimist: person with gloomy outlook

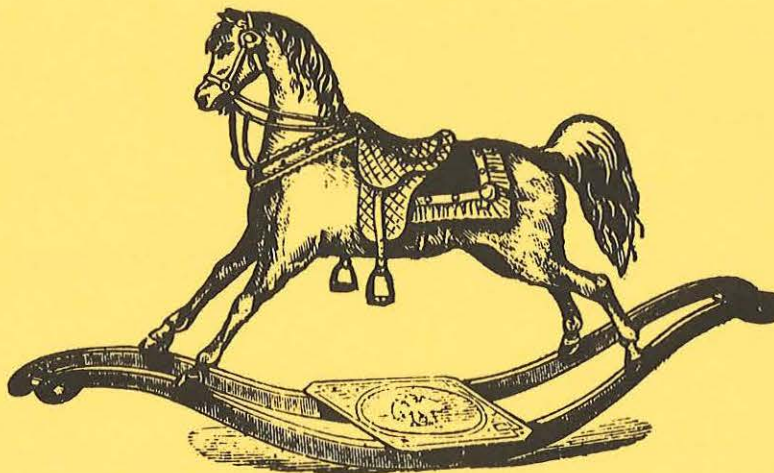
optimist: person with cheerful or hopeful outlook

GENERALIZATION III, Subtopic 1, Level Two

classified advertisement: ads categorized by subject

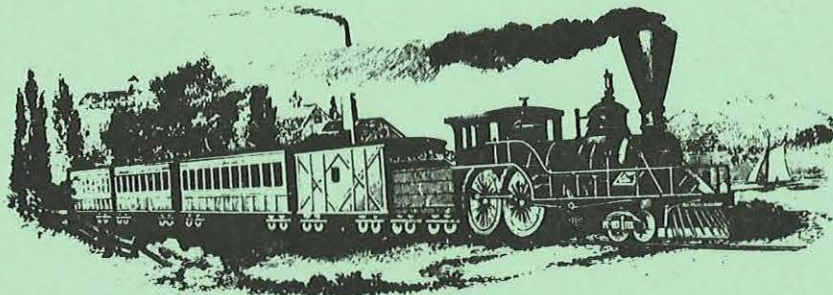
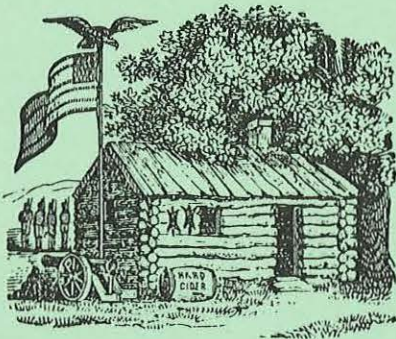
wholesale: large quantity sales

retail: individual sales of items in small quantities



# GENERALIZATION I

Buildings and artifacts are resources  
in explaining the history of a community.



Subtopic 1 Objects, large and small, tell a story of the past in their purpose and placements.

- Level One: Site Location
- Level Two: Community Patterns
- Level Three: Connections

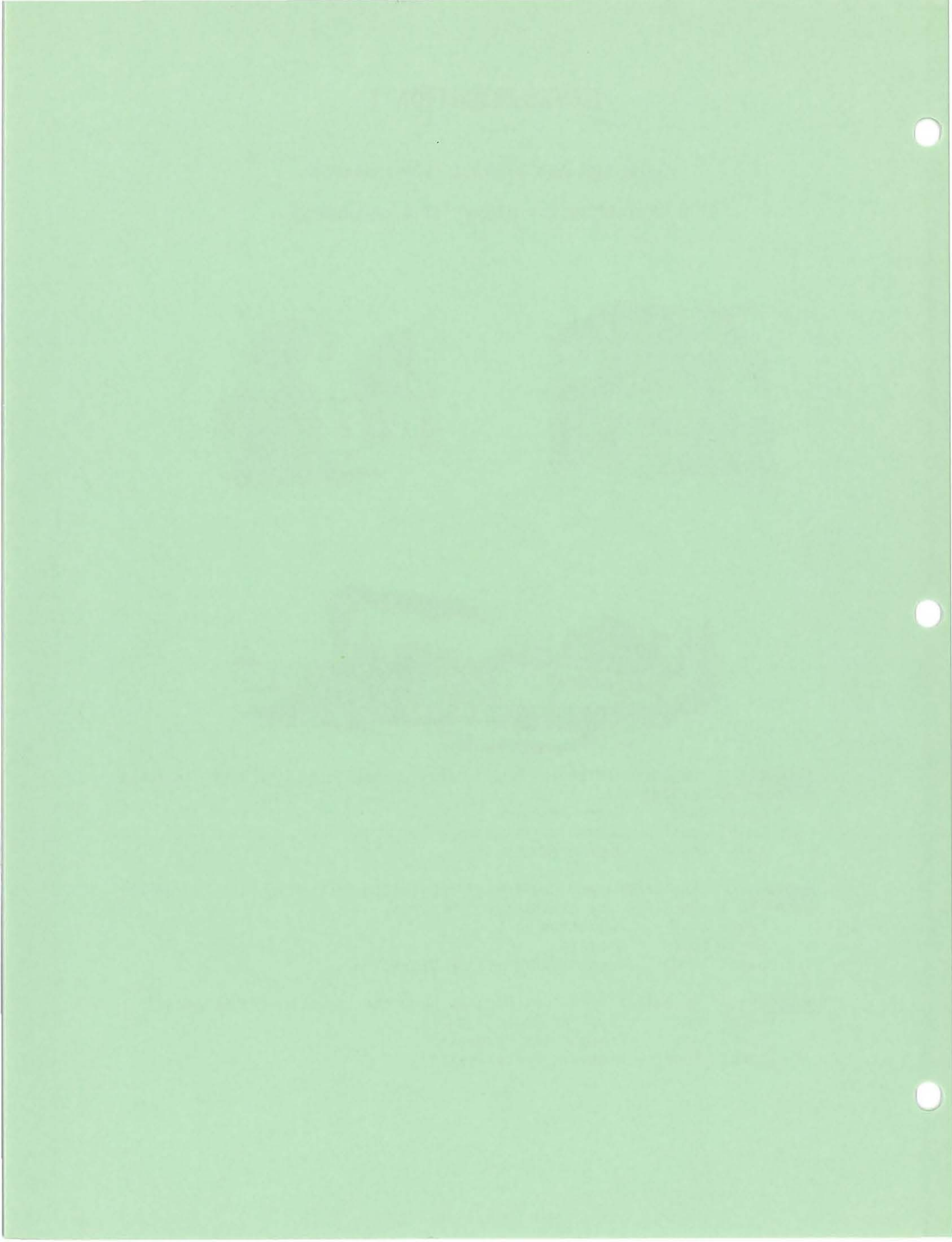
Subtopic 2 The growth and decline of population in a place has an effect upon the number, use and placement of objects.

- Level One: Migration
- Level Two: Choices
- Level Three: Economic Effects of Migration

Subtopic 3 An object's "value" depends upon the viewpoint of the owner.

- Level One: Value of Something Old
- Level Two: Reasons for Museums
- Level Three: Historic Preservation





## REFLECTIONS OF YESTERDAY

GENERALIZATION I Buildings and artifacts are resources in explaining the history of a community.

Subtopic 1 Objects, large and small, tell a story of the past in their purpose and placement.

Rationale Buildings and artifacts are silent reminders of the plans and fulfilled dreams of a previous period of time. The exploration of this subtopic helps students interpret messages of form and function through investigation of building design and placement. Students learn that both architectural design decisions and geographical site location decisions are dependent on the intended function of the building.

Changes in traffic patterns and technology cause changes in building functions. Building design is adapted for new functions. The existence of old buildings used in new ways is evidence of community change.

Planned and unplanned settlement patterns show areas of business and residential use. Industrial areas and recreational areas are also parts of most communities. At some point in development, community members usually pass zoning laws to restrict types of land use to specific areas.

The level of connectivity between the local community and distant places has a significant impact upon the economy and social life of the community. Isolated communities experience change less rapidly.

### Level One: Site Location

Summary This lesson moves from simple concrete examples within the classroom to the identification of larger concrete examples within the community. In the final step, students analyze the larger, more abstract decision of original site location for their community.

Objectives At the conclusion of this activity, students will be able to:

- State that manufactured and constructed objects were built with a purpose in mind.
- Explain that the function of an object frequently dictates the design and location of an object.
- Apply the knowledge about function, form, and location of objects to an analysis of buildings and artifacts in their community.
- Define site location and central business district (or CBD).



### Suggested Time

Steps 1-5: 1 hour  
Steps 6-10: 2-5 hours

### Materials/Equipment

Pencil or chalk  
Table or bulletin board  
Street map of community



### Procedure

1. Ask students to consider the objects around them and explain that each one tells a silent story of its use. Use a simple object such as a pencil or chalk as an example. Ask students to explain its purpose and then ask them to explain facts about its shape and construction which help it serve that purpose. (A pencil or chalk fits between a person's fingers and has a soft part which rubs off on a surface.) Ask students if a pencil or chalk in a spherical shape would be useful. How would they hold a spherical pencil?
2. Point out that the example the students worked with (pencil or chalk) is an example of all the objects around them. Each student desk is designed to serve a function. Furthermore, the shape of the desk has an effect on the way a student uses it. A connected chair is used differently than a two-piece desk and chair. Ask students to think of other examples. Use this concept of the relationship between design and function to analyze any historical artifacts to which students have access.
3. Explain that the school building itself was designed for a function and its design has shaped that function. Separate rooms were built for separate classes. And because the walls are between the classes, students in different classes work separately. On the other hand, open space classrooms invite movement between groups.
4. Ask students about the placement of their school in the community. Why do they think it is located in that spot? Has the neighborhood changed since the school was built? Sometimes schools are placed on donated land or the only available land in an area. Are their homes near the school? Since the purpose of the building is to educate children, decisions about its design and placement were probably both made with needs of children in mind.
5. Ask students to name other kinds of buildings in their community. List the types of buildings on the board and ask students to explain the purpose for each--stores, restaurants, courthouse, library, fire department, etc.



6. Use a bulletin board or a table top for a simplified map of the streets in the community's central business district. The map should be as simple or as complicated as your student's level of map skill achievement. As students identify buildings in their community from memory or data gathered on a field trip, they can fill in the map with photographs or pictures or models of each place. Note: It is not necessary to identify every building. Choose prominent structures of different types. If dates appear on buildings, point them out to students.
7. Ask students why they think each building was placed in its current location. Consider traffic patterns and point out that stores are clustered so that if people go to one store they are near others who also want their business. Point out central locations of some public buildings. If the library or such is isolated, find out why. Have students ask the people housed in the structure why the original choice of location was made.
8. Help students contrast the appearance of different types of buildings. Since the building was constructed to perform a specific function, does it do the job?
9. Look for buildings whose function has changed since they were built. Old gas stations with two posts supporting the extended roof are ideal examples. Contrast that structure with a newer one performing the function for which the old one was built. What changes in technology and lifestyle caused the changes in building use and design?
10. When students have experienced the analysis of "why there?" and "what for?" questions for buildings in their community, help them analyze the total community in the same way. Why is it located in this particular spot and what is its purpose? The original site location decision was probably made because of something in the area--a railroad, a river, farms a crossroad. The purpose was probably also related to one of those features--servicing farmers, the trains, the ships, and serving as a trading area between local and distant people.

### Level Two: Community Patterns

Summary This lesson provides for student investigation of the development of land use patterns in their community. Students recall their own experiences and map areas of specific types as identified.

Objectives At the conclusion of this activity, students will be able to:

- Define and identify commercial, residential and industrial districts.
- Identify patterns within commercial and residential districts.
- Review past and project future patterns of development.

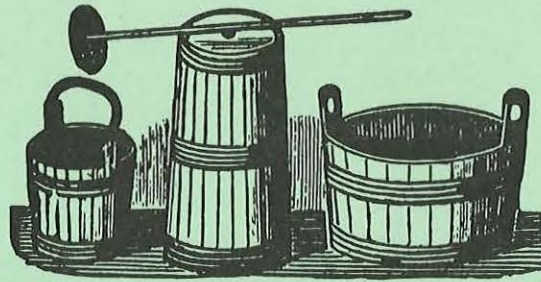


### Suggested Time

- Step 1-6: 1-2 hours  
Step 7: 2 hours  
Step 8-10: 2-3 hours

### Materials/Equipment

Map of community



### Procedure

1. Ask students where in their community they would go to a) buy things, or b) see homes. Point out to students that most of the stores in the community are in a separate area from the area where homes have been built.
2. Teach these terms: commercial district, residential district and industrial district. Ask students to describe the location of one or more of each of the three types of districts found in their community. (Some communities do not have industrial districts which contain factories, but they may have a grain elevator where farmers sell their produce. Such centers are "industry" for the community.)
3. Have students draw a map of the community showing major streets (or get one from the Chamber of Commerce). Help students label or color key the commercial, residential and industrial districts.
4. Ask students why the commercial district contains most of the stores in the community. Point out that stores benefit from being close together because people come to one area in the mood to buy. Customers move easily from one business to another. Help students locate the central business district and write CBD on their maps. In some communities, the CBD has shifted over the years. If so, ask students why that has happened.
5. If students have been to a nearby shopping mall, ask them to describe the difference between a mall and a CBD. (The location at the edge of town makes cost of building less expensive, and there is more parking space for customers. Malls can be built at a distance because people have cars to get to them.)
6. Have students name the stores they remember at shopping malls. Point out the larger stores (such as Woolco, Sears, J.C. Penney, etc.) are the drawing points for customers who drive to a mall. Such large stores are placed strategically at opposite ends of malls so that customers browse past smaller stores and frequently stop to shop there, too. Some small stores (such as candy, stationery and ice cream) succeed best in high pedestrian traffic areas.



7. Ask students to contrast and compare the location of stores in the CBD and a shopping mall. Some students may wish to try a brief research project. Have separate groups of students stand at different locations in the business district and count pedestrians for one ten minute period. Then have them compare notes and place a marker on their map for the highest level of pedestrian traffic. What kinds of businesses are located near that spot? What reason is there for high volumes of traffic? Explain that this is the type of research that large businesses conduct before selecting a location for a new store.
8. Help students analyze the residential districts in relation to the business and industrial districts. Note the location of gas stations, small grocery stores, schools, and parks which serve residential areas. Have students compare and contrast architectural styles, street patterns and distances from the CBD in old and new residential areas.
9. Can the students guess if their community was planned or just grew? If there an overall plan or patterns of north-south, east-west streets and a CBD in the center or do the streets ramble along a river bank. Help students find out about early community planning.
10. Ask students to speculate on future areas of growth in their community. Help them locate such areas on their maps and give reasons to support their guesses. If any information about zoning or planning is available, share it with students.

### Level Three: Connections

Summary This lesson provides opportunity for students to analyze the levels and the types of connection between their community and other communities in and out of the state during the growth of their community.

Objectives At the conclusion of this activity, students will be able to:

- Define "connections" as a geographic term.
- List ways in which their community is connected to others in the world.
- Explain ways in which trade between their community and another community benefit both populations.
- Determine that distance can be measured in other ways than miles or meters.



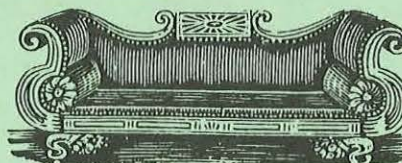
### Suggested Time

Steps 1-4: 1 hour  
Steps 5-8: 4-10 hours



### Materials/Equipment

World map  
Local products  
String or yarn



Optional materials gathered in oral history lessons (GENERALIZATION II) and documents lessons (GENERALIZATION II) which refer to memories or printed material or visuals about transportation and communication in the community.

### Procedure

1. Ask students to look around the room and see the things they have. Where did they all come from? Help them make guesses about some things and search for information about sources of other things. For example, books show place of publication, shirts and blouses sometimes have tags in the necks telling where they were produced. (Most clothes manufactured in the U.S. were sewn in New York.)
2. Explain to students that their community is connected to many other communities by trade. Things available for purchase in local stores come from places all around the world.
3. Ask each student to look for an item in or out of the classroom which was grown or made outside of their community. Help them identify the source of their chosen items on a world map and connect the location to the site of their local community with string or yarn. If the students' community produces something which is sold in a distant place, help them research the method of production, points of its delivery, and also its cost to the consumer. What effect does that distant market have upon the livelihood of people living in their community?
4. Point out that there are other ways in which their community is connected to other places. Ask if they know how. Both communication and transportation technology tie their community by direct or indirect contact to the rest of the world.
5. Help students plot travel time from their community to other communities. Make a list such as:
  - a. \_\_\_\_\_ (community in the same county)
  - b. \_\_\_\_\_ (state capital)
  - c. \_\_\_\_\_ (small community on opposite side of state)
  - d. Chicago
  - e. Omaha
  - f. New York
  - g. London
  - h. San Francisco



Have students find out the fastest way to travel from their community to each of the listed places. Include time for all modes of travel--car and plane, etc. Students will find that they may be closer in time to Chicago by plane than a place in their own state which lacks flight connections. To emphasize this point ask them to rearrange the list of distant places in order according to closest in terms of travel time. Some artistically creative students may wish to draw a map which illustrates distance in travel time as opposed to mileage.

6. Some students may wish to check local newstands and/or neighbors to determine their source of printed news. Some people read only the local paper, whereas others read some from distant communities. What's the difference? Why should people read about what people say or do somewhere else?
7. Students may have already discussed the fact that by telephone and television, they can receive word about the rest of the world much more quickly than people who lived in their community in the past. Ask how those people who first settled the community were in contact with other places. Was it important that they have a connection with other places? Why? How did travel in earlier years of the community differ? What kinds of roads, railroads, or river travel was available?
8. Help students review ways in which their community is connected to others now and in the past and the importance of those connections to both their communities and other communities.

Note: This activity relates well to that found in GENERALIZATION III, Subtopic 1, Level Three: Newspapers and also to the activity found in GENERALIZATION III, Subtopic 2, Level Two.





GENERALIZATION I Buildings and artifacts are resources explaining the history of a community.

Subtopic 2 The growth and decline of population in a place has an effect upon the number, use and placement of objects.

Rationale Migration decisions of populations have an effect on the growth and decline of a community. Most people decide to move to avoid a bad situation and/or to seek better conditions. What is "better" for some people may be "worse" for others, therefore decisions to move are personal ones. A migrant's original culture and reason for moving contribute to the ability of the newcomer to retain, change and adjust ideas from those held in the former home area.

Buildings and artifacts are the concrete evidence of cultural ideas and economic opportunity. Although such things have great similarities, their individual unique designs provide clues to the decisions made by the people who built the community.

This type of activity can grow into an involved search into students' families' roots which may or may not be of interest to all children. Such activities can be awkward for children adjusting to current or past family problems. The focus of these activities is on the effect of migration decisions on a community. The revelation of personal family decision-making may or may not be a part of these activities depending on how much students wish to volunteer.

#### Level One: Migration

Summary Students will identify places in the world where their ancestors lived before deciding to move to the local community. They will also consider the location and type of buildings first constructed in the community.

Objectives At the conclusion of this activity, students will be able to:

- Define population and migration
- Identify last place of residence of some community members
- State reasons why people migrate
- Identify the earliest settlement area and/or oldest buildings in the community

#### Suggested Time

Steps 1-2: 2-3 hours  
Steps 3-5: 2-3 hours



## Materials/Equipment

Maps: state, U.S., world  
Yarn and pins for lines  
Information about population in the community over time

## Procedure

1. Introduce students to the concept of mobility by asking them to count the numbers of times they have moved during their lifetimes.
2. Ask each student to find out where his or her family lived before coming to the community. Help them map their responses. This can be done on a bulletin board with three maps--one of the state, one of the United States and one of the world. Place a dot on the map for the site of family origin and stretch a yarn line to the community. Label the line with the student's name. The maps can be more complicated if each child includes more than one family member (mother's and father's family) and if each child includes more than one move. Base limitation decisions on age and capabilities of students.
3. Point out that each line on the bulletin board maps represent a decision made by an adult usually to leave one community and come to another. Help students define the term "migration" in terms of their visual plotting of migration to their community.
4. Define the term "population" and help students find out the population of their community now and every census year preceding the present. Does the information show growth or decline or both? What trends appear? Help students find reasons for the trends.
5. Raise these questions with the students: What do people do when they come to a new community? Where do they work? Where do they live? How do their former homes, traditions and values affect their life and their decisions in the new community?
6. Using local information, point out the place in the community where the first homes and businesses were built. How has the area changed since then? Are those same buildings there or has the area changed so that the same land is used for something else? Help students realize that people who move to a community usually require two things--a home and a job. In some situations, such as on a farm, the two are located in the same place. Sometimes, the location of one or the other changes. If the business district has changed or the residential district has changed in the community over the years, help students locate the old and the new and understand why the move has occurred. Explain that this too, is a migration of sorts.



## Level Two: Choices

Summary Alternative choices are considered by students as they review decisions made by the people who settled and by those who presently live in their community.

Objectives At the conclusion of this activity, students will be able to:

- State that people in their community live and/or work there because of decisions made by those people to come or to stay.
- Review pros and cons about their community and identify changeable factors.
- Identify general reasons why people choose to live in a community and some specific reason why people choose to live in their community.

### Suggested Time

Steps 1-4: 1 hour  
Steps 5-7: 2-5 hours

### Materials/Equipment

Information about the  
community's early settlers



### Procedure

1. Introduce the concept of "choice" by asking students if they like where they live. What do they like or dislike about their community? List their pro and con ideas on the board in two separate columns. Frequently, people like a community for the same reason that others dislike the same place. For example, some students may like the community because it's small and others may want to live in a bigger place. Point out the differences in their attitudes and emphasize that there is no single place that will make everyone happy. As an adult, each will be able to choose where they wish to live.
2. Point out that each adult who lives in the community made a choice in their lifetime to come or to stay. Coming to this community may have been a decision by that adult or an adult in a previous generation.
3. Refer again to the two lists on the board and ask which of the things they dislike about their community could be changed. Ask students to make their own like and dislike lists. Do the things they like make them want to stay? Or do the things they dislike outweigh the things they like? Explain that their feelings will change and so will the community as they grow older.



4. Raise these questions with the students: Why did people choose to come here originally? What was there in the area that they liked? What might they have disliked? Ask students who remember moving to share the way they felt at the time. Did they want to come or was it hard to leave old friends? Help them imagine the feelings of the first people who came to their community.
5. Have students explore reasons for the establishment of their community and write "like" and "dislike" lists as they empathize with early settlers' hopes and disappointments.
6. Ask students to consider the choices made by the first settlers and succeeding generations. Each made a choice to leave things as they found them or to change them. Help them identify physical evidence of the decisions made in the past. Probably people disliked muddy streets, so they were paved; others may have settled for less expensive gravel. Street paving is an example of a collective decision, but they may find examples of local individual decisions too.
7. Review with students the ways in which decisions based on choices have affected their community. Ask them what choices are available to the community now. Any local controversy may be suitable to discuss at this point as an example of how decisions made now will affect their community in the future.

Note: This lesson relates well to GENERALIZATION III, Subtopic 3, Level Two: Chamber of Commerce Literature.

### Level Three: Economic Effects of Migration

Summary The interrelationship of the community economic and migration patterns are investigated by students.

Objectives At the conclusion of this activity, students will be able to:

- Define "economic activity."
- List economic activities important in the local community.
- Analyze the effect of migration patterns upon the local community.
- Describe the effect of spending by the local population within the community.

### Suggested Time

Steps 1-4: 2 hours  
Steps 5-6: 2-3 hours



## Materials/Equipment

Map of community

Information about community economics and population over period of time

## Procedure

1. Introduce students to a discussion of the community's economy by asking them to list ways in which local people earn money. Write their responses on the board. (Although student responses will reflect the careers of their parents and neighbors, it isn't necessary to ask directly about their jobs.)
2. Help students categorize their listed responses by out-of-town and in-town jobs.
3. Identify in-town job sites on map of community. Which are in the industrial district? the commercial district? or the residential district? Explain that some communities are "bedroom communities" in that people sleep there but commute to a different community for their job. Ask students to consider how this daily "migration" affects both communities.
4. Point out that large businesses and industries choose to build their plants in a community which can supply a work force. Iowa is noted for a stable work force with low absenteeism and low turnover rates. Help students analyze the local availability of a labor force over time. Did people move to the area when industries opened? How has the migration in or out of the community been affected by the opening or closing of industries in the area?
5. Perhaps a local banker or business person could be interviewed by class members to learn about the effects of the local economy on migration and vice-versa. A personnel officer from a local industry may have interesting information to share about hiring trends. Help the class formulate questions which will result in obtaining the kind of information that will be useful in explaining the interrelationship of the local economic and population statistics.
6. Ask students to consider a community without industry (perhaps their community is an example). How does high employment and/or high farm yield affect community businesses? Point out that even if people earn their money in another community, the local community benefits if they spend their money locally.



GENERALIZATION I Buildings and artifacts are resources explaining the history of a community.

Subtopic 3 An object's "value" depends upon the viewpoint of the owner.

Rationale Buildings that were constructed in a different era remind people of the past. That past may be preserved or rejected, as people make individual and collective decisions about the buildings in their community.

"Old" is a relative term which has little and varied meaning for the very young. Furthermore, modern American society tends to be youth-oriented, placing little regard on something or someone "old." "Old" and "no good" are not synonymous terms.

Old buildings and objects are valued because they are unique or represent a memory of the past. The memory may be of a time in the past or of an important person or event from the past. Both statues and cemeteries are good examples.

#### Level One: Value of Something Old

Summary Students analyze the age and value of objects according to their own personal and community values.

Objectives At the conclusion of this activity, students will be able to:

- State that the "value" of an object or building is based on one of two basic reasons: unique quality or representation of past.
- Point out objects or buildings in their community which have "value."
- Create a chart of information about valued objects or buildings in community.

#### Suggested Time

Steps 1-3: 1 hour  
Steps 4: 1 hour  
Steps 5-6: 2-3 hours

#### Materials/Equipment

Information about older buildings in community

#### Procedure

1. Introduce the concept of old objects retaining value by asking students if they can think of the oldest thing they own. Encourage a discussion about old toys and clothes or other things that may have been handed down through generations of family members.





2. As students describe their "old" possessions ask if "old" means it's ready to be thrown away. What kinds of things get better with age? Do students have different feelings when describing something that is "good old (teddy bear)" as opposed to the "dirty old (teddy bear)?"
3. Ask students if they know which buildings are the oldest in their community. (They may have learned that in a previous lesson.) Do some buildings look older because they need paint and haven't been cared for in years? Help students recognize the difference between something that looks old and something that is old.
4. Visit an antique and/or used furniture store in town. Or ask a dealer or someone knowledgeable in refinishing furniture to visit the class with "before and after" samples of objects which have been refinished. Guide students in asking what kinds of objects are "worth" refinishing and keeping. Point out that an object, statue, or building may have value for a number of reasons, but basically because it is either somehow different or represents memories of the past.
5. If the community has a cemetery with old tombstones, students might visit and make rubbings.
6. If the community has any historic homes open to the public, take the class there for a field trip. Whether or not such a field trip is feasible, ask students to look for something that is both old and considered to be of value by someone. Then help students create a chart for the bulletin board that explains the value of old objects in their community. The chart should have the following headings:

<u>Object or Building</u>	<u>Location</u>	<u>Age</u>	<u>Reason for Value</u>
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Note: This activity relates well to that found in GENERALIZATION III, Subtopic 3, Level Three: Charts and Graphs.

7. Students may wish to add the numbers of the object-statues, cemeteries or buildings on their chart to the map of the community they created in an earlier lesson. The chart then becomes a key for the map in locating old, valued buildings and objects in their community.

#### Level Two: Reasons for Museums

Summary Students examine the value of collected items and consider items that would contribute knowledge about their community's history.

Objectives At the conclusion of this activity, students will be able to:



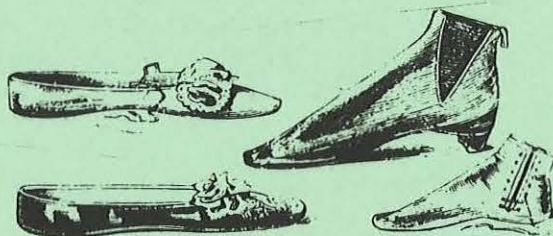
- State reasons why items are collected and saved.
- State the value or purpose in examining collections belonging to others.
- Create a list of items unique to their community's history.

### Suggested Time

Steps 1-6: 2-3 hours  
Steps 7-8: 2-3 hours

### Materials/Equipment

Museum  
Student collections  
Books for collectors



### Procedure

1. Introduce the concept of museum collections by asking students if they collect things themselves--stamps, butterflies, rocks, etc. Ask students to share samples from their collections and explain their interest in such items to the rest of the class.
2. As students explain their reasons for collecting, listen for (and point out later) their statements about the pleasure of acquiring a new item and the joy of seeing their collection get bigger and better.
3. As students show or describe items from their collections, make note of their references to uniqueness and/or beauty. Later, remind the class of those statements and write a list of reasons why items are collected. They are desirable because they are: 1) different, 2) attractive, 3) a reminder of a person, an event, or a period of time. Most children's collections do not have examples of category #3. If this is true among your students, provide some examples. Ask if they would keep the autograph of a famous person in sports or pop music.
4. Ask students to consider who besides the collector thinks such a collection is of interest. Point out that some collections are valuable in monetary terms because many other people around the world value the same qualities in the same objects or types of objects. Show students one or more examples of books for collectors which describe collection methods and picture unique items of high quality.
5. Be sure to point out that a collection may have little or no monetary value but still be very precious to the owner because it represents an area of interest.



6. Help students identify what they can learn from examining a collection. Remind the class that they learned more about other students when the collections were shared or described and that the class also learned about the content of the collections which told them something about their past or present world.
7. If a local historical museum is available, arrange a visit for the class and help students explain reasons why some of the collected items are cared for at the museum. Students might also enjoy learning about some of the collections at the state capital or at the Smithsonian Institute in Washington, D.C. Some students might read about famous museum collections in the encyclopedia.
8. Whether or not a local museum is available, ask students to make a list of pertinent items which would make a good historical statement about the people and events in their community. The items can be real or imagined. For example:

Wouldn't it be interesting to have:

- an arrowhead or a tool made by a Native American who lived here once,
- the recipe for Native American foods,
- the boat ticket for the first European settlers in the community,
- an issue of the first community newspaper.

This list can be kept on the bulletin board and added to periodically as students learn more about their community and the sources of historical information.

### Level Three: Historic Preservation

Summary Students review reasons why things or places are preserved and then determine reasons for preservation of places in their own communities.

Objectives At the conclusion of this activity, students will be able to:

- Define "preservation."
- State reasons why places are preserved.
- List facts which can be learned from a place that is preserved.

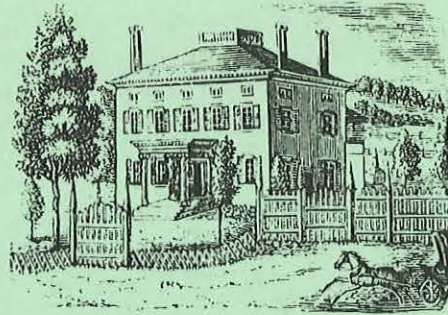


### Suggested Time

Steps 1-2: 2 hours  
Steps 3-5: 1 hour  
Steps 6-7: 2-3 hours

### Materials/Equipment

See "Oral History Guidelines"  
Travel literature



### Procedure

1. Ask students to think about their favorite places either inside or outside of a building. Perhaps one student has a favorite tree for climbing, another has a cozy nook in an attic and still another has a favorite booth at the local McDonald's. Each is a place that recalls memories, some sad, some happy. Encourage students to write about or discuss their favorite places.
2. Point out that places in our world do not always stay the same. Suggest that students interview their parents or older friends or grandparents about their favorite childhood places ending the interviews with the questions, "What does that place look like now? Is it still there?"

Note: This activity relates well to those described in GENERALIZATION II which deals with collection and analysis of oral history.

3. Have the class define the term "preserve" or "preservation." Point out that canning or preserving fruits and vegetables keeps them in good condition just as the preserving of buildings or landmarks keeps them in good condition so that people can revisit the community's past and remember or learn about the way life used to be.
4. Ask students to review the written or oral description of their favorite place or the information they gained through interviews. Have students write about those places as though they were writing about a tourist attraction. If travel literature has been collected as suggested in the "Introduction" then share travel literature which entices tourists to visit local attractions.

Note: This activity relates well with GENERALIZATION III, Subtopic 3, Level Two: Chamber of Commerce Literature.

5. Explain to (or review with) students that places or things are saved because they are: 1) unique and/or 2) they are reminders of a time or event in the past. Ask students to pretend they are forty years old and famous. What effect will that have on the preservation of their favorite places?



6. If buildings, land areas, or cemeteries in the community have been preserved arrange a visit for the class. Ask students to list facts they learned about an earlier period of their community through their visit. (Cemetery headstones from earlier periods usually reveal short life expectancy.)
7. If nothing in the community has been preserved, have students consider which area they feel should be preserved as an example of life in their or previous times within their community. Ask students to list facts about their community which would be learned by visitors to such a place.



## GENERALIZATION II

People's memories are resources  
in explaining the history of a community.



Subtopic 1 People share memories for different reasons.

- Level One: Value of Memory
- Level Two: Purposes in Remembering
- Level Three: Types of Sharing

Subtopic 2 Each individual carries a different memory of a single event.

- Level One: Selective Memory
- Level Two: Contrasting Memory
- Level Three: Conflicting Memory

Subtopic 3 Collected memories provide valuable information for analysis of a previous period of time.

- Level One: Sequence of Events
- Level Two: Cause-Effect Relationships
- Level Three: Analysis of Viewpoints







## REFLECTIONS OF YESTERDAY

GENERALIZATION II People's memories are resources in explaining the history of a community.

Subtopic 1 People share memories for different reasons.

Rationale Orally shared memories of older members of the community represent a rich resource of information about the past. Students need to be aware of both the content and process in collection and analysis of oral history.

A visit with an older person may be a disaster for that person and for the students unless those students are adequately prepared. Our society is youth-oriented and frequently older folks and their memories are not respected. Students need to develop attitudes or respect for the value of shared memories. (See "Oral History Guidelines, Figure 1).

People's memories are unconsciously selective in recalling past events. Furthermore, people consciously edit their memories for the audience with whose those memories are shared. The purpose for sharing memories has a significant effect on the nature of information obtained by the listeners.

### Level One: Value of Memory

Summary Students will reflect upon the purposes served by their own memories and extend those purposes into reasons for valuing the shared memories of family, friends and community members.

Objectives At the conclusion of this activity, students will be able to:

- State reasons for valuing their own and others' memories.
- Obtain a selection of oral history from an older member of the community.

### Suggested Time

Steps 1-5: 1 hour  
Step 6: 2 or more hours

### Materials/Equipment

See "Oral History Guidelines," Figure I

### Procedure

1. Ask students if they remember anything they learned earlier today, yesterday, last week, and in any previous year. Encourage



students to brainstorm an oral list of things they remember learning - the alphabet, math facts, tying shoes, people's names.

2. Point out that they are able to remember a large amount of information about a wide variety of things.
3. Ask students to think about the value of the things they remember. Has it been helpful to have a good ability to memorize? It will be fairly easy for students to recognize that a good ability to memorize means they don't have to learn things all over again every day or every year.
4. Ask students if they have ever heard other people share memories, such as grandparents' stories or parents saying, "When I was your age..." Many students may feel that shared family memories are more interesting than those printed in books.
5. Suggest to students that they can learn more about their community if they talk to people who lived there before the students were born. Help them list questions they might ask of older people to find out about life in their community years ago.
6. Provide opportunities for students to listen to oral accounts of their community's history for analysis in later lessons. (See "Oral History Guidelines," Figure I.)

#### Level Two: Purposes in Remembering

Summary Both happy and sad memories of community historic events have had an effect on decision-making reflected in the community's current and future life. Students will analyze the effect of events on decisions and types of advice provided by older people.

Objectives At the conclusion of this activity, students will be able to:

- List some reasons why remembering past events helps shape future actions.
- Examine past events in the community through oral history obtained for analysis.

#### Suggested Time

Steps 1-5: 1 hour  
Step 6: 2 or more hours

#### Materials/Equipment

See "Oral History Guidelines"



### Procedure

1. Ask students to talk about things they remember. Some memories are good; other memories are bad.
2. Write "Good Memories" and "Bad Memories" on the board and ask students to help list a few ideas under each heading. Don't delve into deeply painful memories; listen for memories of skinned knees, broken bones, hurt feelings, loneliness. Good memories will include playing with friends, trips, movies, holidays and birthdays.
3. Point out that some memories are fun to think about and others are not. Ask students what purpose or use there is in each of the two types of memories. What did they learn from the bad experiences? Did they learn from the good experiences?
4. Ask students if they have ever heard advice based on experiences of older people. For example, "I had to study hard to get good grades. I found out what happened when I didn't study. You better study or you'll find out too." Ask students for other examples.
5. Review some of the facts that students may already know about events in their community's history. What pieces of advice or lessons might people gain from both the happy and sad events?
6. Provide opportunities for students to analyze oral accounts of their community's history obtained through methods described in "Oral History Guidelines," Figure I. Have changes occurred in the community based on previous happy or sad events? (Perhaps better fire protection because of a fire disaster? Perhaps an annual parade because people learned what fun they are?)

### Level Three: Types of Sharing

Summary Students categorize the types of memories they share by the types of people they know. Difference in audiences are considered in relationship to the nature of student's collection of oral history.

Objectives At the conclusion of this activity, students will be able to:

- State that different shared memories are suitable for different audiences.
- Determine the type of audience which would be most receptive to their collected oral history.
- List various types of oral sharing methods such as pageants, parades and plays.



### Suggested Time

- Steps 1-6: 1 hour
- Step 7: 2 or more hours
- Step 8: 5 or more hours

### Materials/Equipment

See "Oral History Guidelines," Figure I

### Procedure

1. Ask students to think about the people with whom they share memories.
2. Place some categories on the board. Use categories suggested by students based on the people with whom they share memories, such as:
  - a. Parents
  - b. Friends
  - c. Grandparents
  - d. Neighbors
  - e. Teachers
3. Ask students if there are differences in the kinds of memories they share with each of the people appearing in the separate categories. Do they tell their grandma different memories than those they tell their friends? List topics, as students mention them, which are discussed with each of the categories of people. Usually there is considerable overlap.
4. Point out the overlapping nature of many of the types of people. People are different; people with something to tell generally choose to tell it to people who will listen and understand.
5. Ask if the students can think of any occasions when old memories are retold again. How is the audience different? "Tell-me-again" memories are usually old, familiar stories. Sharing results in warm, "remember-when" feelings and ties are strengthened between the participants.
6. If there are any annual ceremonies, parades, and/or pageants in the community, ask the students how the stories told in that manner are similar to old familiar memories. What information can they learn from such performances?
7. Analyze oral history obtained through methods described in "Oral History Guidelines," Figure 1. What kind of audience does this information require in order to be fully appreciated?
8. If possible, help students plan a pageant or play (or even write a song or poem) that tells the history of their community.



GENERALIZATION II People's memories are resources in explaining the history of a community.

Subtopic 2 Each individual carries a different memory of experiences.

Rationale Sharing memories is little more than story-telling time unless students learn the process of dealing with the content of those memories shared by older members of their community. Each memory they collect will be different in one way or another from all other collected memories because each individual contributor is different.

Individual perspectives of life, shaped by separate attitudes and experiences, unconsciously select memories of each person. People don't remember everything that happened during their lives; memories are selective and shared memories are even more selective.

Some facts in the students' collection of oral history may contrast with other facts; some facts may actually conflict with facts from other sources. Students can use the processes of historians in selecting the facts which they feel best tell the story of their community's development. The focus is not upon the "right" answer, but upon the variety of possible explanations of events which emerge through the contrasting and conflicting orally shared memories.

#### Level One: Selective Memory

Summary Categorized types of memories indicate to students the ability of some people to view life (both future and past) optimistically while others view life pessimistically. Students analyze oral history based on the effect of people's attitudes toward their memories.

Objectives At the conclusion of this activity, students will be able to:

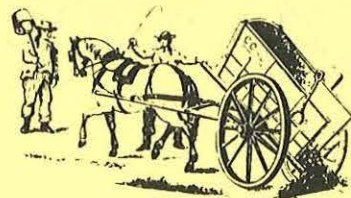
- State reasons why memories of past events might be unconsciously distorted.
- Define the terms: pessimist, optimist.
- Analyze oral history in relationship to the attitudes of those providing the information.

#### Suggested Time

Steps 1-8: 2 hours  
Step 9: 1 or more hours

#### Materials/Equipment

See "Oral History Guidelines"





## Procedure

1. Ask students to share briefly their favorite memories in a brainstorming activity.
2. Categorize (on the chalkboard) shared memories by topics that will cover several of the students' memories, such as:
  - funny memories
  - family memories
  - memories of pets
  - memories of friends
  - memories of first-time attempts.

There are an unlimited number of topics based on similarities between the memories you hear during the brainstorming session.

3. Group students according to the category of shared memory and ask if each can think of another memory of the same type. Limit the activity to another five minutes of brainstorming.
4. Point out that some people tend to remember easily one or two particular types of memories and that a group of people sharing memories tend to remind each other of many of the same type of memories. People "top" each other in memories of big disasters or big celebrations or funny events. These are examples of ways in which orally shared memories are selective. Facts of interest are selected for retelling.
5. Ask students what effect a selective memory will have on the total story of an event. Will there be more emphasis on the funny or the sad or the happy side of the memory?
6. Discuss the terms "optimist" and "pessimist" and help students define terms and describe the types of persons who fit those definitions.
7. Ask students to think of expressions that reveal views of life and memories of events. For example, the optimist says, "Things work out," and the pessimist says, "Things only get worse."
8. Help students consider the effect of attitudes on the nature of memories. There is no "right" or "wrong" in such attitudes, merely the acceptance that such attitudes exist and will color (bright or dark) the shared memories of past events.
9. Analyze oral history obtained through methods described in "Oral History Guidelines." How do revealed attitudes toward life in general shade the facts of shared memories?



## Level Two: Contrasting Memory

Summary Two types of difference in memories are examined--an individual memory contrasted with current reality, and different people's memories of a single event. Students are then prepared to analyze contrasts they find in orally shared historical accounts.

Objectives At the conclusion of this activity, students will be able to:

- Describe contrasts in memories they had as younger children with current reality.
- Analyze contrasting memories of a single event experienced by different people.
- Determine that a person's memory of an event is stronger if the person was actively involved in that event.

### Suggested Time

Steps 1-10: 2 hours  
Step 11: 1 or more hours

### Materials/Equipment

See "Oral History Guidelines"



### Procedure

1. Ask students to think about the earliest memories they have. What was it like in kindergarten? How about age four...age three? Take students as far back into their separate memories as possible.
2. Have students write and/or draw their earliest memory.
3. Ask volunteers to share their writings and/or drawings with the class. Listen for examples of distorted reality in early memories.
4. Ask students if early memories of places and things seem different from the way they know those things now. The view of the world by a four-year-old is quite different from that of an eight to ten year old. Remember when the counter at the store was over your head? But if things were different, what's the value of remembering the used-to-be?
5. Help students recognize the value of contrasting previous conditions of their lives with present conditions so they can plan the kind of future they would like.



6. Ask students to remember their experiences last July 4 and jot down some words on their separate papers that remind them of that day.
7. Categorize student memories of the preceding July 4 by listing student names on the board under the following headings:
  - saw public fireworks
  - saw parade
  - had small private fireworks
  - went to picnic
  - other

Even though some students' names could appear in more than one category, ask students to choose the heading which describes their best memories of the day.
8. After students' names are listed in categories of July 4 memories group students according to those categories and/or have them write and share their separate experiences of that day.
9. Point out that although everyone in the class lived through July 4, everyone has different memories of the day...and some may not remember it at all.
10. Watch for students who were centrally involved in the day (in the parade, held a sparkler, participated in a huge picnic, etc.) and point out to the class that people most involved frequently have the strongest memory of an event. The day was different for them and stands out in their memories.
11. Analyze oral history obtained through methods described in "Oral History Guidelines." Did different people experience the same event? Did they have contrasting memories of the same event?

### Level Three: Conflicting Memory

Summary Students will use a conflict in their midst to determine the manner in which conflicting statements in oral historical accounts may be analyzed.

Objectives At the conclusion of this activity, students will be able to:

- Identify areas of agreement in statements of two conflicting accounts.
- Focus on conflicting facts in statements.
- Raise questions about sources of verifying information.



### Suggested Time

Steps 1-11: 1 hour  
Step 12: 1 or more hours

### Materials/Equipment

See "Oral History Guidelines,"  
Figure I



### Procedure

1. Use any conflict or squabble or playground argument between class members for the content of this lesson. Tell the two students or groups of students that you and the class will help them work out their conflict.
2. Ask the two students to write their separate accounts of what happened to cause their disagreement.
3. Ask the rest of the class to listen carefully, as the two disagreeing students read aloud their separate accounts of the event. Listen for conflicting statements about words or actions.
4. List (on the board) the two types of facts the children are stating: Agreement and Conflicting. For example, Kim and Mary may agree that a) they were both on the playground, b) they were playing with a ball, c) Mary had the ball, d) Mary hit Kim. The facts in conflict may be that a) Kim asked for the ball and Mary says she didn't, b) Kim grabbed the ball and Kim says she didn't.
5. Point out that the single happening is remembered by two people in very different ways--their memories are in conflict.
6. Ask the class what additional information is needed to resolve the conflict. Note: Avoid saying that one child is right, the other wrong.
7. Students should consider the possibility of other eyewitnesses such as teachers or other children. In fact, other children have probably been wanting to contribute their side of the story and should be discouraged from doing so until this point.
8. Add another column to the board: Witnesses. Write their statements under that heading. For example, a) John heard Kim say, "Please throw the ball." b) Jill saw Kim take the ball from Mary. Note that witness statements should focus on the areas of conflict, not facts already agreed upon.
9. Ask students if all of the witness statements are equally acceptable. For one reason or another, some witnesses may be biased in one direction or the other. Remember that the focus of this exercise is to help students analyze the origin of conflicting statements, not to determine who is "right" or who is "wrong."



10. Point out that this is not the kind of situation in which a vote of the majority can determine what actually happened and that misunderstandings of statements and actions often occur in historical accounts.
11. Ask students what supporting evidence might be used to resolve conflicting statements about historical events. Consider pictures, diaries, other oral accounts.
12. Analyze oral history obtained through methods described in "Oral History Guidelines." What reasons might there be for conflicting statements?





GENERALIZATION II People's memories are resources in explaining the history of a community.

Subtopic 3 Collected memories provide valuable information for analysis of a previous period of time.

Rationale Arrangements of historic facts in various patterns aid in the analysis and interpretation of those facts. Students can group facts in chronological sequence, in cause-effect relationships, and in the variety of patterns which reflect viewpoints on given issues.

Oral history can supply raw data for one or more of these arrangements of facts. Furthermore, oral history supplies a rich infusion of revealed attitudes providing students with opportunities to hypothesize and evaluate in creative exploration of local history.

#### Level One: Sequence of Events

Summary A first step in analyzing oral history is to organize the material chronologically. Students practice with visual and oral stories in order to learn the clues which aid sequential arrangement.

Objectives At the conclusion of this activity, students will be able to:

- Identify clues which reveal the sequence of events in oral history.
- Organize oral history in chronological sequence.

#### Suggested Time

Steps 1-6: 1 hour  
Step 7: 1 or more hours

#### Materials/Equipment

See "Oral History Guidelines," Figure I

#### Procedure

1. Cut out five or six cartoon segments from the Sunday newspaper comic section.
2. Cut apart the separate pictures of the cartoon stories and place in envelopes. Each envelope will contain the separate pictures for one comic strip.
3. Group students in pairs or trios and provide each group with an envelope. Ask each group to put the pictures in order so that they tell a story.



4. Ask students to explain how they know what comes first in the story line of the comic strip. Explain to students that the cartoons, placed in order, show a sequence of events. Teach the term "sequence" so that students can apply it accurately.
5. Ask students why it helps to know what happened first, second, third, etc. in the history of a community. Point out the similarity between the story of a community and a story in a book.
6. Groups students in threes or fours and ask them to listen to each other tell about the events of their last birthdays. Ask the listeners to decide if events were told in order. What clues do they hear about the events of the story? (Sometimes the speaker uses words such as "before," "after," "later," sometimes they may refer to the time of day.)
7. Provide the opportunity for students to collect and analyze oral history using methods described in "Oral History Guidelines." Help students arrange material in chronological sequence.

Note: This lesson relates well to activities suggested in GENERALIZATION II, Subtopic 3, Level One: Timelines.

#### Level Two: Cause - Effect Relationship

Summary One event may cause another or the two may be completely unrelated. Students analyze simple and familiar cause-effect relationships so they can more effectively analyze oral history.

Objectives At the conclusion of this activity, students will be able to:

- Identify cause-effect relationships in community oral history.
- Raise questions about possible relationships between present elements of community life and historic events.

#### Suggested Time

Steps 1-5: 1 hour  
Step 6: 2 or more hours

#### Materials/Equipment

See "Oral History Guidelines," Figure I

#### Procedure

1. Ask students if they wore heavy coats to school. Then ask them to describe the weather today.



2. Point out they have provided two facts - weather and wearing apparel. Now ask students to explain the relationship between the two. Which caused the other to happen?
3. Ask students to sit in groups and brainstorm some other cause-effect relationships. Ask each group to share a few of their favorites with the rest of the class.
4. If students have studied their community in depth, some cause-effect relationships may have been identified from their knowledge gained through any of the lessons under GENERALIZATION I. If not, ask if they wonder what caused their community to look and act as it does.
5. Suggest that some of the qualities of their present community life might be effects of historic causes. Perhaps they can identify or hypothesize a few - the name of a community, why it has the size it does, etc.
6. Provide opportunities for students to collect information through methods suggested in "Oral History Guidelines." Help students identify cause-effect relationships in the history of their community as such information appears in orally shared memories.

Note: If students have worked with sequentially arranged historic information (or timelines), help them raise questions about the relationship between early events and those which came later.

### Level Three: Analysis of Viewpoints

Summary Issues rarely arrive with right or wrong solutions. Students analyze familiar controversies in order to evaluate patterns in viewpoint arrangement which can be applied to local orally-shared history.

Objectives At the conclusion of this activity, students will be able to:

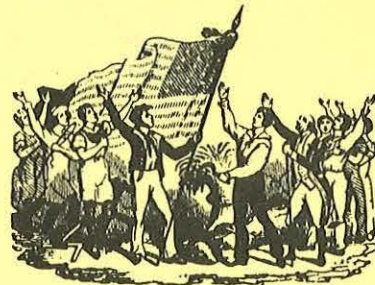
- Identify various points of view in historic local issues.
- Analyze the relative distances between those points of view.

### Suggested Time

Steps 1-6: 1 hour  
Step 7: 2 or more hours

### Materials/Equipment

See "Oral History Guidelines"





## Procedure

1. Choose (as a topic of discussion) a common complaint that begins with, "Why do we have to..." (Such as "go to school," "eat vegetables," "wash our hands," etc.)
2. Ask the class to list some people who have definite ideas about the topic. (Such as parent, teacher, child, etc.)
3. Assign students to play roles of each of the listed people and ask them to explain to the student in the child's role why he/she must do this objectionable thing.
4. Point out that each person in the role play activity has a slightly different point of view.
5. Ask role playing students to stand in subgroups according to viewpoints. Some will be great distances apart or opposite each other; others will stand in close agreement.
6. Thank students for their participation and ask class if, in their study of local community history, they have identified any controversial topics. What knowledge do they have on the various viewpoints involved?
7. Provide opportunities for students to collect oral historical accounts. Are conflicting viewpoints represented? Are the viewpoints poles apart or do some overlap in general agreement while differing in specifics?





## Figure I

### ORAL HISTORY GUIDELINES

1. Students need to be aware of the value of information received through orally shared memories. (See Generalization II, Subtopic 1, Level One).
2. Notetaking by students may be kept to a minimum by using a tape recording as the prime method for data collection. Student's notes are secondary sources; tapes are primary sources in the analysis of the content.
3. Interviewed adults deserve respect which can be provided by students and teachers through:
  - a. letters of request and appreciation.
  - b. quiet attention while speaking.
  - c. thoughtful questions following the sharing time.

Many older folks have been taught by experience that their memories are not valued. An interested, well-prepared group of young students can provide positive experiences to aid an older person's self-concept.

4. It is generally impossible to structure an older person's shared memories to fit a particular lesson objective. It's more profitable to sit back, enjoy and use the material obtained from the sharing session in later analysis with students.
5. Some older adults prefer to visit with a small group of students rather than an entire class in a school. In either case, students should be prepared with questions which indicate interest in hearing about the past: What was it like at your school? What games did you play? What did the town look like when you first saw it? Such questions are "starters" or "guideposts" and students should understand that older folks may not follow and that, in fact, they might shift the entire direction of information.
6. Interest of students in local oral history, demonstrated through visits with older folks in the community, deserves attention through a public relations vehicle. Let the community know their young people are spending educational hours learning about them and their past.







## Figure II

### HISTORY THAT'S FUN FOR YOUNG AND OLD

Des Moines Sunday Register

February 1, 1981

Last week I met high school students actually bubbling with enthusiasm about their English class. They were a lovely sight.

They are the publishers, writers, interviewers, photographers, artists, typists--jacks-of-all-trades, the students of Wildrows, an oral history publication at Adel-DeSoto High School.

"This is not just a little magazine from a little high school," says Scott Steelman, a senior and editor of the semi-annual publication now in its third year. "It's a major project. It brings history closer to home."

We are in an oral history boom--the collection of eye-witness accounts of history from the big and the little people who help make history.

Wildrows draws from the recollections of Iowans on "the way it was." The conversations first are tape-recorded during an interview then transcribed verbatim and finally written for the magazine. There also are "how to" stories on the art of spinning, knife making and square dancing. But mostly they're stories of people.

#### FOXFIRE CONCEPT

The Wildrows concept is patterned after Foxfire, a program started in 1966 by Eliot Wiggonton with his ninth and tenth grade English classes in the Appalachian Mountains of northern Georgia.

Wiggonton's students now have expanded their efforts to include the production of Foxfire magazine and six books, plus the creation of television shows for their community cable station, a series of record albums of traditional music and a furniture-making business.

The Book, "Foxfire 5," compiled in 1979 is dedicated by Wiggonton to "those teachers who, in hundreds of different ways, have made their communities and their classrooms one."

If it weren't for Wildrows, the students might never have learned about the once-bustling boom town of Angus and its Whisky Row. Sherri Van-Deventer, through interviews, research and photos practically has reconstructed the ghost town that once was located on the Green County-Boone County line, six miles northwest of Perry.



Angus was said to be the largest mining town in the state, and Whisky Row was a half-mile stretch with 16 saloons, the site of much trouble for the law. The county line went right through the center of the row of buildings.

If the Greene County sheriff came along, the patrons of the saloons would rush to the east side of the buildings where they were in Boone County, and the sheriff couldn't lay a finger on them. Or, if the Boone County sheriff showed up, they'd all run to the other end of the buildings where he had no jurisdiction.

#### WARM FRIENDSHIPS

One of oral history's little serendipities is the warm friendship that grows out of interviewing. Without Wildrows, these young people might never have known and loved Gertrude Llewellyn of Wauke. She is in her 80s, a gracious, upbeat lady with a beautiful English accent.

"You see, we were the descendants of Prince Llewellyn, the last ruling Prince of Wales," she told her student interviewer. Gertrude is a poet, but her three brothers thought she "had gone to the dogs" one day back in the 1920s when she went to a beauty parlor in Des Moines and had her hair bobbed.

#### BREAKING LOOSE

"That was the beginning of women breaking loose," she told her interviewer. Of the short skirts, long beads and tight-fitting hats, Gertrude said, "I flapped as good as any of them."

Without Wildrows, they might not have had a first-hand acquaintance with a woman who taught in a one-room school, such as Hazel Wright who drove a horse and buggy to Bennett School north of Winterset.

They might not have heard of the danger in those days of kids coming home from school in a blinding snowstorm and hugging fence lines so as not to lose their way.

From their close friend Clarence Hill, 79, of Minburn they have learned how one makes a beautiful grandmother clock, and they have "met a man of faith." Hill tells them of planting 1,000 walnut trees not too long ago. To plant trees that take 60 years to mature is genuine faith.

The name "Wildrows" is a combination of "wild rose," Iowa's state flower, and "windrows" rows of hay or grain that have been raked or arranged together to dry.

The students have taped more than 200 interviews. The class meets each day and students receive an English or journalism credit. They speak with zest about working far into the evening and on weekends when publication time rolls around.



Each story seems to be a learning experience. "Things really did happen here," they say of the central Iowa region where most of the interviews have taken place. "It brings history closer to home," said one student.

Oral history had its beginnings thousands of years ago with the Greeks, but today's technique--the tape recorder--is as modern as the space age. In 1948, the late historian Allan Nevins launched the "Oral History Project" at Columbia University. Since then interest has mushroomed.

There has been a trend toward "backyard history," talking to persons whose heritage might be lost, and of local history. As travel became more commonplace, writing letters was slipping away. People picked up the phone instead. Diaries were going out of style. It was the beginning of the Age of Sony.

In some cases, the process ends with the tape. Not in Wildrows. Students select their subject and first do background research. Then they present the idea to their advisors, Mary Moehlis and Ron Winter. Next comes the interview, usually on a one-to-one basis. Each student must carefully transcribe the tape verbatim--even the sneezes. From the transcript they write the stories.

The magazine is supported through subscriptions which are \$6 a year. The class members say they constantly are looking for ways to keep Wildrows going, even to ringing doorbells.

The late Jack Musgrove, curator of the Iowa Historical Museum in Des Moines often encouraged the students and their teachers to "keep Wildrows going." Winter recalls that just a few weeks before Musgrove's death, the historian "slipped me \$25 because he knew we could use it."

Buxton, a southern Iowa coal town that exists only in the memory of those who lived there, is the subject of an extensive research program now under way at Iowa State University. One phase of the \$90,000 project is taping approximately 100 oral histories of persons who once lived in the town 6 miles north of Albia.

Dorothy Schwieder, a history instructor at Iowa State, says Buxton was unique for its size (up to 8,000 persons) and for its racial makeup. Buxton not only had black coal miners, but also black doctors, black lawyers, black teachers, justic of the peace, and postmaster. Booker T. Washington once spoke at the YMCA there.

The Buxton Club has been working with members of the Iowa State Faculty on the project. Following the interviews and research through Monroe County records, an archeological study will be conducted at the site.

Using the tape recorder method also can be a boon to persons interested in taking down family history from older members who remember "how it was and who they were." When asked for some advice in taping family history, an expert said, "Don't wait another minute."

by Patricia Cooney  
Register Staff Writer





# GENERALIZATION III

**Documents are resources  
in explaining the history of a community.**



Subtopic 1 Published and private accounts of events are written for different purposes and therefore, appear in many forms.

Level One: Diaries and Letters

Level Two: Yellow Pages

Level Three: Cartoons

Subtopic 2 Visuals provide information about life and values of people who lived in the past.

Level One: Pictures and Photographs

Level Two: Yellow Pages

Level Three: Cartoons

Subtopic 3 Visuals can be created from historical accounts; written accounts can be created from visuals.

Level One: Timeline

Level Two: Chamber of Commerce Literature

Level Three: Charts and Graphs

## REFLECTIONS OF YESTERDAY

GENERALIZATION III Documents are resources in explaining the history of a community.

Subtopic 1 Published and private accounts of events are written for different purposes and therefore, appear in many forms.

Rationale Words appearing on paper express thoughts of individuals and/or groups of people. Those thoughts on paper reveal events, ideas, fears, and trends of the period in which they were written.

Written words must be analyzed in terms of their originally intended purpose and audience. Words in private diaries provide different messages about the times than those which are published in newspapers. Advertisements tell a story from a different viewpoint about the technology and values of a period.

Whether or not writing of another period is available locally, students can analyze the differences between types of current writing and reflect upon the messages they reveal about their community. Current community writing contributes to the history of that community for future generations. The preservation of such written material in any time period is dependent upon the value placed upon it as a record of life in that time and place.

### Level One: Diaries and Letters

Summary Students consider reasons why diaries and letters provide single viewpoint information of a different style. Then students evaluate the historic value of such information. Analysis of local examples and creation of a make-believe entry conclude the study.

Objectives At the conclusion of this activity students will be able to:

- List some purposes people have for writing letters and diaries.
- Describe the difference between information written for public and private reading.
- Analyze the type of information found in letters and diaries.
- Evaluate the usefulness of such information to author and reader.

### Suggested Time

Steps 1-6: 1 hour  
Steps 7-12: 2 or more hours



## Materials/Equipment

Optional: local examples of historic diaries, journals and letters.

## Procedure

1. Ask students quickly to write a note that could be passed to anyone in the class. Warn students that these notes may be read aloud in class. The use of actual notes is more effective than merely recalling old notes passed in class.
2. Ask students to pass the note to the person behind them thus ensuring that everyone in class has a note to analyze.
3. Help students analyze the type of information in the note they received. Ask what different kinds of information appear-- questions, facts, hearsay, ideas or feelings. Students may volunteer to read aloud examples of different types of notes.
4. Point out that these notes differ from the usual kinds of notes passed in a classroom. Ask what they think is different. Draw from students that information which is sure to remain private is usually written in more personal language. Suppose the notes they had written were going to be read by their best friend and no one else. Would the words they have chosen be different? Would the kinds of questions and/or facts be different?
5. Ask what other kinds of private writing they can remember besides notes and letters. Do any of the students keep a diary? Would they want someone else to read it? Why or why not?
6. Discuss the type of information found in diaries. Usually there are more feelings than facts. Questions are rare and usually are rhetorical, such as, "Why do these things happen to me?" or "What am I going to do now?"
7. Discuss the use of diaries by the people who write them. Because until recently more girls have kept diaries than boys, be careful to point out that some very well known men and women have kept diaries or journals. Ask the class to think of some reasons, such as: a) to record information about events in their lives, b) to express private joys, sorrows and angers without hurting someone, c) to help think through a situation, d) to help remember the details of a person, place or thing.
8. Students may be too young to understand The Diary of Anne Frank, but there are many other examples in children's literature of diaries or letters which figure in the plot or which provide the book's format. If possible share one with the class and suggest that, with the librarian's help, they find other examples to share.



9. Explore with the class reasons why diaries and letters written by their community's citizens would provide valuable historical data. Ask what information about their community might be provided by a diary or a letter written over 50 years ago. How might that information be different from the memories (or oral history) shared now by people who lived in the community then? If questions about their community have arisen in their study to this point, help students realize that some of those could be answered by information found in private writings. For example, reasons might be provided for certain decisions, problems of everyday life in the past might be described, and physical features of the community might be mentioned enabling a reader to pinpoint the date of their construction or destruction.
10. Evaluate the information which might appear in a diary or letter by asking students how they would know whether or not the information they read is true. Point out that it is only one person's point of view, just as in oral history. Comparisons with other sources of information if such is available, can determine facts.
11. If historic examples of community letters and diaries are available, share excerpts with the class and help them analyze and evaluate their contents.
12. Whether or not local examples are available, have students write a make-believe entry in a pretend diary about an event in their community's history.

#### Level Two: Advertisements

Summary Students examine advertisements in local newspapers and reflect upon the lifestyle represented by products available in a community in a given time period.

Objectives At the conclusion of this activity students will be able to:

- Define the terms: classified advertisement, wholesale, retail.
- Analyze advertisements to determine products available in a community in a given time.
- Project a lifestyle based upon available products.

#### Suggested Time

- Step 1: Explain assignment - 15 minutes  
Steps 2-7: 1 hour  
Steps 8-9: 2 or more hours





### Material/Equipment

Advertisement pages from local newspaper or shopping publication.  
See Appendix for additional examples

### Procedure

1. Ask students to bring copies of the local paper and/or advertisement supplement to class.
2. Separate class into small groups to examine the advertising sections of the papers. Ask each group to find ads with pictures and small ads listed in printed columns.
3. Help students contrast the two types of advertising. How are they different in size, design, and message?
4. Define the word "classify" by asking students to locate it in the dictionary. Then ask students which of the two types of advertising they've been analyzing is "classified?" Be sure they apply the definition rather than merely finding the label in the paper. Point out that in classified advertising the ads are grouped by subject.
5. Ask students to examine both kinds of ads and list the types of products that are for sale in their community, such as groceries, furniture, cars, etc. Beside each item, ask them to state whether it is sold by a store or a private person.
6. Analyze the type of products advertised in the local paper by asking students if they know of any products in their community that are not shown in newspaper ads. Locally produced farm and manufactured items are usually not advertised in local papers. Point out that advertisements are for products which provide for the needs of the community residents--food, clothing, homes, appliances. Discuss the difference between wholesale and retail selling and help students understand that local advertising is for retail merchandise.
7. Ask students to think about the things they have learned about their community's past. What might the ads look like in a newspaper printed a hundred years ago in their community? How would those ads be different from ads printed today? Help students understand that technological advances make it possible for more products of a wider variety to be available now than in the past.
8. If examples of old advertisements are available, help students analyze the different life style implied by the nature of products offered in ads of that period. (See Appendix)



9. Whether or not ads of an earlier period are available, have students draw and write ads which reflect the products available in the early days of their community. Some students may wish to write brief descriptions or stories about daily living during the same early period.

### Level Three: Newspapers

Summary Students examine a current newspaper in order to determine the types of information that can be reviewed later from a historical perspective.

Objectives At the conclusion of this activity, students will be able to:

- Identify the local newspaper as a potential source of historical information.
- Analyze different types of newspaper information.

### Suggested Time

- Step 1: Assignment - 15 minutes  
Steps 2-3: 2 hours  
Steps 4-6: 3 or more hours

### Materials/Equipment

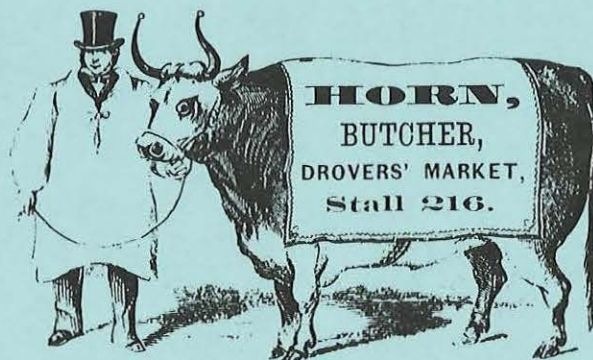
Local newspaper, both current and older issues.  
See Appendix for additional examples.

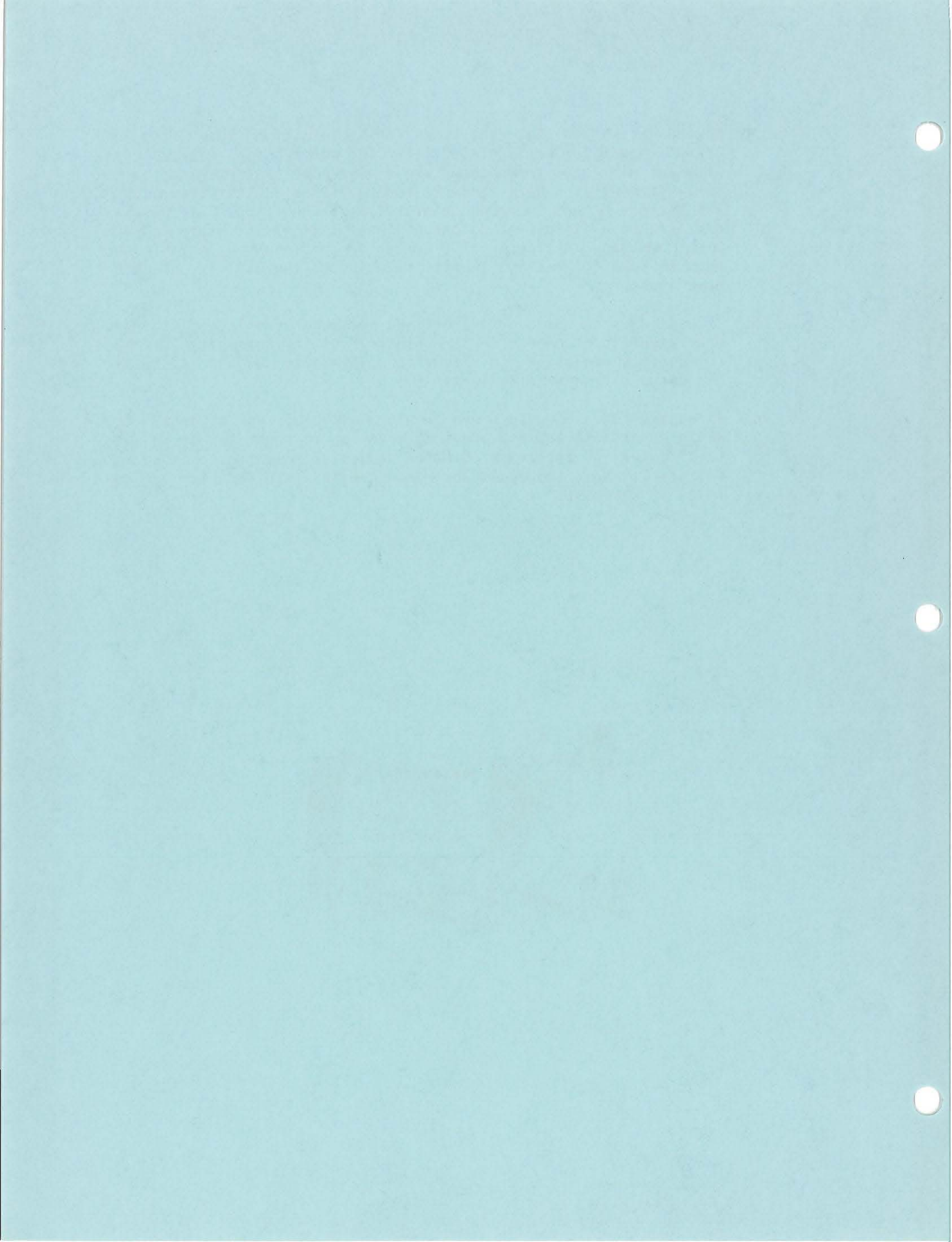
### Procedure

1. Ask students to bring copies of the local paper to class. (It doesn't matter if the papers are different issues.)
2. Separate the class into small groups of two or three to examine the local paper. Ask students to find examples of the following information: international news, national news, state news, local news, entertainment, weather, sports, obituaries, weddings, divorces, births, meetings, editorials. (A small town paper may not have all types of items in every issue.)
3. Ask students if they can tell which items in the paper are considered most important by the editor. Point out that the front page, right column is usually the most prominent spot in a newspaper. What kinds of news does their community place in that column?



4. Remind students that the types of information they find in today's newspaper were printed daily (or weekly) for many years. Files of old local newspapers are a source of information about their community. Help students locate places in their community which store papers in bound or microfilmed condition. If possible arrange a field trip to one of those sources (library and/or local newspaper office.) The editor or librarian may be able to furnish some interesting stories relating to the utility of past news items.
5. If possible use bound or microfilmed newspaper collection to review significant events in the history of the community or the community's reaction to significant historic events such as Lindbergh's flight or World War II.
6. If papers of a previous era are unavailable, ask students to write an article about a previous event as it might appear in the local paper at that time. Other students may wish to write an editorial about the event or even create a mini-edition of an issue in the past.







GENERALIZATION III Documents are resources in explaining the history of a community.

Subtopic 2 Visuals provide information about life and values of people who lived in the past.

Rationale Visuals provide a picture of the period in which they were created. As with written material, it is important to analyze their original purpose and audience in order to fully comprehend their message.

Visuals are created to provide serious and humorous statements for private, commercial and documentary purposes. Photos and paintings generally reflect realistic impressions of the visible aspects of a community's life, whereas cartoons symbolically depict an attitude about an event or situation. Yellow page visuals explain the services available in a community.

Size equals money. Large photos, paintings, advertisements and cartoons cost more to produce than smaller versions. The investment in larger visual messages makes a statement about the individual and/or group values of the period.

#### Level One: Pictures and Photographs

Summary Students analyze visual information about their local community and consider its relationship to other sources of information.

Objectives At the conclusion of this activity students will be able to:

- List available sources of visual information about their community's past.
- Hypothesize original purpose of a visual.
- Analyze nature of information obtained from a visual.
- Contrast written, oral and visual information and recognize complementary nature of the three.

#### Suggested Time

Steps 1-4: 1 hour

Steps 5-7: 2 or more hours

#### Materials/Equipment

Visuals (drawn, painted, or photographed) of places and people in the community.

See Appendix for additional examples.



## Procedure

1. Describe a picture of a place to students before showing it to them. The picture could be a large one or appear on a page in their individual textbooks. Ask students to listen carefully and try to picture the place in their minds as you describe it.
2. Show the picture to students and ask what they see that gives them new information about the place. Does it look like they expected? How is it different?
3. Tell the students about the Chinese saying, "One picture is worth a thousand words." Ask students to think about its meaning in relation to their experiences with words and pictures.
4. Ask students to consider the kinds of information they could gain by looking at pictures taken in their community 50 or 100 years ago. With students, list some sources of pictures of local people and places. (Remember to include paintings in addition to photographs.)
5. If possible, obtain pictures of people and places in an earlier period of the community. Help student analyze each visual by asking the following questions: a) Why was the picture originally made, or what did the artist or photographer want to show us? b) what differences can we see between the picture and the way things are now in the community?
6. Have students choose a visual and write a brief description of life in their community based upon the visual.
7. Help students analyze their written descriptions by underlining those facts that can be verified by the visual. Point out that the rest of their description is inferences that they made from the visual information. Keeping in mind that these inferences may or may not be true, ask students what other sources of information they would need for verification. (Whenever possible, provide opportunities for students to talk to people who remember how things appeared in earlier community visuals.)

Note: Depending on the nature of available visuals, this lesson relates well with activities in lessons on site location (GENERALIZATION I, Subtopic 1, Level One ) and oral History (GENERALIZATION II).

## Level Two: Yellow Pages

Summary Students identify and analyze services available in their community as listed and advertised in the Yellow Pages section of the telephone book.



Objectives At the conclusion of this activity, students will be able to:

- State purpose of advertising in Yellow Pages.
- State number of businesses supplying certain types of services in the community.
- State which business is the oldest.
- Create a Yellow Pages for their community fifty years ago.

Suggested Time

Steps 1-6: 1 hour  
Step 7: 1-2 hours

Materials/Equipment

Several copies of local phone directory with Yellow Pages.

Procedure

1. Ask students to explain the purpose and use of the phone book's Yellow Pages. Point out that businesses are listed alphabetically according to their product or services.
2. Divide class into small groups to analyze separate services available in their community. Assign a different service to each group, such as banking, cleaners, drugstores, department stores, restaurants, sporting goods stores, etc. Supply a copy of the Yellow Pages to each group.
3. Ask each group to locate the section in the Yellow Pages that lists the services assigned to them. Point out that some businesses purchase larger advertising space that tells more about their services.
4. Ask each group to count the number of businesses that offer that particular service in their community. Are any businesses listed which are actually located in another community? Why?
5. A quick call by the group members to each listed business could determine the age of that business, if desired.
6. Ask students what kinds of information they learn from the larger advertisements.
7. If possible, obtain an older phone book for comparison purposes. Ask students which services found in the Yellow Pages have increased or decreased in members of suppliers.



8. Students may wish to create a Yellow Page section for businesses in their community in the 1920's or 1930's.

### Level Three: Cartoons

Summary Students analyze and create political and social cartoons with local community themes.

Objectives At the conclusion of this activity, students will be able to:

- Identify the viewpoint represented in political and social cartoons.
- Create cartoons that express the viewpoint of citizens in local controversial issues in the past.
- Write editorial comments to accompany political cartoons.
- React by letter to visual and written opinion.

### Suggested Time

Step 1: Assignment - 15 minutes  
Steps 2-4: 1 hour  
Steps 5-8: 2-3 hours

### Materials/Equipment

Old and current newspaper cartoons  
See Appendix for additional examples



### Procedure

1. Ask students to collect and bring to class the cartoons which appear on the front page and/or the editorial page.
2. Help students separate cartoons according to political and social comment.
3. Help students group cartoons into local, state, national and international topics. Are the cartoons created locally or are they supplied from a distance through wire services?
4. Point out that the cartoons with political and social topics aren't necessarily meant to be funny. Help students analyze the symbolic representations of the cartoon characters and settings. Ask students to explain the cartoon messages.
5. Help students identify critical periods in the community's past. Point out different points of view which existed at such critical



points and suggest that students create cartoons which represent those opposing viewpoints. (For example, naming the community, encouraging settlers to join the community, an election, the construction of sidewalks, etc.)

Note: This activity relates well to the lesson in GENERALIZATION II, Subtopic 3, Level Three: Analysis of Viewpoints.

8. Display each "editorial page" (cartoon and editorial comment) on the bulletin board for examination by the rest of the students.
9. Encourage all students to write "letters to editors" and group them with the "editorial page" layouts on the bulletin boards.





GENERALIZATION III Documents are resources in explaining the history of a community.

Subtopic 3 Visuals can be created from historical accounts; written accounts can be created from visuals.

Rationale Interpretation of historic material through a different form adds another dimension of comprehension to the original ideas. That which originally appeared in writing can be visualized; visuals can be described in writing or orally.

A timeline is a visual presentation of written facts placed in chronological order. Charts organize facts according to topics. Chamber of Commerce literature makes use of local facts in encouraging people to visit, settle and invest in the community. Timelines, charts and Chamber literature are examples of ways that historic information is structured for specific purposes. By converting raw information into these structural arrangements, students develop converting the skills of analysis, synthesis and evaluation.

#### Level One: Timeline

Summary Historical dates of local events are placed in chronological sequence and compared with the timing of student's personal events and national events.

Objectives At the conclusion of this activity, students will be able to:

- Create a timeline using a list of dates significant locally, or personally, or nationally.
- Contrast and compare events and their significance.

#### Suggested Time

Steps 1-3: 1 hour  
Steps 4-7: 2 hours

#### Materials/Equipment

Notebook paper, rulers, role of white shelf paper

#### Procedure

1. Ask students to list four or five important years in their lives: year of birth, year or years of favorite birthday and holiday or vacation, current year, and year of high school graduation.
2. Using the red margin line on notebook paper, help each student create a 20-year timeline with five year increments and place



their four or five personally important dates on their individual timelines. Have them write explanations for those dates on the closest blue lines of the notebook paper.

3. Ask students what advantages they see in placing information in a timeline arrangement. Point out that a timeline is a visual arrangement of chronologically ordered events.
4. Suggest that students create a timeline of events pertaining to the history of their community.
5. Some students may wish to illustrate the timeline by adding postcards, photos and/or drawings or local places where events took place.
6. Help students place their own birthdates and/or arrival dates on the community history timeline in order to relate their own experience to that of the community.
7. Other dates of national significance such as 1776, 1860-1864, 1941-1945 may be added to help students place local historical events within a wider perspective. Discuss impact of national upon local events.

#### Level Two: Chamber of Commerce Literature

Summary Chamber of Commerce materials stress positive aspects of a community. Students will analyze such existing materials and create their own.

Objectives At the conclusion of this activity, students will be able to:

- Identify positive aspects of their community which will encourage people to make decisions that will have a good effect on the local economy.
- Analyze existing Chamber of Commerce materials.
- Create Chamber of Commerce type materials.

#### Suggested Time

Steps 1-6: 1-3 hours

#### Materials/Equipment

Literature from local and/or other community's Chamber of Commerce.





### Procedure

1. Ask students to brainstorm with you about the things in their community which makes them proud of living there. List their ideas on the board.
2. Discuss the value of community pride. What does the development of good or bad feelings do for or to a community? If possible, have a member of the local Chamber of Commerce speak to the class.
3. Obtain and display or distribute materials published by the local Chamber of Commerce. If such materials do not exist, display a set of Chamber of Commerce literature from any other town or city. (Students usually enjoy writing away for such materials themselves.)
4. Point out that Chamber of Commerce materials encourage activities which will improve the local economy. Readers are encouraged to visit, buy local products, move to the area, and/or establish a business or industry in the vicinity.
5. If Chamber of Commerce materials are not available for the students' community, suggest that they write and design some, using materials from another community as a model.
6. Help students identify the good features of their community which existed in earlier years. Encourage students to create Chamber of Commerce materials for those earlier years.

### Level Three: Charts and Graphs

Summary Charted and/or graphed information about the community will be interpreted. New charts will be created.

Objectives At the conclusion of this activity, students will be able to:

- State the purpose of charts and graphs.
- Identify the types of information which are suitable for charts and graphs.
- Create a chart and/or graph of information about their community.

### Suggested Time

Steps 1-7: 2-4 hours

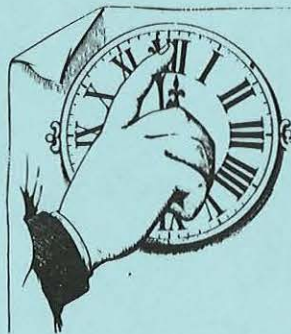
### Materials/Equipment

Examples of charts and graphs

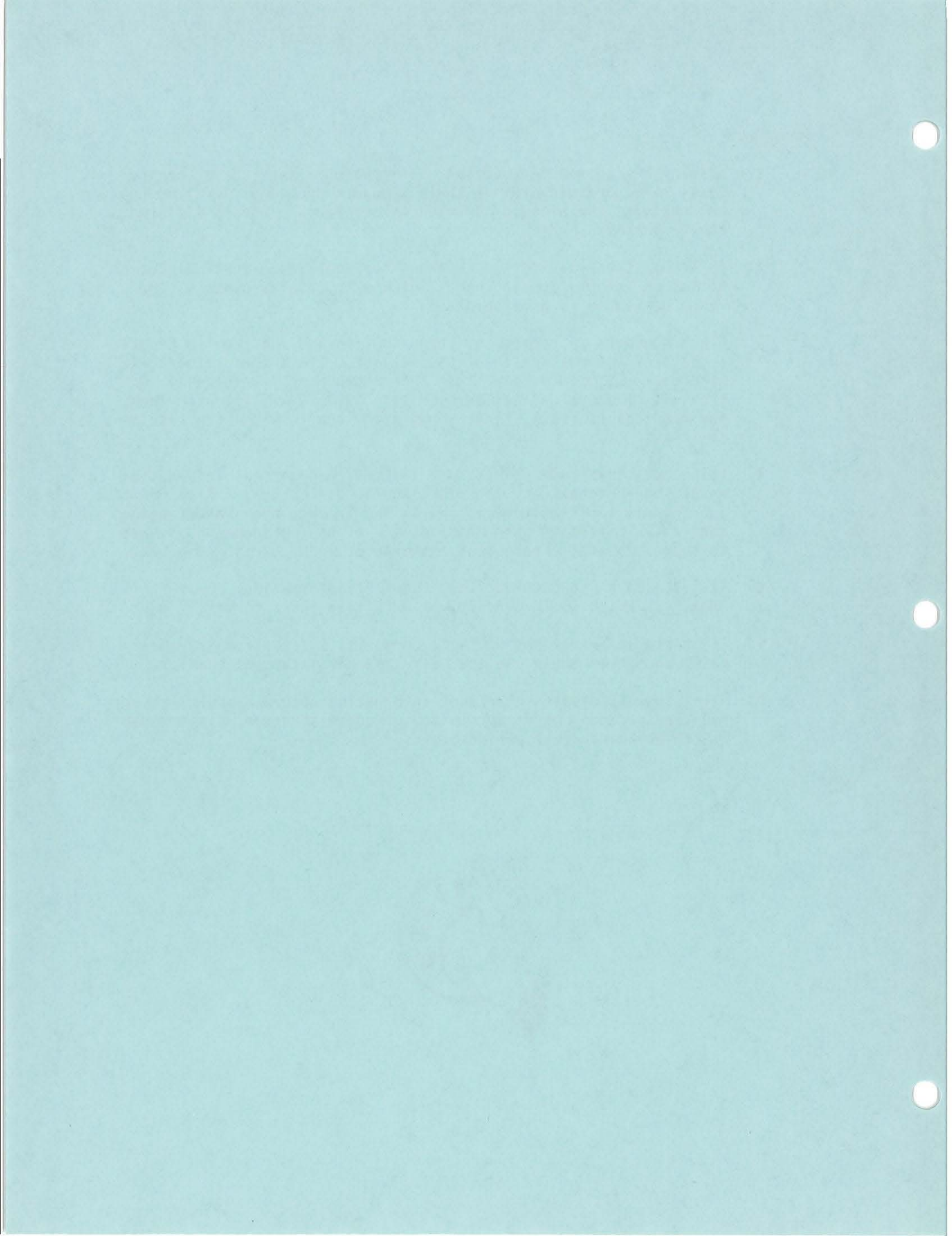


### Procedure

1. Display any available charts of information. Some social studies texts have good examples in their appendix section. Ask students to consider the uses of charted information. What's different about charts?
2. Point out the relationship between horizontal and vertical categories of information in charts which make brief amounts of knowledge available in a quick glance.
3. Place students in groups of three to five and ask them to create a chart of information about themselves. Limit their time to 15 minutes. (Students may list their own names vertically and create horizontal categories such as: age, sex, favorite food, favorite color, etc.) Share completed charts with the rest of the class.
4. Point out that some charts are limited to numerical information resulting in totals at the right and/or the bottom. Also point out the similarities between charts and graphs, the latter being generally limited to the description of one phenomenon. Math textbooks generally have good examples of such charts and graphs.
5. Ask students to consider the types of information about their community which would lend itself well to a chart format.
6. If charts and/or graphs of local community information are available, encourage their use and help students interpret them.
7. Help students create charts of information such as population by ten year periods, mayors by length of administration, city budget by ten or twenty year periods, etc.





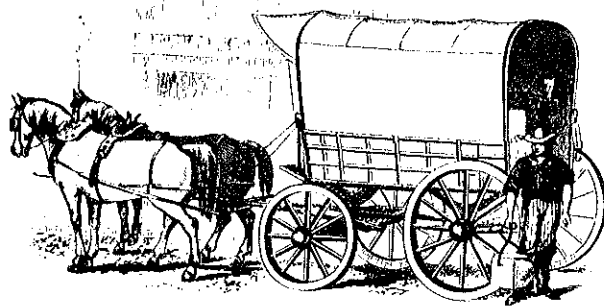






## APPENDIX

Resources  
for  
classroom use







# The "Henderson" New Hand Lawn Mower

Is the BEST and LIGHTEST RUNNING MOWER made for the following reasons :



FIRST.—Because we have proved in comparative trials that it runs one-fourth lighter than the lightest draft mowers previously made.

SECOND.—It will cut higher grass than any other, cutting clean and regularly, if not too thick, grass eight inches tall.

THIRD.—It makes out little noise, is very simple in its adjustment, cuts smoothly, and the knives are so speeded that they cut the grass twice; in other words, all grass that was left long at the first cut, by being bent over, is evened down by the next or following knife.

FOURTH.—It is self-sharpening, and its construction is so simple that it can be quickly adjusted by the most inexperienced.

FIFTH.—It throws all the cut grass back, so that there is no clogging; the gears are not liable to clog, and it has adjustable boxes to take up the wear.

SIXTH.—It cuts steep terraces or narrow borders just as easily as the level lawn, and it can be run within an inch of trees or posts without injury.

SEVENTH AND LAST.—We warrant the "Henderson" Lawn Mower to work as represented, with the privilege of returning any machine that fails to do so.

NET PRICE OF THE "HENDERSON" LAWN MOWER:—12 inch Mower, \$10; 14 inch Mower, \$11.50; 16 inch Mower, \$13; 18 inch Mower, \$15; 20 inch Mower, \$16.50.

OUR NEW CATALOGUE OF SEEDS AND PLANTS (140 pages), size 11 x 8½ inches, is this year sent out in an illuminated cover. It is replete with new engravings of the choicest FLOWERS AND VEGETABLES, many of which can only be obtained from us; and contains, besides, two beautiful colored plates, and very full instructions on all garden work. Altogether, it is the best ever offered by us, and, we believe, is the most complete publication of its kind ever issued. Mailed on receipt of 10 cents (in stamps), which may be deducted from first order.

## PETER HENDERSON & CO.,

35 and 37 Cortlandt Street, New York.

### ADVERTISEMENTS

1. What years did these advertisements appear in newspapers?
2. What is the difference between these ads and modern ads?
3. What things are the same?
4. What do these ads tell you about life a hundred years ago?

Send for Circular.

**WHY DO MOTHERS**  
Put stiff corsets on their growing Children? Don't do it, but

**BUY FERRIS' PATENT GOOD SENSE CORSET WAISTS**  
Fit all ages. All Physicians recommend them.

**LEADING RETAILERS**  
everywhere sell them. Take no other.

**FERRIS BROS.**  
Manufacturers, 241 BROADWAY, NEW YORK.  
**MARSHALL FIELD & CO. CHICAGO,**  
WHOLESALE WESTERN AGENTS.

### Ringer's Ringing Recommendation

PROF. SIDNEY RINGER, in his "Hand Book of Therapeutics," 11th edition says:

"I generally find it useful in all forms of Children's Diarrhoea to abstain from milk, and to give instead, barley water and veal broth, or chicken broth, or, BEST OF ALL, NESTLE'S FOOD, WHICH I FIND THE BEST OF ALL FOOD, FOR CHILDREN WITH GREAT DELICACY OF STOMACH AND INTESTINES."

[Eng. Ed. pp. 619, Dietary Article No. 83. Am. Ed. pp. 479.]

The above emphatic commendation of Nestle's Milk Food by one of England's best known medical authorities, will be appreciated by mothers who are perplexed by the mass of boastful and extravagant advertising of infant foods, to know which is really THE BEST. Your physician will tell you Nestle's Food must possess rare merit to elicit from Dr. Sidney Ringer such unqualified words of approval in his work on Therapeutics.

If you have not used Nestle's Food, we will send you sample on application.

**THOS. LEEMING & CO., Sole Agents,**  
18 College Place, New York.

**DWARD A. ROBE** Complete. Y  
The most stylish perfect fitting garments to be had. Infant outfit 12 patterns, 50c. short clothes, 12 pat. 50c. directions, am't mat'l required with each. New England Pattern Co., 8 Rutland Vt

**THOMPSON'S PATENT KNEE SUPPORTERS**  
PREVENTS the Pulling off of BUTT-  
TONS & the tearing of SHIRT WAISTS. By Mail, 35cts  
No elastic band or belt. Send for Circular.  
Edwin Thompson, Box 1270, Providence, R. I.

## CARNRICK'S SOLUBLE FOOD

Perfectly nourishes the child from birth, without the addition of cow's milk, and digests as easily as human milk. Send for "Our Baby's First and Second Years," by Marion Harland. REED & CARNRICK, N. Y.



**DR. DE JONGH'S**  
 KNIGHT OF THE ORDER OF LEOPOLD OF BELGIUM  
 KNIGHT OF THE LEGION OF HONOUR  
**LIGHT-BROWN COD LIVER OIL**

Incontestably proved by Thirty-five Years' Universal Medical Experience to be  
 THE PUREST, THE MOST PALATABLE, THE MOST DIGESTIBLE, AND THE MOST EFFICACIOUS  
 IN CONSUMPTION, THROAT AFFECTIONS, AND DEBILITY OF ADULTS AND CHILDREN.

**SELECT MEDICAL OPINIONS.**

**Sir HENRY MARSH, Bart., M.D.,**  
*Physician in Ordinary to the Queen in Ireland.*

"I consider DR. DE JONGH'S Light-Brown Cod Liver Oil to be a very pure Oil, not likely to create disgust, and a therapeutic agent of great value."

**Dr. EDGAR SHEPPARD,**  
*Professor of Psychological Medicine, King's College.*  
 "DR. DE JONGH'S Light-Brown Cod Liver Oil has the rare excellence of being well borne and assimilated by stomachs which reject the ordinary Oils."

**Sir G. DUNCAN GIBB, Bart., M.D.,**  
*Physician to the Westminster Hospital.*

"The value of DR. DE JONGH'S Light-Brown Cod Liver Oil as a therapeutic agent in a number of diseases, chiefly of an exhaustive character, has been admitted by the world of medicine."

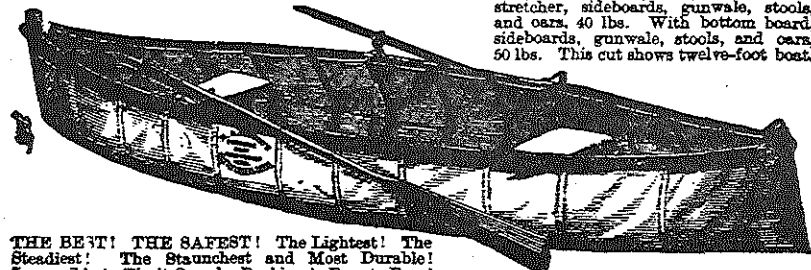
**Dr. SINCLAIR COGHILL,**  
*Physician to the Hospital for Consumption, Ventnor.*  
 "In Tubercular and the various forms of Strumous Disease, DR. DE JONGH'S Light-Brown Oil possesses greater therapeutic efficacy than any other Cod Liver Oil with which I am acquainted."

Sold ONLY in Capsuled Imperial Half-Pints, 2s. 6d.; Pints, 4s. 9d.; Quarts, 9s.; by all Chemists and Druggists.  
**Sole Consignees—ANSAR, HARFORD, & CO., 210, High Holborn, London, W.C.**  
 CAUTION.—Resist mercenary attempts to recommend or substitute inferior kinds.



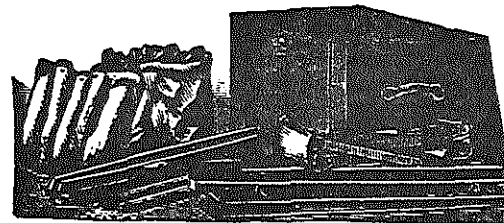
**PETER ROBINSON,**  
**BLACK GOODS**  
 AND  
**GENERAL MOURNING WAREHOUSE,**  
 256 to 262, REGENT ST.  
*ESTIMATES AND PATTERNS FREE.*  
**FUNERALS FURNISHED.**  
**MOURNING ORDERS.**  
 On receipt of letter or telegram, experienced Assistants are always in readiness to take a full assortment of Mourning Goods to any address in TOWN or COUNTRY, at the same reasonable prices as if purchased in the Warehouse, and travelling expenses are not charged whatever the distance.  
 Ladies who wear, from choice, black or neutral colours, will find at this Establishment a full Assortment of the  
**LATEST CONTINENTAL NOVELTIES IN**  
**MANTLES AND GOWNS.**  
 Telegraphic Address—"PETER ROBINSON, LONDON."  
 Telephone No. 3557.

Invented and Manufactured by N. A. OSGOOD, Battle Creek, Mich. Send for Circular.  
**OSGOOD'S FOLDING CANVAS BOAT.** Weight, for trout fishing, with stretcher, sideboards, and paddle, 25 lbs. With stretcher, sideboards, gunwale, and paddle, 32 lbs. With stretcher, sideboards, gunwale, stools, and oars, 40 lbs. With bottom board, sideboards, gunwale, stools, and oars, 50 lbs. This cut shows twelve-foot boat.



**THE BEST! THE SAFEST! The Lightest! The Steadiest! The Sturmiest and Most Durable!**  
 Impossible to Tip it Over by Rocking! Easy to Row!  
 Safest and Best Hunting and Fishing Boat Made! Oars and paddle are jointed, and pack in chest with boat without extra charge.  
 Makes up Four different Weights, the same as Four Boats Combined in One.

Size of Chest, 38 inches long, 17 inches wide, 18 inches deep.

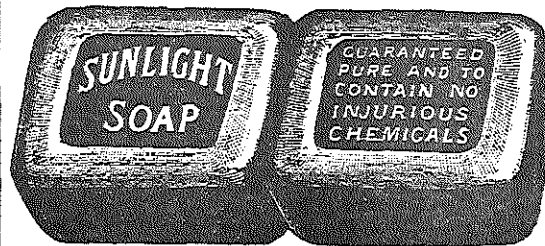
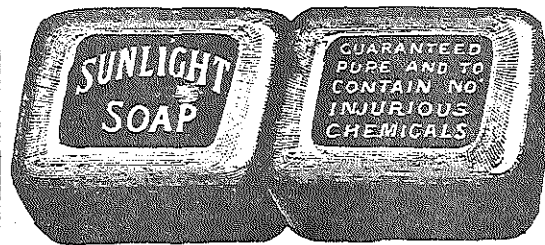
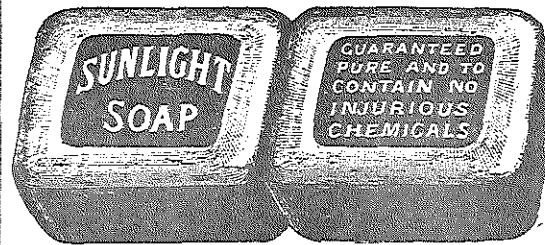
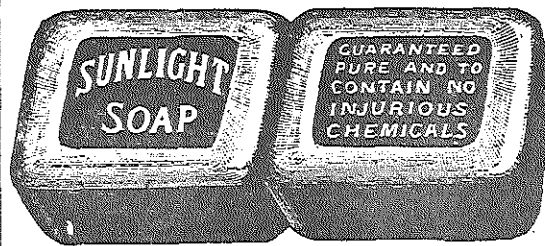
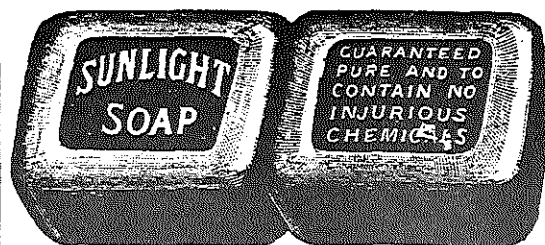


The above is a view of the Boat in its compact form, showing Boat Folded, Bottom-Board, Camp-Stools, Gunwale, Stretcher, and Packing Chest. Oars and Paddles are jointed and packed with Boat in Chest.

**TO STOUT PEOPLE.**

*Sunday Times* says: "Mr. Russell's aim is to ERADICATE, to CURE the disease, and that his treatment is the true one seems beyond all doubt. The medicine he prescribes DOES NOT LOWER, BUT BUILDS UP AND TONES THE SYSTEM."  
 Book (116 pages), with recipe and notes how to pleasantly and rapidly cure OBESITY (average reduction in first week is 3 lbs.), post free eight stamps.

**F. C. RUSSELL, Woburn House,**  
 Store Street, Bedford Square, London, W.C.

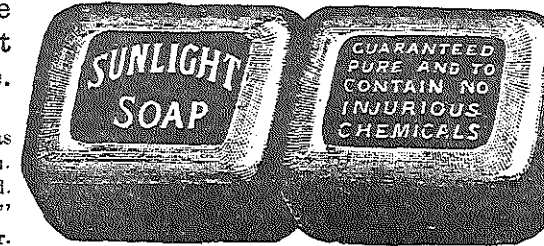
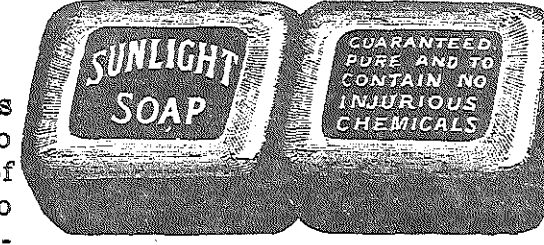
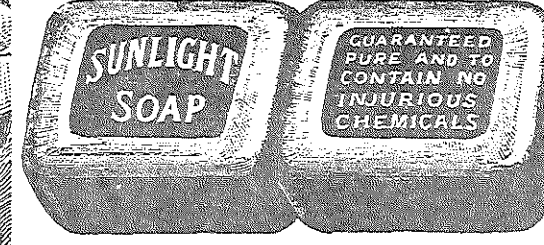
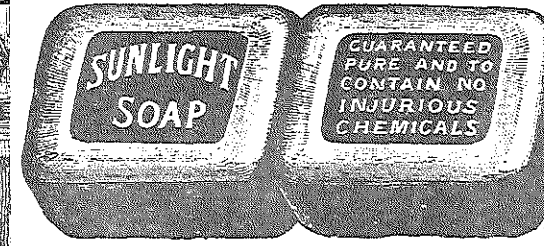
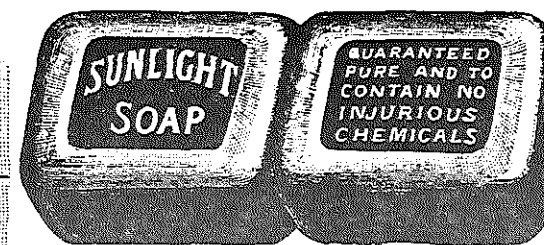


### A CHEERFUL OLD SOUL.

It is possible for a woman with increasing years to continue to do laundry work. Thousands who would have been laid aside under the old system of washing have proved what Sunlight Soap can do in reducing labour. The cleansing properties of Sunlight Soap save years of arduous toil. Reader, prove Sunlight Soap for yourself! By giving the best article a trial you will do yourself a real service.

### BEWARE!!

Do not allow other Soaps, said to be same as the "Sunlight" Soap, to be palmed off upon you. If you do, you must expect to be disappointed. See that you get what you ask for, and that the word "Sunlight" is stamped upon every tablet, and printed upon every wrapper.





MAY 28, 1887

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THE LADIES' COLUMN.

If "well begun is half done," as our nurses used to tell us in our childhood, then the American Exhibition is half assured of success, so far as "The Wild West" Show is concerned. The vast amphitheatre of seats surrounding, gallery-fashion, the enormous tan-covered area, was completely filled on Monday, at the opening performance: probably twenty thousand persons were present. The London-American colony mustered strongly, and the "American language" was to be heard, spoken with native fluency and inflection, on all sides.

It will be seen that the opening day of the American Exhibition attracted such a gathering as is commonly spoken of as "everybody being there." The whole performance was received with high favour, except one item, when an unfortunate cow (described in the programme as a "wild bull") was lassoed, and tied around the body, and dragged by a rope which passed between the hind legs, in a manner that is probably very mild as compared to the realisms of the prairies of the Wild West, but that the British public (to its credit) declined to consider amusing. The girls who shoot and the girls who ride are extremely skilful. As to the Indians, they are too naturally dreadful! Their yells, their savage gestures, their impassively cruel countenances, their stealthy steps in creeping from ambush, the way in which they spread out like a cloud of destruction when they are charging the foe, and vanish when repulsed like a passing typhoon—it all made me understand for the first time why they have ever been regarded with such horror when they have been engaged in warfare with civilised whites, and how it was that the employment of Indians by the Government of George III. to fight against the American rebels was considered an act so infamous as to be in effect a main cause of the stern resolution with which the youthful States fought on till they achieved their independence.

NEWSPAPERS

What do these articles tell you about people who lived almost one hundred years ago?

Were those people different? How?

Were those people the same as people today? How?

# THE LADIES' HOME JOURNAL

And Practical Housekeeper...

Copyrighted, 1887, by CYRUS H. K. CURTIS.

VOL. V, NO. 3.

PHILADELPHIA, FEBRUARY, 1888.

Yearly Subscription 50 Cents.  
Single Copies 6 Cents.



[For the LADIES' HOME JOURNAL.]  
**BABIES' BIOGRAPHIES.**

A pleasant custom, that I am sure more mothers would like to observe if they knew of it, is that of keeping a brief record of baby's life. Our children's earliest years must ever remain a blank in their memory, and who can tell with what delight they may in after years peruse the pages that may give them a clue to the happenings of that wonderful period?

Once, when looking over some rubbish in my mother's garret, I found a package of old letters, some of which had been written by grandmother to my mother when I was a tiny infant, and never shall I forget the eagerness with which every word referring to that remarkable baby was devoured. The color of hair and eyes, weight at birth, a suggestion concerning the name, etc.—all were invested with a strange charm for me; yet the facts were pitifully meager; and when my own sweet baby came I resolved to keep for her future gratification a systematic record of her progress and achievements. To be sure there isn't time to do much at once, but I plan to write at least a few lines each month, even though baby has to sit on my lap during the operation.

It takes but a few minutes, and if the darling, when grown, shall value her baby history, surely the reward will be sufficient. Such a record could conveniently be kept in a small blank book and in any way desired. Mine begins with a newspaper notice of baby's birth, and is followed by a minute description of the interesting little maiden. Then in order of occurrence are chronicled the principal events of her babyhood, together with many hopes, reflections and prayers of her mamma. When baby was a few months old we printed her tiny hand and foot on one page by carefully rubbing ink on them with a sponge and pressing them on the paper. What would not you and I give if we to-day could see the imprint of our own baby hands or feet!

## [For the LADIES' HOME JOURNAL.] HINTS ON EXERCISE.

BY JEANIE DEANS.

When doctors disagree, where shall truth be found? Yet, however modes of treatment differ, however physicians clash in other respects, all schools and classes agree in the beneficial influences of fresh air, careful diet, pure water, sunshine, and plentiful exercise.

Nor are these natural agencies conducive to the well being of the sick alone; the well, or those considering themselves such, may have their health greatly benefited and powers of life much increased by a little well-directed attention to these hygienic conditions; and it is claimed the mother of the future will come to the field well equipped with this armor; let us hope the father, also.

In the matter of exercise alone volumes have been written.

Mrs. Jefferson Davis is reported as saying, in conversation with Miss Frances Willard, "Simply to breathe is life to a young English girl," and the simple act of breathing is an exercise worthy close attention.

It is stated on good authority that many women in America actually starve for want of fresh air and the knowledge to use it.

It is an excellent plan, and one which all may follow, to allot a few minutes each day to breathing exercises, commencing in a mild way.

In the morning step out where fresh air is plenty, or, if stormy, into a well ventilated room;

fill the lungs to their utmost capacity, hold a few seconds, then slowly send out. Repeat three times. Rest an hour; then three times again. Continue this six or eight times per day, and gradually increase the three deep respirations to six by the end of two weeks, unless weariness follows; if so, continue longer with the three.

This deep breathing—abdominal breathing—tends to expand the chest, strengthen the lungs, purify the blood, quicken the circulation and invigorate the system.

Soon the cold hands and feet will feel the warmth of bounding blood, the eye brighten, appetite improve, and enduring power steadily increase. The intercostal muscles upon the sides of the chest, often weak and flabby, grow stronger, and if this gymnastic is persevered in judiciously the narrow and flat chest will increase in breadth and depth.

It will at once be seen, to receive greatest benefit from full respirations, there must be no impediments of dress. The chest must have freedom to act, otherwise much of the good effect is lost.

If to our breathing exercise we add that of a daily walk or horseback ride we are heightening our chances for vigor.

A daily walk in the open air, short to begin with, cannot fail to do much good.

Why are Americans so behind their English cousins in this matter of out-door exercise?

It is a fact fast pressing upon us, if we do not throw off the incubus of bad air and rush to pure, we shall become vitiated and poisoned.

William Cullen Bryant kept himself in mental and physical vigor to advanced age by systematic exercise in a simple home gymnasium and the open air.

In all exercises where the object is to invigorate the system care must be taken not to push them to exhaustion, otherwise the good effect, may be lost.



What do these pictures tell you about schools and studying a hundred years ago?

How were things different?

How were things the same?

## HARPER'S WEEKLY.

SATURDAY, NOVEMBER 9, 1867.

### THE DISTRICT SCHOOL TEACHER.

THE social statistics of the United States Census Bureau do not give us any table showing the proportion of male and female employes in any branch of labor; and they do not therefore positively declare, but there is reason to believe, that one hundred thousand of the one hundred and fifty thousand two hundred and forty-one teachers in the one hundred and fifteen thousand two hundred and twenty-four public schools, colleges, and academies in the United States are females. Two-thirds of the grand army which Lord Brougham was proud to see on the march, armed with primers, and of which he justly anticipated such grand and glorious and progressive, though peaceful triumphs, are Amazons; and, singularly enough, they have formed the van-guard. The women have really been pioneers in education, and have been among the earliest to penetrate the new fields, the opening Territories, and to invade those forbidden States of the South where education a few years ago was proscribed to certain classes and colors, but where now the school-teachers form a mighty army of invasion and are peacefully accomplishing a mighty revolution. Our picture on the first page will therefore apply, for the first time in our history, to all parts of the country; it is, in fact, a national design, and will appeal to an army of teachers and a nation of scholars.

Every "village school-marm," every district teacher, has a dual existence—the life in and the life out of school. She is supposed to be an epitome of all knowledge, and a combination of "whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report." Her conversation is supposed to be a sort of abstract of all the wisdom of Solomon put into plain English for plain country folks. No subject is considered too abstruse for her discussion, and none too trivial to command her attention. In the little world in which she moves she settles all vexed questions in ethics, mathematics, geography, etc., and perhaps the next moment gives her decision as to the shade of a ribbon or the fit of a garment. She writes the business-letters of the farmer with whom she is temporarily boarding, and is often expected and called on to carry on the love correspondence of the neighborhood, frequently writing on both sides of the story, and entering deeply into all the quarrels of love-lorn couples. She reads the newspaper to the old folks, conducting all the literary affairs of the family except the morning and evening service.

It is popularly supposed that brain-work is not fatiguing, and that, as she is not a field-laborer during the day, she can nurse the sick at night without fatigue. She is, in short, the cherished confidante of the troubles, real and imaginary, of the whole village; at once "guide, philosopher, and friend." She is usually of city origin, and has been educated at the "Academy," and is popularly supposed to know every body and every thing in "the city" as well as in the books. Local habitation in the village she has not, but is "boarded round" among her patrons, leading as migratory an existence as the birds of the air and the beasts of the field, and is therefore looked upon as the fortnightly newspaper, and is apt to give offense if she does not take to her newest home the news, and often the scandal, of her last.

Her legitimate sphere is the school-room. There she is paramount; there she reigns supreme, without a rival, monarch of all she surveys. Over the minds of the little ones she has a wonderful influence. They regard her with amazement and awe, and place the most implicit faith in what she says. They can not understand how she ferrets out every wild prank, discovers every shirking of lessons, and sees through every sham; they only know that "playing sick" is played out, and "peeping on" is lost labor.

These are bright sides of the picture. Let no one suppose either position is a sinecure. Only they know the strange isolation they endure, the heart-sickening lonesomeness they feel, surrounded by hundreds of friends but not one of their own condition of mind, not misunderstood but unappreciated. Let those who imagine this life in the school a pleasant one try it; and when the novelty has worn off, when each day becomes a counterpart of the preceding, when the mistakes that were amusing at first have become monotonous, when the interesting faces have lost their brightness in poring over books too deep and wise for their little minds, when children that at first were overanxious to please have with increased intimacy grown provokingly careless and stupid, they will be ready to admit that these and innumerable other petty annoyances require a teacher to possess her soul in patience. Talk about Job's patience! He never taught school! True he endured a severe ordeal—loss of friends, destruction of property, treachery, disease. We nerve ourselves to endure great sorrows; it is the lesser ills of life that overflow the cup of bitterness, and many of these are crowded into each day's experience of the "District schoolmistress."

And yet the life has its joys as well as its vexations; and our picture will recall many little pleasantries to many a teacher's mind. The picture speaks for itself. The teacher's face tells of so much patience, firmness, and sweetness that we know the happy, eager children are in good hands. That tall girl is a controlling impulse in the school, and has already a womanly air. The long-haired lassie is a merry sprite with laughing blue eyes and golden hair. She is full of fun, yet a good pupil, and evidently a favorite with her teacher, whose hand is raised as if to give her a gentle admonishing pat on the shoulder. The round baby-face in the centre has just finished its first day at school, while the little fellow on the left has an earnest, serious face, as though he were revolving in his mind some matter of grave importance.



THE DISTRICT SCHOOL TEACHER.—DRAWN BY A. R. WAUD.—[SEE NEXT PAGE.]





"A BROTHER'S HELP."—FROM A PAINTING BY F. ROSEN.—[SEE NEXT PAGE.]



A WARNING TO YOUTH.

ANXIOUS MOTHER.—Good gracious, Arthur, what does this mean? Listen to what your school teacher says—(Reads)—"Arthur Violet, I am sorry to say, displays a perfection of villainy beyond his years. His example is fearful, his morals are shocking. His pernicious course, will, I fear, corrupt all with whom he is forced into association. He came late yesterday, and to-day he was detected in devouring an apple surreptitiously." Oh! Arthur, what do you say to this?

ABANDONED AND PROFLIGATE YOUNG RUFFIAN.—Nothing. But if you'll let me take my teacher a bouquet every morning, she'll give me a better report.

Cartoons

1. Separate these examples of cartoons, poems and drawings into social and political ideas.
2. What message or idea does each one say?
3. How are the ideas the same today? How are they different?





## The Day of Reckoning

WELL, ye're back at last, Hi Newton,  
From the Legislature, hey?  
And with all yer high-falutin'  
What did *we* git frum it, say?

Where's the railroad that we thought ye  
Was a-goin' to put through  
When we promised to support ye—  
(We elected of ye, too).

Where's our rates in transportation,  
And our new Primary School,  
And our Court House—thunderation!  
Take the Corners fer a fool?

Think *we're* runnin' institutions  
Ye can break yer promise to?  
Here, jest read them resolutions,  
Showin' what we think o' *you*!

Poems and drawings are by J.B. Frost  
from A Book of Drawings published by  
P.F. Collier & Son, 1904.

"Corners" means any local town.

## Politics at the Corners

THEM fellers up to Washington  
That know the laws by heart,  
'F they would fool the Corners, son,  
They've got to look right smart;  
Fer every gol darn mail, by gum,  
The Corners is a-watchin' um.















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