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A HISTORY of IOWA

TEACHERS GUIDE

by O.J. Fargo

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TYPES OF CLASSROOM ACTIVITIES

The following activities are ranked according to the number of people benefitted by the activity. On the same continuum, they run from a prescribed subject having much source material to subjects having little source material or original topics. Later, in each of the topic suggestions corresponding to the filmstrip, the topic chosen can be put into the format below.

In other words, whether dealing with a state or local history level, the type of activity should be chosen first, then the actual topic.

1. Written Report on a common topic:

This activity consists of paraphrasing one or more sources on a common topic i.e. Life of Governor Lucas, Why did Marquette agree to explore the unknown continent. This report is for the personal growth or remedialization of an individual student and not meant to be shared.

2. Writing for information:

This consists of requesting information from a city, state or agency. The subsequent information may be shared many ways.

3. Worksheets (rote):

Consists of answering prepared questions upon which a variety of material is available. The questions may be essay, short answer, multiple choice, matching or T-F.

4. Worksheets (opinion):

Consists of answering prepared questions upon which a variety of material is available. Original (or semi-original) opinions are being sought based on knowledge acquired through common sources.

5. Shared Oral or Written Reports on common topics:

Consists of a report presented to the class that goes more into depth on a common topic i.e. the Honey War, the first railroad etc. by paraphrasing one or more sources.

6. Art or Graphics:

Incorporates an artistic rendering of a personage or scene, a copy of a map or an original map rendering of a local scene. All are shared by being displayed.

7. Scrapbooks:

A scrapbook should be shared to derive maximum value and satisfaction. It could consist of original material, clippings, reports, xerox copies etc. It could be upon a general topic i.e. transportation; prescribed general theme i.e. history of Iowa or a specific topic i.e. pioneers in Union County.

8. Audio-Visual reports (common):

This would serve as a shared teaching resource on a general topic using reproductions of reproductions such as pictures out of text or reference books. The dialogue would be paraphrasings of a number of resources.

9. Worksheets asking for original conclusions:

Includes questions that supply pieces of information. These coupled with prior teaching and an original "what if" twist, call for original conclusions.

10. Oral or Written Reports on more obscure topics;

Consists of topics that have few sources either because of its obscurity or because the local or county comparison has not been explored. It may require the use of oral tradition, drawing inferences or paralleling national to state or state to local events. The finished product would be shared. Many different aspects done by many individuals could make a more comprehensive study.

11. Realia:

This would consist of dioramas, exhibits on a topic i.e. early transportation, types of architecture within a town etc. or models. This would not be just a collection but would be on display with the express purpose of making it a more concrete teaching experience for all students.

12. Debates:

Two or more participants may debate a "what if" situation or the two sides of a topic i.e. what was the legality of the treaty of 1832?

13. Role-Playing:

Given background teaching or personal research, the students will share the information in a role-playing situation. Many times this peer-group type of activity is preferable to lecture or other types of teaching.

14. Simulations:

Instead of outlining an historical situation, a purchased or teacher/student-prepared game or simulation will allow the students to participate in a simulated first-person experience in conjunction with other students.

15. Audio-Visual Reports (original topics):

Includes reports using slides and/or tapes, 8mm film, collages, etc. on topics for which there is very little materials available i.e. railroads in your town, your town from _____ to _____, a tour of your town, taped interviews on an aspect of local history, etc. This material could be gathered through local sources (newspapers, citizens) or on location. The object would be to share the production with the class, school or community. Several different reports by several people could make a comprehensive study.

16. Activities that involve the entire school or community:

This could consist of a school-based festival, participation in an existing community activity or school audience. It could combine a number of the aforementioned activities in unison.

Once the type of activity, hence the choosing of an end product, is known, the actual topic can be chosen. Generally, the reverse is the usual way of operating. The topic can be chosen first, then the method with no appreciable lessening of results.

Below each filmstrip unit only suggested topics are listed. It is by no means comprehensive. A topic may be chosen for a number of reasons: 1) to administer to a student's deficiencies or interests, 2) to contribute to the knowledge of the individual, other students, future students, the class, school and/or community, or 3) to more graphically illustrate a body of information using what amounts to peer-tutoring.

SOURCES

When studying Iowa's history, it's important that it's not studied in isolation. It should be the teacher's goal to relate Iowa history to corresponding events in national as well as local history. This teacher's guide is designed to suggest activities that can be used in conjunction with the filmstrips.

There are a wide variety of sources that can be used to supplement the filmstrips, text and class instruction:

Personal collections: Many families have all sorts of pieces ranging from arrowheads to diaries that can be drawn upon for display or individual research.

County Records: All counties have detailed records that are usually available to the public. However, few county seats have a person who only deals with them. It would be advisable to call ahead with the topic(s) and arrange a convenient time to do research.

City Records: Most cities will have their own sets of records and historical material that is available to the public. The same guidelines would apply to them as to the county records.

School Records: All schools are required to keep school records. These may be originals or on microfilm. These records and old pictures etc. can greatly spur the interest and research a teacher or class can do and could lead to some interesting projects.

Oral History: Many of our nursing homes and senior citizens are a wealth of first-hand information about life and times as far back as 6 and 7 generations. They are more than happy to talk about and be recorded on the topic of Iowa history.

Speakers from the Community: Every community has their fair share of historians. With a little digging, a phone call or personal contact and a topic, many will volunteer to speak to a class at the school.

Newspaper Clippings: All papers at various times run articles on local or state history. Some devote entire special issues to them. If these can be preserved, they add up to a great deal of information. Caution: Pasting or taping them on the front and back of a scrapbook may make it difficult or impossible to organize them at a later date without damage. Remember, a series of isolated topics thrown together is a hodge-podge of information and lends itself to presenting a very disorganized picture.

Old Newspaper Collections: Many newspapers keep their old copies on microfilm. (See also state historical society). Copies can be made there or at a public library that has a microfilm reader/printer.

Duplicates of Original Documents: If the original material cannot be loaned, such items as waybills, diaries etc. may be able to be copied as they are or typed copies of the text made.

County or City Historical Societies: Many times materials produced or amassed by a historical society is available but no one knows about it. Contact your local society and see what they have to offer.

Field Trips to Established Sites: Like any trip, these can be arranged as a group during school hours or on a Saturday. Both have their logistical

problems. The advantages of an established site is that a guide is available and/or the activity is structured. Little advanced scouting is needed. However, it also lacks some of the joy of discovery.

Field Trips to Non-established Sites: These also may be done during or after school hours. Minimal research will uncover the site of an abandoned mine, ghost town, cemetery, cabin, stage route, fossil quarry etc. However, once you are there, you are left to your own devices unless you scouted the site, planned an activity, arranged for permission to enter, etc. It does hold rewards for individual discovery and excitement.

White Sheets

Tourist Agencies and Chambers of Commerce: As an activity for students, writing to Chambers of Commerce or state and regional tourist agencies is unbeatable. Every town has someone delegated to P.R. it. This may range from a letter to a large envelope of materials free for the asking.

Private Agencies and Businesses: Be alert to the fact that national, state or local business will publish materials ranging from town maps to well done books dealing with history. many times a well-placed letter will bring big dividends.

State Historical Societies: A great wealth of materials are located at the Division of the State Historical Society at Iowa City and the Historical Museum and Archives at Des Moines. Des Moines has microfilmed state newspapers from as far back as the 1800's which can be retrieved.

VOCABULARY

Chapter 1

evolution	massive	bedrock	extinction
vegetation	erode	geology	elapse
alluvium	sedimentary	sediment	vegetation
igneous	erratics		

Chapter 2

domesticated	prominent	potential	fortified
impassable	homespun	implement	numerous
culture	parallels	permanent	estimated
immigrant	contributor	primitive	
migration	flourish	assured	

Chapter 3

rivalries	smelter	affected	establish
translation	prosecution	publicity	

Chapter 4

technology	petty	alliance	formality
bondage	disrupted	circumstances	relocate
supplement	traditional	inhabitants	exclusively
competition	dignity	ruptured	
entangled	originally	instructed	

Chapter 5

indirectly	sniping	consequences	gleeful
equivalent	vacate	compelled	sued
vastly	via	realist	presided
encouraged	ironically	guerilla	acquire
encounter	militia	enlisted	

Chapter 6

paving	forcibly	increasingly	necessities
foothold	detour	possibilities	session
acquired	obtainable	vigilante	speculator
surveyed	proceed	outlying	approximately
literally	founded	erected	

Chapter 7

entice	keen	unrivaled	debated
fare	traditional	criticized	equality
hazardous	annually	disputed	remainder
prospect	unsuitable	proposed	
productive	exemplify	proposal	

Chapter 8

anxiously	aggravated	converted	acquired
founder	utopian	isolated	compromise
influence	proposal	factor	opposition
climaxed	petitions	restriction	
oppression	competition	recruited	

Chapter 9

manufactured	reputation	deprive	optimism
abundance	susceptible	opposition	devise

catastrophies
compounded
departure

misfortune
expanded
remote

journalism
prohibition
prosper

Chapter 10

generation
partial
destination
prohibition
nominated

requirements
prosperous
prosperity
contentment
stationary

portable
surplus
excesses
noticeable
previously

armistice
exception
mortgages
bankruptcy

Chapter 11

coordinated
chain reaction
impressive
dynamic
impulsive

bovine
voluntary
inaccurate
incidence
opposition

detestible
brutally
martial
benefited
minimal

gradually
coincidence
hybrid

PUZZLES

In-Line Crossword (Preface to all)

You've probably never seen a crossword puzzle like this before. It works the same as a regular one. Clues will be given to let you fill in the blanks. Instead of going down and across, you are only going across.

Example:

M	an	Opposite of woman
N	o	Opposite of yes
O	n	Opposite of off

You will be using words we have learned in the unit. Watch out for plurals.

Word Scrambles

You will be unscrambling words that you have used in the unit. Fill in the blanks to complete the sentences, then check the scrambled letters to see if you are right. You could also take the hard way and try to make sense out of the scrambled words.

To the teacher on use of in-line crosswords and scrambled words:

In-line crossword: The worksheet will deal with about half of the terms and people used in the chapter. You may choose to do your own using the suggested vocabulary or other words of your choice. An in-line crossword only goes across eliminating the potentially confusing configuration. They are also easier to design and provide their own clues. In designing the crossword, the last letter of the first answer is the first letter of the next. Conversely, the first letter of answer 2 is the last letter of answer 1. Example: M an

N o
O n

You may want to tell all, some, or none of the students this. You don't want it to be so easy as to be worthless, but not to be so hard as to be impossible. For slow or very slow learners, you may want to add lines for each letter in each word i.e. M A N or a list of words on the board or on the sheet. You want legitimate review and thought process rather than guessing or copying through process of elimination.

At least 1 copy of the text should be available as a reference tool.

Word Scrambles: The worksheet will deal with about half the terms and people used in the chapter. You may choose to do your own using suggested vocabulary or other words of your choice. For slow or very slow learners, you may want to list the words on the board or on the sheet. You want to challenge the learner to retain the material, not just to copy letters onto paper. The scrambled words only serve as a self-checking device for the student. They will think the objective is unscrambling, however, review and retention of the material is the real objective.

OUTLINE - UNIT I

- I. Earth formed 4.5 billion years ago
 - A. Formed by molten materials
 - 1. Materials cooled
 - 2. Formed igneous rock and mountains
 - a. Granite
 - b. Basalt
 - c. Gabbro
 - B. Earthquakes and volcanoes caused them to change
- II. Seas covered Iowa 600-185 million years ago
 - A. Deposited sedimentary rock
 - 1. Quartz - 500 million years ago
 - a. Made of sand
 - b. Iowa looked like Texas seashore
 - 2. Limestone - 475 million years ago
 - a. Formed from layers of lime
 - b. Seas retreated and it hardened
 - 3. Sandstone 450 million years ago
 - a. Sea came and deposited sand
 - b. Contains many fossils
 - 4. Lead and zinc 450 million years ago
 - a. Seeped into the cracks of sandstone
 - 5. Shale 450 million years ago
 - a. Formed from mud that hardened
 - 6. More limestone 440 million years ago
 - a. Contains many fossils
 - 7. More clay shale, limestone and gypsum 425 million years ago
 - a. Sea returned and was very salty
 - b. When not so salty, laid down many fish and coral fossils
 - 8. Coal 310 million years ago
 - a. Seas retreated and Iowa became a swamp
 - b. Coal formed from decayed vegetation
 - 9. Sandstone, limestone, shale, clay, siltstone 310-365 million years ago
 - a. Seas rose and fell laying down layers of rock
 - 10. No rock 265 million years ago
 - a. Iowa was a low dry plain
 - b. Erosion wore away some rock over a long span of time
 - 11. Gypsum 185 million years ago
 - a. Seas moved in
 - b. Formed by evaporation when seas gradually left
- III. Ice age 2 million years ago
 - A. Causes of Ice Age & glaciers
 - 1. Climate got colder
 - 2. Increase in rainfall
 - B. Types of glaciers
 - 1. Nebraskan 2 million years ago
 - a. Covered all of Iowa except the far northeast
 - 2. Kansan 1.2 million years ago
 - a. Covered all but northeast Iowa
 - 3. Illinoian about 400,000 years ago
 - a. Covered only the southeast
 - 4. Wisconsin - 80,000 years ago

- a. Covered only north central
 - b. Finally retreated 10,000 years ago
- C. Description of glacier
 - 1. Acts like a bulldozer
 - 2. Moves very slowly
 - 3. Could be 2 miles thick
 - 4. Flattens out and expands under its own weight
- D. Effects of glaciers
 - 1. Carry soil, boulders and gravel
 - 2. Push material ahead of them like bulldozers
 - 3. Fills in depressions
 - 4. Wears away high spots
 - 5. Vegetation changes
- E. Materials carried by glaciers
 - 1. Drift
 - a. Deposits that were carried by glaciers
 - 2. Erratic
 - a. Boulder carried by a glacier
 - 3. Loess
 - a. Soil carried by rivers of melted glacier water then blown by the wind
 - 4. Alluvium
 - a. Soil carried by water
- F. Glaciers disappeared
 - 1. Climate gradually got warmer
 - 2. Vegetation changed
 - 3. Animals such as giant beaver and mammoth became extinct
 - 4. New animals replaced old ones

QUIZ #1 - GEOLOGY

1. Originally, the surface of the earth was composed of a) water, b) rock c) soil. (b)
2. This surface was first changed by a) earthquakes, b) running water, c) glaciers. (a)
3. Throughout much of its early history, much of Iowa was covered by a) glaciers, b) seas, c) soil. (b)
4. Much of Iowa's rock that we can see was formed by a) glaciers, b) seas, c) earthquakes and the deposits they left. (b)
5. The changes in Iowa's surface occurred a) quickly, b) all at once, c) slowly. (c)
6. Coal is formed mostly by dead a) sea life, b) animal life, c) plant life. (c)
7. (T or F) Once there were many dinosaurs such as Tyrannasaurus Rex in Iowa. (F)
8. Compared to fishes or other animals, man has been on earth a) longer, b) about the same, c) shorter. (c)
9. Name 2 of the glaciers that covered Iowa. (Nebraska, Kansas, Illinois, Wisconsin)
10. Glaciers moved a) very slowly, b) about 20 miles a year, c) quickly. (a)
11. As glaciers arrived, the weather became a) warmer, b) colder, c) stayed the same. (b)
12. As glaciers moved over parts of Iowa, plants a) stayed the same, b) changed, c) disappeared. (b)
13. Overall, as a glacier moves, it a) digs holes, b) fills in valleys, c) levels the land. (c)
14. The glaciers left because a) not enough rain fell, b) the rivers washed them out, c) the climate got warmer. (c)
15. Which did not help put the soil we now have on the land. a) seas, b) glaciers, c) wind, d) rivers. (a)

UNIT I - GEOLOGY

DISCUSSION QUESTIONS

1. Describe some changes that the land of Iowa went through in ancient times.
2. If you could go back in time, what geologic era would you like to visit? What would you like to see?
3. What kind of rocks and minerals are found in your area? What does that tell you about the ancient make up of your area?
4. What glacier(s) covered your area?
5. What evidence did glaciers leave in your area?
6. If one more glacier had covered your area, what would the area look like? Two?
7. What sort of plant life/trees would you expect to find in a very hot region? Very cold region? Moderate region?
8. How would life be different for us if we were in the middle of an ice age?

WRITING QUESTIONS

1. Write a report on the ice age in Iowa and how it affected your area.
2. Pretend you are an animal in any one of Iowa's ancient periods. Tell us what you see, feel and feel like.
3. Describe the methods used today to prevent soil erosion.
4. If you had a choice, what other region of Iowa would you like to live in? Why?

CLASSROOM ACTIVITIES

1. Make a mobile that illustrates the animal life found in Iowa through the ages.
2. Make and use a jeopardy quiz game over the material in this unit.
3. Show what the United States and Iowa would have looked like in various ages.
4. Make a mobile showing the life forms during Iowa's geologic eras.

IN-LINE CROSSWORD - UNIT I

1. 4 of these mountains of ice covered parts of Iowa.
2. A rock laid down by seas and made of sand under pressure.
3. A large rock transported by a glacier.
4. A burnable rock formed from ancient plants.
5. A rock formed by layers of lime laid down by ancient seas.
6. Earth movement that helped shape Iowa's early rocks.
7. Soil and minerals carried only by water.
8. Soil transported by ice. Also called bolder clay.
9. A soil covering consisting of silt and clay blown by the wind.
10. A mass of water that covered Iowa in ancient times.
11. A type of rich soil covering laid down by rivers.
12. The hair around a lion's neck.
13. The wearing away of rock and soil through wind, water and ice.
14. The name of the oldest glacier.
15. Short for "no sale".
16. Areas of plants on very wet land.
17. Rock formed by hardened layers of mud.
18. A warm climate tree.
19. An extinct elephant once found in Iowa.
20. After a time a wound will ____ (4 letters)
21. A mineral that was deposited in cracks and mined in the pioneer era.
22. An ancient animal not found in Iowa.
23. A tear in cloth could be call a ____ (3 letters)
24. Decayed vegetation that eventually hardened into coal.
25. We are going on a car ____ (4 letters) to Washington.
26. A type of ancient tree found in Iowa.
27. Opposite of woman.

ANSWER KEY

- | | | |
|----------------|---------------|--------------|
| 1. glaciers | 10. sea | 19. mammoth |
| 2. sandstone | 11. alluvium | 20. heal |
| 3. erratic | 12. mane | 21. lead |
| 4. coal | 13. erosion | 22. dinosaur |
| 5. limestone | 14. Nebraskan | 23. rip |
| 6. earthquakes | 15. N.S. | 24. peat |
| 7. sediment | 16. swamps | 25. trip |
| 8. till | 17. shale | 26. palm |
| 9. loess | 18. elm | 27. man |

UNIT I - WORD SCRAMBLE

1. Rock that makes up the bottom layer of Iowa land. - RBKCOED _____
2. Study of the earth and rocks. - OEYGGGL _____
3. A fire mountain that helped form the earth's landscape. - COOVNAL _____
4. Type of rock formed from liquid materials or rock. - SOUENGI _____
5. If enough glaciers came through, Iowa would be _____. - LAFT _____
6. One of the earliest crystalline rocks that was formed from molten materials. - EGTRIAN _____
7. A colorful rock composed of silicone. - ARUTQZ _____
8. A rock made from ancient sea mud and now used for plaster and building board. - UYMPGS _____
9. All the deposits that came from glacier ice or its melted water. - DTFRI _____
10. Many fossils of this type of animal are found in sea rocks. - SIFH _____
11. An era where parts of Iowa were covered by glaciers. (2 words) CEI GAE _____
12. From the time of the glaciers, Iowa's climate got - WMRRAE _____.
13. The 2nd Iowa glacier that covered Iowa and _____. - AASNSK _____
14. The 3rd Iowa glacier that covered Iowa and _____. - SILNILIO _____
15. The last Iowa glacier that covered Iowa and _____. - NWIISSNCO _____
16. Because of its earth-moving abilities, a glacier acted as a _____.
- DREZOLULB _____
17. An example of the coldest weather tree. - PSCEUR _____
18. An example of an animal that used to be found in Iowa in ancient times, but is now only found further north. (2 words) UKSM XO _____
19. An example of an ancient Iowa animal that is now only found in desert regions. MCELA _____
20. A common name for rocks formed by small particles of minerals. - YRATNEMIDES _____

ANSWER KEY

- | | |
|------------|-----------------|
| 1. bedrock | 11. ice age |
| 2. geology | 12. warmer |
| 3. volcano | 13. Kansas |
| 4. igneous | 14. Illinois |
| 5. flat | 15. Wisconsin |
| 6. granite | 16. bulldozer |
| 7. quartz | 17. spruce |
| 8. gypsum | 18. musk ox |
| 9. drift | 19. camel |
| 10. fish | 20. sedimentary |

OUTLINE - UNIT II

- I. Paleolithic People
 - A. Used stone tools and weapons
 - B. Were nomadic hunters
 - C. Lived in natural shelters
 - D. Were few in number
 - E. Probably migrated across Bering Strait about 11,000 years ago
- II. Archaic People
 - A. Replaced Paleolithic about 5,000 years ago
 - B. Developed copper implements
 - C. First gathered seeds, nuts and berries that were available as climate warmed
 - D. Traded with other Indians
 - E. Developed atlatl
- III. Woodland Indians - 2500 years ago to present
 - A. Hopewell People
 - 1. Appeared 2,000 years ago
 - 2. Lived in tribes and built permanent towns of wigwams
 - 3. Traded goods from far away
 - 4. 1st to raise crops as food
 - 5. Buried their important dead in mounds
 - 6. Made and used pottery
 - B. Effigy mound builders
- IV. Indians appearing 1100 years ago
 - A. Glenwood
 - 1. Built square earth lodges in the ground
 - 2. Were hunters and raised crops
 - 3. Lived near Glenwood
 - 4. Traded with Oneota and others
 - B. Mill Creek
 - 1. Pole and lodge houses
 - 2. Lived in villages during winter
 - 3. Hunted in summer and farmed
 - 4. Lived in Mills County
 - 5. Were probably driven out by climate and/or Oneota
 - 6. Traded with others
 - C. Great Oasis
 - 1. Lived in northwest Iowa
 - 2. Lived in rectangular earth lodges built about 2 feet into the ground
 - 3. Farmed and hunted
 - 4. Carried on little trade
 - D. Oneota
 - 1. Hunted and raised crops
 - 2. Lived in villages
 - 3. Lived throughout state
 - 4. Were large and powerful group
 - 5. Probably became the Ioway
- V. Indians after 1200 A.D.
 - A. Were of the 50 Sioux-related or 70 Algonquin-related
 - 1. Few lived permanently in Iowa but used it as hunting ground

2. Raised crops and hunted
3. A full tribe had many villages each composed of family units
4. They were constantly at war with other tribes
 - a. Southwest Iowa is only place they could live peacefully

QUIZ #2

1. Iowa has a) some b) very little c) much history. (c)
2. Paleolithic Indians: a) were the oldest farmers, b) pushed out the Ioways, c) were the oldest hunters. (c)
3. There were: a) few, b) many, c) more than 100,000 Indians in Iowa in Paleolithic times. (a)
4. The earliest Indians probably migrated from a) Asia, b) Mexico, c) Illinois to get to Iowa. (a)
5. Archaic Indians were hunters and developed the a) spear, b) bow and arrow, c) horse. (b)
6. More than Paleo people, the Archaic people relied on a) hunting b) gathering food c) weapons. (b)
7. Mounds were probably built a) for protection, b) as territory markers, c) religious places. (c)
8. The early Indians such as Archaic or Mill Creek a) were moved by the white man, b) were pushed out by stronger neighbors, c) just disappeared or moved, d) a and b, e) b and c. (e)
9. Throughout man's prehistoric times, the weather has been getting a) colder, b) warmer, c) neither colder nor warmer. (b)
10. The a) Glenwood b) Archaic, c) Hopewell people were the first American people to actually raise crops. (c)
11. The 3 ancient cultures that were only found in the western part of the state were (pick 3) a) Oneota, b) Mill Creek, c) Great Oasis, d) Hopewell, e) Ioway, f) Great Oasis. (b,c,f)
12. The Oneota people were hunters who, we think, became the historic tribe we call the a) Mesquakie, b) Sauk, c) Sioux, d) Ioway. (d)

7. Have the students build a model Great Oasis house/village/house interior.
8. Have the students build a model Mill Creek house/village/house interior.
9. Have the students build a model Oneota house/village/house interior.
10. Have the students build a model Ioway house/village/house interior.
11. Have the students try to find as many place names in Iowa as possible that are Indian in origin. Try to find out who and what the names refer to.
12. Make a mobile that illustrates ancient Indian life. Dwellings. Weapons.
13. Conduct a spell-down using questions from this unit and previous ones.
14. Make a bingo game using questions from this unit and previous ones.
15. Contributions of Indians.
16. Research Indians that lived in your area.
17. Everyday life of the Indians (summer, winter, spring fall).
18. Trace the migrations of the Sauk & Mesquakie, Ioways.
19. Differences between tribes
20. Indian inter/tribal warfare
21. Products named after Indians
22. Indian display
23. With you as an Indian, debate your grievances toward another tribe.
24. An Indian day at your school
25. Design a "jeopardy" game using questions about this unit.

UNIT 2 - IN-LINE CROSSWORD

1. The strait the earliest people crossed to migrate to North America.
2. The Archaic people were the first peoples to rely on the _____ of nuts, seeds and berries in addition to hunting.
3. _____ people lived in southwest Iowa and were probably driven out by the Oneota.
4. Moisture on the grass in the morning.
5. A Mesquakie dwelling.
6. The oldest group of peoples in Iowa.
7. Indians, as a group, did not _____ with each other.
8. You use them to hear with.
9. A narrow body of water. The Bering _____.
10. Hopewells carried on _____ for items such as copper and shells.
11. Initials of Edgar Oliver.
12. Lived throughout the state about 1000 years ago and probably became the Ioway.
13. A device used by ancient Indians to throw a spear.
14. Short for Lewis.
15. Another name for a wikiup, a Mesquakie house.
16. The Hopewells built a _____ to bury their important dead.
17. Man's best friend. Not a cat.
18. The _____ people lived primarily in northwest Iowa in lodges dug into the ground.
19. These Indians had an alliance with the Mesquakie. One of their important people was Black Hawk.
20. It unlocks a door.

ANSWER KEY

- | | |
|----------------|-----------------|
| 1. Bering | 11. E.O. |
| 2. gathering | 12. Oneota |
| 3. Glenwood | 13. atlatl |
| 4. dew | 14. Lew |
| 5. wikiup | 15. wigwam |
| 6. Paleolithic | 16. mound |
| 7. cooperate | 17. dog |
| 8. ears | 18. Great Oasis |
| 9. Strait | 19. Sauk |
| 10. trade | 20. key |

UNIT 2 - WORD SCRAMBLE

1. The second major group of peoples who appeared in Iowa 5,000 years ago. CRAHCAI _____
2. In order to hunt, the early Indians had to _____ along with the herds. IATREGM
3. Starting from the ice age the weather slowly got _____. REWRAM
4. The first people to use pottery and raise crops - HLLOPEEW _____
5. A type of mound in the shape of an animal. - FIGFYE _____
6. River near where a group of effigy mounds are found. - URTYEK _____
7. The name of a group of Hopewell mounds in the southeastern part of the state. ROTOBOOSL _____
8. Hopewell, Mill Creek and other people are all called _____ Indians. DLDWNOAO
9. People who built fortified villages near Cherokee. LIML ERECK _____
10. _____ people lived in southwest Iowa and were probably driven out by the Oneota. OLGDWNEO.
11. Lived throughout the state and later probably became the Iowa. EONTOA
12. The Hopewells built _____ to buy their important deal. SMDOUN
13. Oldest group of peoples in Iowa. HTIILCLAEPO _____
14. A Woodland Indian invention that enabled them to store and carry things. REYTOTP
15. These Indians came from Wisconsin because they didn't get along with the French. EAEIUKQMS
16. The French and other whites wrongly called the Mesquakies this name. OXF
17. This group was made up of many villages that only got together to pow-wow or hunt. RBTIE
18. These Indians lived in the north and didn't get along with the Sauk. UIOSX
19. The Sauk and Mesquakies spoke this Indian language. NOGQALNIU _____
20. This tribe occupied the south-central part of the state and were probably descendants of the Oneota. WIYAO _____

ANSWER KEY

- | | |
|---------------|-----------------|
| 1. Archaic | 11. Oneota |
| 2. migrate | 12. mounds |
| 3. warmer | 13. Paleolithic |
| 4. Hopewell | 14. pottery |
| 5. effigy | 15. Mesquakie |
| 6. turkey | 16. Fox |
| 7. Toolsboro | 17. tribe |
| 8. Woodland | 18. Sioux |
| 9. Mill Creek | 19. Algonquin |
| 10. Glenwood | 20. Ioway |

OUTLINE - UNIT III

- I. Reasons for exploring
 - A. Spanish - gold
 - B. French - furs
 - C. English - colonies and trade
- II. White man's entry into Iowa
 - A. Marquette and Joliet
 - 1. Landed near Toolesboro on June 25, 1673
 - 2. Sent to claim land for France and find furs
 - 3. Resulted in Iowa becoming French
 - B. Nicholas Perrot
 - 1. Ran a fur trade (1685)
 - 2. Set up lead mines
 - C. Major De Noyelles (1735)
 - 1. Came from Montreal with 250 men to punish Sauk and Mesquakie
 - D. Land transferred to Spain
 - E. Basil Giard (1795)
 - 1. Given land grant near McGregor
- III. Trade conditions
 - A. Spain, France and England competed for territory and trade
 - 1. Fur was the main trade item
 - a. Traders did everything possible to encourage the Indians
 - b. Europeans were dependent on fur
 - c. Indians became dependent on trade goods
 - d. Indians lost traditional ways and self-reliance
 - e. Indians became attached to a European nation

QUIZ #3

1. The first white man to see Iowa was a) La Salle, b) Joliet, c) Perrot. (b)
2. The first landmark explorers saw was a) the Effigy Mounds, b) bluffs at McGregor, c) a large Sioux village.
3. The explorers were mostly interested in search of a) gold, b) land for colonists, c) furs. (c)
4. The Indians treated the explorers a) well, b) ignored them, c) poorly. (a)
5. Because of the explorations, Iowa and the Mississippi Valley were claimed by a) France, b) Spain, c) United States. (a)
6. The Sauk and Mesquakie tribes first united because of a) Sioux, b) the French, c) food problems. (b)
7. In the battle with the French and Major DeNoyelles, the Sauk and Mesquakie a) won, b) lost, c) neither side won or lost. (c)
8. Iowa became Spanish because of a) the Revolutionary War, b) the French and Indian War, c) Spanish War. (b)
9. The Spanish gave land grants to gain allies against the a) British, b) Americans, c) French. (a)
10. At the end of the filmstrip in the 1780's, the land that was to become Iowa was owned by the a) French, b) Spanish, c) Americans. (b)

UNIT III - EXPLORATION

DISCUSSION QUESTIONS

1. Choose one early explorer. Have them explain how their trip would be different today.
2. You have been picked to be transported back in time. You can take along 3 modern items. What will you take? Why?
3. Why was Julien Dubuque important to Iowa and Iowa history?
4. How would one or two modern inventions have changed the trip of Marquette and Joliet?
5. Discuss the importance of fur to exploration. To people living here. To Europe.
6. Discuss how lead was formed.

WRITING QUESTIONS

1. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.
2. As Joliet, describe your first contact with the Indians.
3. As the Indians, describe your first contact with Joliet.
4. Recount Indian legends that Marquette may have learned.
5. Write a mock diary of a fur trader during 1 day or 1 month.
6. Write a mock diary of Giard, Tessen, and Dubuque.
7. Life as an early explorer.
8. As a modern reporter, report on one aspect of this unit.

CLASSROOM ACTIVITIES

1. Make a mobile of the significant events and people covered in this period. When finished, it should visually sum up the unit.
2. Design a jeopardy quiz game using the material in this unit.
3. Conduct a spell-down using questions from this unit and previous ones.
4. Make a bingo game using questions from this unit and previous ones.
5. Trace the route of Marquette & Joliet.
6. Have the class do pictures and/or descriptions of the dress of an explorer.
7. Research details of 3 land grants.
8. Make a mock up of a lead mine.
9. Research the Revolutionary War in the west.
10. Scene from early explorer's journal.
11. What was happening in your county at this time?

WORD SCRAMBLE - UNIT 3

1. This European nation was interested in exploration in order to acquire colonies. AEDNGNL _____
2. This European people were interested in exploring for gold. HPSSIAN _____
3. This European people were interested in exploring for furs. NFHRCE _____
4. This man was the actual leader of the French expedition that discovered Iowa. TJEOIL _____
5. This man accompanied the expedition as an interpreter. URMQTAETE _____
6. The expedition 1st landed in Iowa near this town. SEBLOTOROO _____
7. The French were interested in finding _____ trading posts. RUF _____
8. Basil Giard acquired a grant near this town. RRCMGEGO _____
9. The expedition met this Indian tribe and were treated well. NILIIL _____
10. This man was also a French explorer. LASLAEL _____
11. The explorers used this river for transportation. IPSISMPSISI _____
12. After establishing mines, this man was appointed the French commander in the west. RPTERO _____
13. _____ mining was an important industry in early Iowa. ADLE _____
14. This man established a military post in Clayton County in 1738. RIANM _____
15. This man followed the Sauk and Mesquakie to punish them. YANEDLSOEL _____
16. When France lost the French and Indian War, they gave Iowa to _____. APSNI _____
17. Jonathan _____ wrote a book about his travels in northeast Iowa. AEVRRRC _____
18. Peter _____ also wrote about travels in northeast Iowa. ODNP _____

ANSWER KEY

- | | |
|---------------|-----------------|
| 1. England | 11. Mississippi |
| 2. Spanish | 12. Perrot |
| 3. French | 13. lead |
| 4. Joliet | 14. Marin |
| 5. Marquette | 15. De Noyalles |
| 6. Toolesboro | 16. Spain |
| 7. fur | 17. Carver |
| 8. McGregor | 18. Pond |
| 9. Illini | |
| 10. La Salle | |

OUTLINE - UNIT IV

- I. Early Miners and Traders
 - A. Julien Dubuque (1780)
 - 1. Got mines by trickery
 - a. Built settlement using Indian labor
 - B. Basil Giard (1795)
 - 1. Given land grant near McGregor
 - C. Louis Tessen (1799)
 - 1. Got grant near Montrose to establish fur post
 - 2. Planted an orchard
- II. Effects of trade on Indians
 - A. Traders not always good businessmen
 - B. Towns grew from trading posts
 - C. Indians abandoned old ways to trap for cash
 - 1. Became dependent on trade goods
 - 2. Cause more competition between tribes
 - 3. Were used as unpaid troops by Europeans
 - 4. Introduced liquor and new diseases
- III. Iowa and Louisiana territory deeded to France (1800) then U.S. (1804)
 - A. Lewis and Clark sent out to explore Louisiana territory (1804)
 - 1. Scouted Iowa 33 days
 - 2. Sgt. Floyd died near Sioux City.
 - B. Indian treaties signed (1804)
 - 1. Neither side understood the others culture
 - 2. Indians turned over all east of Mississippi
 - a. Precipitated the Black Hawk War
 - b. Made Black Hawk enemy of Americans
 - c. Treaty established procedure for future treaties
 - C. Zebulon Pike sent to explore Iowa (1805)
 - 1. Was to look for fort sites, check British traders and inform Indians it was U.S. now
 - 2. Explored Eastern Iowa starting near Burlington
 - 3. Named Pikes Peak near McGregor and visited Dubuque

QUIZ #4

1. Julien Dubuque was most noted for a) orchards, b) mines, c) fur trading. (b)
2. The main industry of Iowa from 1700-1830 was a) mining, b) agriculture, c) fur trading. (c)
3. Older cities that have survived until the present day were originally started as a) trading posts, b) forts, c) mining towns. (a)
4. The Indians became attached to European nations because they began to depend on a) furs, b) gifts, c) trade goods supplied by the white men. (c)
5. Spanish, British and French used the Indians primarily as a) traders, b) troops, c) servants. (a)
6. In 1804, Napoleon sold Iowa and the Louisiana territory because a) he was forced to, b) he needed the money, c) they didn't want the British to have it. (b)
7. To explore the Louisiana territory, Jefferson sent a) Meriwether Lewis, b) Zebulon Pike, c) Stephen Kearny. (a)
8. The Indians understood the concept of a) owning land, b) having 1 chief, c) having a god. (c)
9. In the 1804 treaty, the Sauk and Mesquakie gave away lands a) east of the Mississippi, b) in eastern Iowa, c) all of Iowa. (a)
10. In 1805, President Jefferson sent Zebulon Pike to a) colonize the Indians, b) look for fort sites, c) move the French out. (b)
11. Between 1780 and 1805, Iowa belonged to a) France only, b) France and the U.S., c) France, U.S. and Spain. (c)

UNIT IV - 1800-1804

DISCUSSION QUESTIONS

1. If we had not bought the Louisiana Purchase, what might the country be like now? Why?
2. You are transported back in time and are picked to be Lewis and Clark. You are allowed to take along 3 modern items from the present. What are they? Why?
3. Discuss the traits necessary to be a good fur trader.
4. Discuss the effects of the fur trade on the Indians.
5. The early explorers had good relations with the Indians. Why did this deteriorate?
6. Would you rather have been a fur trader, soldier, or explorer at this time? Why?
7. Everyday life in Dubuque's mines.
8. A list of natural resources, tribes etc. written like you were Joliet reporting on the Iowa country.
9. List of what it would take to be a good fur trader.
10. As an old Indian, talk of what fur trade and trade goods are doing to and for your tribes.
11. As an Indian, list grievances pertaining to the 1804 treaty.
12. What would it be like if France had not sold Louisiana territory?
13. Pros and cons of the purchase as seen in 1804.
14. List of supplies for the Lewis and Clark expedition.
15. How would 1 or 2 modern items have changed the expedition?
16. If you were Pike, what would you look for in a fort site? Where would you locate one in your region, county or city?

WRITING QUESTIONS

1. Pretend you were opposed to buying the Louisiana Purchase sight unseen. Write a letter complaining to President Jefferson and tell him all the reasons it could be a mistake.
2. You are transported back in time and are picked to be Lewis and Clark. You are allowed to take along 3 modern items from the present. What are they? Why?
3. As an Indian trading with the white fur traders for the first time, explain your delight and what the new trade goods mean to you.
4. Write a page from Dubuque's diary.
5. What the Indian brave thought of Dubuque.
6. What an Indian squaw felt about the "mines of Spain".
7. Steps in the mining and smelting of lead.
8. Diary of fur trader.
9. Describe or draw picture of the 1804 Sauk treaty.
10. As a modern reporter, report on one aspect of this unit.

CLASSROOM ACTIVITIES

1. Make a mobile of the significant people and events covered in this unit. When it's finished, it should sum up the unit visually.
2. Label the large cities a person would visit now if he traveled the route of Lewis and Clark.
3. Mock-up of mines of Spain
4. Show differences between white and Indian beliefs and customs.
5. Giving out parts ("good" Indian, white settler, military etc.), debate

the 1804 treaty.

6. Make mock-up of Saukenuck.
7. Mock-up of Pike's keelboat
8. Description or mock-up of fur post
9. Simulation or game of trading activities.
10. Design a "jeopardy" game using questions about this unit.
11. Conduct a spell-down using questions from this unit and previous ones.
12. Make a bingo game using questions from this unit and previous ones.

WORD SCRAMBLE - UNIT 4

1. He was awarded a grant by the Spanish that included a mine. UBDQEUU
2. This Mesquakie allowed lead mining in his territory. TKELTE ECHFI _____
3. The mines contained this metal. ALDE _____
4. This man was given a Spanish grant near Montrose. OSTSNE _____
5. The grant included an apple _____. HDOARCR
6. There were many _____ traders in Iowa. UFR
7. _____ in the west started as a trading post. ULCOINC FSLBUF
8. _____ in the southeast started as a fur post. UKOKKE
9. _____ in west-central Iowa was another city that started as a trading post. CTEMNIUSA
10. Until 1800, Iowa belonged to _____. ASPNI
11. In 1800 _____ reclaimed the land. NACREF
12. President _____ bought the territory for \$15 million. REFSFONEJ
13. He bought the land from _____. LOPEOANN
14. The land he bought was the _____ territory. SIAINUOAL
15. Meriwether _____ was the leader of the expedition that explored the territory. WEISL
16. His partner was William _____. RALKC
17. Sgt. _____ died on the trip near Sioux City. OLYFD
18. Because of an 1804 _____, the Sauk had to give up eastern Illinois. EARTYT
19. The main Indian village was called _____. EKNUUAKS
20. This village located across from _____. NEPVORADT
21. _____ was the war leader of the Sauk village. ABKCL KWAH
22. Lt. _____ explored the eastern part of Iowa using a keelboat. KIEP

KEY

- | | | |
|-------------------|---------------|----------------|
| 1. Dubuque | 8. Keokuk | 15. Lewis |
| 2. Kettle Chief | 9. Muscatine | 16. Clark |
| 3. lead | 10. Spain | 17. Floyd |
| 4. Tesson | 11. France | 18. treaty |
| 5. Orchard | 12. Jefferson | 19. Saukenuk |
| 6. fur | 13. Napoleon | 20. Davenport |
| 7. Council Bluffs | 14. Louisiana | 21. Black Hawk |
| | | 22. Pike |

OUTLINE - UNIT V

- I. Fort Madison established
 - A. Bought from Black Hawk
 - B. Suggested by William Clark
- II. War of 1812 starts
 - A. Indians fought for British
 - 1. Lt. Campbell attacked and defeated by Blackhawk (1812)
 - 2. Ft. Madison defeated (1813)
 - 3. Zachery Taylor defeated at Credit Island (Davenport) by British and Indians (1814)
 - B. British defeated
 - 1. Indians forced to pay damages
- III. After the war
 - A. Ft. Armstrong built at Davenport (1815)
 - B. Major Long explores Missouri (1819)
 - 1. Opens western area to travelers
 - 2. He returns to explore southwest Iowa
 - C. Stephen Kearney explores Iowa (1820)
 - D. Iowa is an orphan when Missouri becomes a state (1821)
 - E. Half-breed tract formed (1824)
 - F. Neutral Zone formed in N.E. Iowa to stop war between Sioux and Sauk and Mesquakie (1830)
 - 1. Ft. Atkinson built (1840)
 - G. Iowa mapped arousing interest in Eastern settlers (1832)
- IV. Black Hawk War starts (1832)
 - A. Caused by:
 - 1. Pushy settlers
 - 2. Black Hawk's cockiness
 - B. Black Hawk promised help by British and Winnebagoes
 - C. Crossed the Mississippi and encountered 1500 Illinois Militia
 - D. Black Hawk disasterously defeated (1833)
 - 1. Keokuk made head chief and given 400 square miles
 - 2. Treaty signed at Davenport
 - 3. Eastern Iowa deeded to America

QUIZ #5

1. The Sauk saw the Americans as a) enemies, b) someone to fear, c) friends.
(a)
2. After Ft. Selby fell, a) Fort Armstrong, b) Fort Madison, c) Fort Des Moines, was the only American fort north of St. Louis. (b)
3. In Iowa and the Mississippi region, during the War of 1812, the Americans a) had much success, b) came out about even, c) had little success. (c)
4. During the war, the Sauk sided with the a) Americans, b) French, c) British.
(c)
5. a) Major Long, b) Major Kearny, c) General Taylor opened the western part of Iowa to travelers by coming up the Missouri. (a)
6. Some frontiersmen believed that if the land had no trees, it was a) no good for farming, b) was very good for only some crops, c) excellent farmland. (a)
7. The half-breed tract was set aside for a) children of mixed marriages, b) Winnebagoes, c) a neutral zone. (a)
8. The neutral ground separated the a) Sioux and Winnebagoes, b) Winnebagoes and Mesquakie c) Sioux and Sauk. (c)
9. Before his war, Black Hawk was told he would receive help from a) the Sioux, b) the British, c) Keokuk. (b)
10. Black Hawk's efforts in the war were a) very successful, b) equal to the Americans, c) very unsuccessful. (c)
11. As a result of the Black Hawk War, a) western Illinois, b) eastern Iowa, c) land around Des Moines was opened to settlement. (b)

UNIT V - 1805-1833

DISCUSSION QUESTIONS

1. You are picked to be transported back in time to become a pioneer. You will be allowed to take along 3 modern items to help you. What would you take? Why?
2. Discuss the conveniences and comforts you would miss traveling with Kearney on his expedition.
3. What would be the differences between Iowa as Kearney saw it as opposed to now?
4. Things to look for when choosing a fort site. Where would you locate one in your city, county?
5. As a Mesquakie, why do you dislike the Americans?
6. Inconveniences faced by Kearney.
7. Redesign a fort to make it better, safer etc.
8. What it would be like to be a half-breed.

WRITING QUESTIONS

1. Research the early forts in Iowa. Tell where, when and why they were built.
2. Pretend you are a newspaper correspondent near Ft. Madison. Write a newspaper article describing its abandonment from the Indian point of view. From the soldiers'.
3. Daily life in a fort.
4. Crop planting by the Sauk Indians.
5. Daily life at Ft. Armstrong
6. A diary a'la' Major Long during his trip through Iowa.
7. Kearney's reactions to his trip.
8. As a modern reporter, report on one aspect of this unit.
9. As a white - why the Indians should not be there.
10. The Black Hawk War as told by Black Hawk.

CLASSROOM ACTIVITIES

1. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.
2. Mock-up of Fort Madison, Armstrong or Des Moines.
3. Debate - an American soldier and a Sauk brave.
4. What cities Long would pass through if he were to take his trip now.
5. Cities Kearney would pass through if he took his trip now.
6. Debate between Indian and white on who the land belongs to and why.
7. Design a "jeopardy" game using questions about this unit.
8. Discussion between Mesquakie and Sioux on their differences.
9. Conduct a spell-down using questions from this unit and previous ones.
10. Make a bingo game using questions from this unit and previous ones.

UNIT 5 - IN-LINE CROSSWORD

1. 1. This Iowa fort was finally burned by its garrison to keep it from falling to the Indians.
2. 2. He mapped Iowa and suggested its boundaries.
3. 3. This president fought a pitched battle with the British and Indians near Davenport.
4. 4. Initials of Rural Electric Co-op.
5. 5. Lt. _____ was ambushed as his keelboats were bringing re-enforcement to Ft. Selby.
6. 6. The future president enlisted in the Black Hawk war but never fought.
7. 7. The _____ zone in northeast Iowa separated the Sioux & Sauk.
8. 8. Major _____ explored the southwest part of Iowa.
9. 9. We _____ (are allowed) to go on the trip.
10. 10. The early pioneers believed that land without _____ was not good farmland.
11. 11. Black Hawk was the war leader of the _____ Indians.
12. 12. _____, Sauk leader, wanted peace with the Americans.
13. 13. Major _____ explored the central and north central part of Iowa.
14. 14. Opposite of no.
15. 15. Henry _____ mapped Iowa and wrote accounts of the state.
16. 16. Short for television.
17. 17. The name of Major Long's steamboat.
18. 18. This fort separated the Sioux and the Sauk.
19. 19. Short for "no charge".
20. 20. A battle of the War of 1812 was fought here and involved Zachery Taylor. (2 words)
21. 21. Short for designated hitter.
22. 22. This land in extreme southeast Iowa was set aside for the children of Indian/white parents. _____ tract.
23. 23. Jefferson _____, a future president of the confederacy, built a sawmill and imprisoned Black Hawk.
24. 24. General Winfield _____ was in charge of the peace conference after the Black Hawk War.
25. 25. $1 + 1 =$

ANSWER KEY

- | | | |
|-------------|-----------------|-------------------|
| 1. Madison | 10. trees | 18. Atkinson |
| 2. Nicholet | 11. Sauk | 19. NC |
| 3. Taylor | 12. Keokuk | 20. Credit Island |
| 4. REC | 13. Kearny | 21. DH |
| 5. Campbell | 14. yes | 22. halfbreed |
| 6. Lincoln | 15. Schoolcraft | 23. Davis |
| 7. Neutral | 16. TV | 24. Scott |
| 8. Long | 17. Virginia | 25. two |
| 9. get | 18. Atkinson | |

WORD SCRAMBLE - UNIT 5

1. Lt. _____ chose the site of Ft. Madison. SYLKGINE
2. The war leader of the Sauk was called _____. HKCAWALKB
3. The _____ were the enemies of the American nation in the War of 1812. TRSIHRB
4. Ft. _____ was built to replace Ft. Madison. It was built as a trading post. TSMRRONAG
5. Major Kearney's route took him north to this present day city. TESMBUMREG
6. _____ Western Iowa was almost completely covered by _____ when it was explored. IARRIPE
7. After being part of the Louisiana territory, Iowa was part of _____ territory. SUSORIIM
8. These Indians were enemies of the Sauk and Mesquakie. XISUO _____
9. These Indians were brought into the neutral strip. NENBIWOGA _____
10. This civil war general surveyed in southeast Iowa. ELE _____
11. This famous artist did studies of the Indians of Iowa. TACNIL _____
12. This man left an account of his steamboat journey aboard the "Red Rover". WTRATAE
13. An English author who wrote an account of eastern Iowa in the 1830's. RMYRUA
14. This soldier explored the central and north central part of Iowa in 1820. AEKYNR
15. Black Hawk's main village opposite Davenport. KUKNEAUS _____
16. Final battle of the Black Hawk War. (2 words) ADB XA _____
17. This Sauk chief advocated peace with the Americans. UKOKEK _____

ANSWER KEY

- | | |
|---------------|--------------|
| 1. Kingsley | 10. Lee |
| 2. Black Hawk | 11. Catlin |
| 3. British | 12. Atwater |
| 4. Armstrong | 13. Murray |
| 5. Emmetsburg | 14. Kearny |
| 6. Prairie | 15. Saukenuk |
| 7. Missouri | 16. Bad Ax |
| 8. Sioux | 17. Keokuk |
| 9. Winnebago | |

OUTLINE - UNIT VI

- I. Iowa opened to settlement (1833)
 - A. Squatters
 - 1. Were burned out if they settled before June 1, 1833
 - 2. Could squat but not legally claim land until 1838
 - a. Used ox carts, on foot and covered wagons
 - 3. Came mainly from the East
 - B. Settlers
 - 1. First towns started as fur posts or steamboat stops
 - a. Started as a cycle
 - 2. Stephen Kearney comes back to protect settlers (1834)
 - a. Built Fort Des Moines at Montrose (1834)
 - b. Marched through the western lands in a show of strength
 - 3. Population goes from 300 whites in 1830 to 5,000 in 1834
 - 4. Iowa becomes part of Michigan territory in 1834
 - a. Counties and judges established
 - b. Two counties established
 - c. 1st churches established
 - C. Iowa becomes part of Wisconsin territory (1836)
 - 1. Population reaches 10,500 (1836)
 - 2. 21 counties formed
 - 3. 1st newspaper formed at Dubuque
 - 4. Burlington becomes capital (1837)
 - 5. Fort built at Council Bluffs (1838)
 - 6. Sauk and Mesquakie cede another 1 1/4 million acres (1836 and 1837)
 - 7. Population at 23,000 (1838)

QUIZ #6

1. Squatters couldn't occupy Iowa land until a) they bought it, b) the Indians were removed, c) it was surveyed. (b)
2. If squatters illegally occupied land, they a) could stay until it was surveyed, b) had to pay double if it was before 1838, c) were driven out by the army. (c)
3. Squatters could legally buy land in a) 1831, b) 1833, c) 1838. (c)
4. People came to Iowa primarily to a) farm, b) trap, c) work the steamboats. (a)
5. Most settlers came from a) Europe, b) the south, c) the east. (c)
6. a) Zebulon Pike, b) Col. Davenport, c) Stephen Kearney scouted the lands to the west, built Ft. Des Moines and protected the settlers from the Indians. (c)
7. Early Iowa settlers formed claims clubs to a) protect their land, b) establish courts, c) sell their produce. (a)
8. When Iowa was a part of it, the capital of Wisconsin territory was at a) Prairie Du Chien, b) Belmont, c) Madison. (b)
9. The capital was later moved to a) Burlington, b) Iowa City, c) Davenport. (a)
10. The capital burned and the territorial legislature met primarily in a) a church, b) hotel, c) courtroom. (a)
11. A person who buys land to sell for profit is called a) speculator, b) claim club member, c) vigilante. (a)
12. By 1838, white settlers had acquired about a) 1/2, b) 1/4, c) all of the state of Iowa. (b)

UNIT VI - 1834-1837

DISCUSSION QUESTIONS

1. What ways would life change for the Sauk and Mesquakie when they went to reservations? What ways would life change when the Mesquakies moved back to Iowa?
2. You are picked to go back in time. You are allowed to take 3 modern items. What would you take? Why?
3. Would you rather be a fur trader, farmer, soldier or townspeople? Why?
4. You and your family are among the first people to settle on Mars. What decisions will you have to make? What information do you want? What problems do you think you will have? What will you have to bring?
5. What was the status of the Indians after they were moved out?
6. What problems did the Indians face as whites advanced?
7. The impression of a settler moved out by federal troops.

WRITING QUESTIONS

1. Have the students prepare reports on some important Indian personalities, i.e. Poweshiek, Appanoose, Wapello or Tama.
2. You are picked to go back in time. You are allowed to take 3 modern items. What would you take? Why?
3. As a modern reporter, describe an aspect of this unit?
4. Indian agents as seen by the Indians.
5. Letter to friend back home describing the Iowa territory.
6. Settlers' first impression of Iowa.
7. Kearney's impression of Iowa.
8. Settlers' impression of prairie life.
9. Your impressions as an early legislator.

CLASSROOM ACTIVITIES

1. Have the students build a model Mesquakie wickiup.
2. Trace the outlines of each territory Iowa was in. What states were in each one.
3. Design a "jeopardy" game using questions about this unit.
4. What Indians lived where you do now?
5. What was happening in your city/county at this time?
6. Debate Keokuk vs. Black Hawk (diplomacy vs war).
7. Debate - The Indians were treated fairly as losers in a war.
8. Nationalities that came to your community/county.
9. Founding of your town.
10. Founding or early settler in your town or county.
11. Profile of a town founder.
12. First religion in your town/county.
13. Founding of your church.
14. Early schools in your town/county
15. Founding of your school.
16. Early newspaper(s) in your town/county.
17. Founding of your newspaper.
18. Trace Kearney's route on a modern map. What towns does it go through?
19. A phase of early farming.
20. Mock-up of types of cabin/sod house.
21. Mock-up of an early farmstead.
22. Mock-ups of farm implements (schooner, ash hopper, spinning wheel, etc.).

23. Conduct a spell-down using questions from this unit and previous ones.
24. Make a bingo game using questions from this unit and previous ones.
25. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.

UNIT 6 - WORD SCRAMBLE

1. All land was sold according to the northwest _____ of 1887.
DROECNANI
2. A person who occupied land until it could be legally purchased. AUTQTSRE
3. Many settlers came to Iowa from this midwestern state. HI00
4. Many settlers came to Iowa from this eastern state. YSLNVNAENPAI
5. Most settlers came to Iowa to start a _____. RAFM
6. In order to claim a piece of land, a pioneer must build a _____.
IBACN
7. Iowa had rich _____. NADL
8. This soldier explored western Iowa. RAEKYN
9. In 1834, this fort was built near Montrose. SDE NSIEOM
10. Mounted soldiers in those days were called _____. OGSONRAD
11. People could not legally buy land until it was _____. VRESEDUY
12. To protect their property, settlers formed these (2 words). IAMLC UBLSC
13. In 1834, Iowa became part of the territory of _____. GIHNACIM
14. When they became a part of a territory, _____ could be established.
RUTOSC
15. Mt. Pleasant started Iowa _____ College. ENYELSW
16. This city had the 1st school supported by taxes. UBEQDUU
17. As soon as Michigan became a state, Iowa became part of the territory of
_____. SOCNISWIN
18. The capital of this territory was located at _____. MEBLTON
19. The 1st newspaper was the Dubuque _____. ROTSIVI
20. The 1st capital on Iowa territory was at _____. TGNOLINBR
21. Because of a fire, the 1st two sessions were held at "Old _____. NIOZ
22. This building was a _____. RHCHUC
23. At this time, a fort was built at Council Bluffs, then called _____.
NSEVIAKELL
24. A person who resells land for a profit. ALSUPCEROT _____

ANSWER KEY

- | | |
|-----------------|----------------|
| 1. Ordinance | 13. Michigan |
| 2. Squatter | 14. Courts |
| 3. Ohio | 15. Wesley |
| 4. Pennsylvania | 16. Dubuque |
| 5. Farm | 17. Wisconsin |
| 6. Cabin | 18. Belmont |
| 7. Land | 19. Visitor |
| 8. Kearny | 20. Burlington |
| 9. Des Moines | 21. Zion |
| 10. Dragoons | 22. Church |
| 11. Surveyed | 23. Kanesville |
| 12. Claim Clubs | 24. Speculator |

OUTLINE - UNIT VII

- I. 1838
 - A. Land in East surveyed and able to be purchased
 - 1. Sold for \$1.25 an acre
 - a. Unwritten law said if you squatted and settled, you had first choice
 - 1. Claims clubs formed to protect squatters
 - b. Speculators bought land to re-sell
 - 1. Encouraged people to come and settle
 - 2. Acted as early banks
 - B. More settlers moved in
 - 1. Steamboats
 - 2. Stagecoaches
 - 3. Freight wagons
 - C. Iowa becomes a territory
 - 1. Still very wild and lawless
 - a. Many hangings
 - b. Law and vigilantes were brought in
 - D. Robert Lucas becomes Governor
 - 1. Capital at Iowa City started
 - 2. Legislature formed
- II. Territory to Statehood
 - A. Honey War fought (1839)
 - 1. Iowa and Missouri could not decide on southern boundary
 - 2. Militias called out
 - 3. Congress finally decided
 - B. Lucas proposes boundaries (1839)
 - C. Statehood defeated by voters (1840)
 - 1. For:
 - a. State pride
 - b. Have a say in federal government
 - 2. Against:
 - a. Greater costs
 - b. Politics
 - D. John Chambers appointed government (1842)
 - E. Sauk and Mesquakie sell remainder of Iowa lands (1842)
 - F. Constitution written (1844)
 - 1. No bank may be formed
 - 2. Lucas boundaries
 - 3. No Blacks
 - G. Not approved by U.S. Congress (1845)
 - 1. Suggested different boundaries
 - a. Southerners didn't want many small free states
 - b. Northerners did
 - H. Indians leave and land rush opens up western Iowa (1845)
 - I. Iowa rewrites constitution
 - 1. Uses present boundaries proposed by Stephen A. Douglas
 - 2. Banks okay
 - 3. No restrictions on Blacks
 - J. Iowa becomes a state and Ansel Briggs becomes governor (1846)

QUIZ #7

1. Iowa land originally was bought for a) \$1.25, b) \$1.75, c) \$2.25 an acre. (a)
2. A person who buys land to re-sell is called a) vigilante, b) squatter, c) speculator. (c)
3. Iowa became a separate territory primarily because of its a) population, b) farming products, c) law and order. (a)
4. Speculators were much like modern a) policemen, b) bankers, c) gangsters. (b)
5. People who violently took the law into their own hands in early Iowa were called a) vigilantes, b) legislators, c) speculators. (a)
6. The capital was moved from Burlington to a) Iowa City, b) Des Moines, c) Davenport. (a)
7. The "Honey War" was a dispute about boundary lines between Iowa and a) Illinois, b) Missouri, c) Wisconsin. (b)
8. The idea of becoming a state was a) very popular, b) not very popular with the Iowans of 1838-42. (b)
9. In order to become a state, Iowa had to be admitted with a slave state. It was a) Alabama, b) Texas, c) Florida. (c)
10. While statehood was being debated, the Sauk and Mesquakie sold a) some, b) most, c) all of their lands in Iowa. (c)
11. Iowa became a state in a) 1843, b) 1846, c) 1848. (b)
12. In addition to black citizens and banks, the main issue that congress objected to was Iowa's a) population, b) boundaries, c) taxes. (b)
13. The first governor of the Iowa territory was a) Robert Lucas, b) Ansel Briggs, c) John Chambers. (a)
14. The first governor of the state of Iowa was a) Robert Lucas, b) Ansel Briggs, c) John Chambers. (b)

UNIT VII - 1838-1846

DISCUSSION QUESTIONS

1. Make believe you and your family are traveling to Iowa. What would you take? Why?
2. As a pioneer, what 3 things would you bring from the present to the past?
3. You are picked to travel back in time. You are allowed to take 3 modern items. What are they? Why did you choose them?
4. Imagine you are going west to Iowa. Your conestoga wagon will hold 10,000 pounds. What would you take? You'll have to make good guesses as to what things weigh before you make your list.
5. You find that your money runs out and you can only afford a farm wagon instead of a conestoga. You must get rid of 6,000 pounds. What will you leave behind?
6. Compare the dangers of being a sheriff in 1840 with being a sheriff today.
7. Trial of Patrick O'Connor and why it was difficult to punish offenders in the territory.
8. Compare the Advantages and disadvantages of capital punishment in light of the murder of Col. Davenport.

WRITING QUESTIONS

1. Pick a type of transportation and describe your trip as you travel 10 miles by that vehicle. Take into consideration: length of time, weather, smoothness, pleasures or hardships etc.
2. You are picked to travel back in time. You are allowed to take 3 modern items. What are they? Why did you choose them?
3. Write a letter to the editor as a Winnebago being forced to live in the neutral strip near Fort Atkinson.
4. As a modern reporter, write up one event in this unit.
5. Diary of stage driver.
6. Early Iowa criminal(s).
7. Lawlessness in early Iowa.
8. Vigilantes in Iowa.
9. Profile of the Pottawattamie Indians.
10. Prepare a newspaper ad or complete newspaper that chronicles items and/or stories that pertained to early Iowa settlers.
11. Life of an 1840 sheriff.

CLASSROOM ACTIVITIES

1. You have been elected to the Iowa legislature and have been put in charge of designing the Iowa boundaries. Knowing what you know now, design boundaries of Iowa as you would like to see them today.
2. Organize a debate between pro-statehood and anti-statehood people.
3. Design a "jeopardy" game using questions about this unit.
4. On a map, label where immigrants were living.
5. Nationalities which make up your community/county.
6. Old customs that have fallen into neglect.
7. Description of a typical cabin/soddy of early Iowa.
8. Modes of pioneer transportation.
9. In-depth on one mode of transportation.
10. Debate pros and cons of horses vs oxen.
11. Ghost town(s) in your county (location and/or history).
12. Map of early landmarks in your community.

13. Debate both sides' grievances during the "Honey War".
14. Debate pros and cons of statehood.
15. Pros and cons of banks in Iowa.
16. Founding of your first bank.
17. Founding of your present bank(s).
18. Debate on Lucas vs Nicholette vs present boundaries.
19. Mock trial of a squatter who killed an interloper or other civil dispute.
20. Make a "jeopardy" quiz game over the material in this unit.
21. Conduct a spell-down using questions from this unit and previous ones.
22. Make a bingo game using questions from this unit and previous ones.
23. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.

UNIT 7 - WORD SCRAMBLE

1. Squatters formed these to protect their land until it could be bought.
(two words) MCIAL ULCSB
2. A person who buys land to re-sell for a profit. PSROTCEALU
3. This supplied transportation and freight on Iowa's major rivers.
ATSTOEBAM
4. This supplied transportation between Iowa towns. EGHCOASATC
5. Heavy goods were hauled between towns on wagons. THFRGIE
6. A wagon could haul 8,000 or more pounds and was pulled by oxen.
NOCAGOTSE
7. Early were made of sawed trees. SORDA
8. Because of the size of its population, Iowa became a in 1838.
INTROERYT
9. came from eastern and southern states as well as Europe.
MSITNARGMI
10. Albert wrote "Notes on Wisconsin Territory" and described
Iowa. ELA
11. John wrote "Sketches of Iowa and Wisconsin". BELMUP
12. 's Iowa Emigrant, a publicity book, was written by John
Newhall. NADLGLA
13. The 1st territorial governor was Robert. AULSC
14. He proposed moving the capital from Burlington to. WOAI IYTC
15. The War almost became a shoot-out. YONEH
16. The "war" was between Iowa and. SIMUOSIR
17. The "war" was caused by a dispute over Iowa's southern.
YBROAUDN
18. The 1st step in becoming a state is to write a. SNOCUTINTOIT
19. John replaced Governor Lucas. MCSRHBAE
20. The people in Iowa outlawed in Iowa. SNKAB
21. The main problem with Iowa's statehood was what to use.
NUDSEIRA0B
22. In order to become a state, Iowa had to come in with a slave state. The
slave state was. AFDIROL
23. President made Iowa a state in 1846. LPKO
24. Iowa's first state governor. GBRSIG

ANSWER KEY

- | | | |
|----------------|---------------|------------------|
| 1. claim clubs | 9. immigrants | 17. boundary |
| 2. speculator | 10. Lea | 18. constitution |
| 3. steamboat | 11. Plumbe | 19. Chambers |
| 4. stagecoach | 12. Galland | 20. banks |
| 5. freight | 13. Lucas | 21. boundaries |
| 6. conestoga | 14. Iowa City | 22. Florida |
| 7. roads | 15. Honey | 23. Polk |
| 8. territory | 16. Missouri | 24. Briggs |

OUTLINE - UNIT VIII

- I. Iowa is made a state.
 - A. December 28, 1846
 - B. Culmination of years of work
 - 1. Constitutional convention, May, Burlington, Zion Methodist Church
 - 2. Ansil Briggs elected governor, August
 - C. Population 102,000
- II. Settling the young state
 - A. Stimulated by Indian land cessions
 - B. By 1846, most Indians given up land
 - C. Last Indians gave up ownership, 1851
 - D. Land for \$1.25/acre brought people to Iowa
 - 1. Many came from older states, New York, Ohio, Indiana, Virginia, Pennsylvania & Kentucky
 - 2. Also foreign countries: Ireland, Germany, Canada and Scandinavian countries
 - E. Some came through on their way further west
 - 1. Mormons from Nauvoo, Illinois, through Iowa, 1846
 - a. Established towns
 - b. Route is now Highway 2
 - 2. California Gold Rush, 1849
 - 3. Oregon Land Rush, 1851
 - F. Population tripled: 1846 - 102,000 1860 - 650,000
 - G. Religious leaders were also town builders
 - 1. Grinnell
 - 2. John Ladd
 - H. Utopian societies
 - 1. Amana - Cedar Rapids
 - 2. Icarian community - Corning
- III. Relocation of Capital
 - A. When Iowa became state - population in East
 - 1. Iowa City centrally located
 - 2. Population moved west
 - 3. 1857 legislature decided to move to Des Moines
 - B. Selection of capital site amid controversy
 - 1. Speculation
 - 2. Use of tax money to build new capital building
- IV. The early years were rough
 - A. 1851 gigantic flood - 75" of rain in one year
 - B. 1856 blizzard
- V. Railroads were the key to increasing population
 - A. Major factor in West - Iowa was the West
 - B. Railroads not limited in constitution like banks
 - C. Many proposed but never built
 - D. 1847 legislature approved bond issues to raise money for railroad construction
 - E. Many believed railroads were key to survival of a town
 - F. First passenger train from Davenport to Iowa City, January, 1856
 - G. 1856 - Congress gave land grants to railroads - 1/9 of Iowa land
 - 1. From Burlington to Omaha
 - 2. From Davenport to Council Bluffs

3. From Lyons to Maquoketa
 4. From Dubuque to Sioux City
- H. Railroad construction slow; economic depression, 1859
1. 500 miles - 1859
 2. Changed little until after Civil War

QUIZ #8

1. Between 1846 and 1866, the population of Iowa
 - a. decreased
 - b. tripled
 - c. doubled
 - d. stayed the same(b)
2. How much of Iowa's land was granted to railroads in 1856?
 - a. 1/3
 - b. 1/9
 - c. 1/16
 - d. 1/32(b)
3. Which of the following, formed from the Louisiana territory, entered the Union as a free state?
 - a. Missouri
 - b. Iowa
 - c. Wisconsin
 - d. Nebraska(b)
4. A factor that slowed rail construction before 1865 was
 - a. money from towns
 - b. manpower
 - c. lack of land
 - d. dislike of railroads(b)
5. The state capital was moved from Iowa City because
 - a. there was more money in Des Moines.
 - b. the western part of the state had been settled.
 - c. the old capital was too small.(b)
6. The advantage of a capital to a town is
 - a. increased property values
 - b. over-crowding
 - c. more taxes(a)
7. When the railroads came,
 - a. population increased.
 - b. farmers had to pay more for their goods.
 - c. they demanded land or they wouldn't come through.(a)
8. A railroad through a town
 - a. slowed its growth.
 - b. was a nuisance.
 - c. helped build a town.(c)
9. Annie Wittenmeyer was nationally known for work with
 - a. blacks
 - b. soldiers
 - c. politics(b)
10. Grenville Dodge was nationally known for his work with
 - a. farming
 - b. industry
 - c. railroads(c)

UNIT VIII - 1846-1865

DISCUSSION QUESTIONS

1. What directions did the railroads run? Why?
2. You are picked to go back in time. You are allowed to take 3 modern items. What are they? Why did you pick them?
3. What 3 conveniences would you miss most living as a pioneer.
4. How might you feel when you heard about the Spirit Lake Murders if you were
a) a hostile Sioux, b) friendly Sioux, c) a settler in northwest Iowa, d)
a soldier, e) a settler in Des Moines, f) a settler in Davenport?
5. What was the conductor's job on the Underground Railroad? What risks did they take? Would you do it knowing the risks and problems?

WRITING QUESTIONS

1. Look up and find out about machinery used in planting and harvesting.
2. Write a paragraph or design a brochure to lure emigrants to Iowa.
3. Write a letter to the editor expressing the viewpoint of:
 - a. an abolitionist complaining about slavery.
 - b. an abolitionist defending the actions of John Brown and the Coppocs.
 - c. a copperhead explaining why you are opposed to the civil war.
 - d. a slave owner telling why the underground railroad is illegal and unfair.
 - e. a conductor on the underground railroad telling why it is just and necessary.
 - f. a citizen writing about how bad John Brown's actions are.
4. As a townspeople, write about what the railroad has done for your community.
5. As a person whose town was bypassed by the railroad, tell how it has hurt.
6. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.

CLASSROOM ACTIVITIES

1. Write a paragraph or design a brochure to lure emigrants to your city.
2. Prepare a chart comparing the farmer of 1860 with that of 1890, 1920 and 1980. You might compare types of machinery, tools, farm size, cost of land, price for products, etc.
3. Compare how a farmer in 1860 did various chores with today's farmer.
4. Make and use a "jeopardy" quiz game over the material in this unit.
5. Conduct a spell-down using questions from this unit and previous ones.
6. Make a bingo game using questions from this unit and previous ones.
7. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.

UNIT 8 - IN-LINE CROSSWORD

- | | |
|-----|---|
| 1. | 1. Before 1857, the state capital was located here.
(2 words) |
| 2. | 2. Brigham _____ led the Mormons across Iowa. |
| 3. | 3. Josiah _____ found a town, college and helped
on the underground railroad. |
| 4. | 4. Most immigrants came to Iowa to acquire this. |
| 5. | 5. The first train in Iowa ran from _____ to
Iowa City. |
| 6. | 6. The town of _____, founded by John Todd,
was a stop in moving escaped slaves north and
provided John Brown with weapons. |
| 7. | 7. The system of homes that hid escaped slaves was
called the underground _____. |
| 8. | 8. The state capital was moved here in 1857. |
| 9. | 9. Iowa troops fought in this important Tennessee
civil war battle. |
| 10. | 10. A laugh - ha _____. |
| 11. | 11. A communistic settlement near Cedar Rapids. |
| 12. | 12. A person who wanted to do away with slavery. |
| 13. | 13. Tic _____, sound of a clock. |
| 14. | 14. Mormons loaded their belongings onto hand _____
and pushed them across Iowa on their way to Utah. |
| 15. | 15. Rev. John _____ was active in anti-slavery
and founded Tabor. |
| 16. | 16. Grenville _____ was a general in the Union
army and chief engineer of the Union Pacific
railroad. |
| 17. | 17. Short for electrical current. |
| 18. | 18. Edwin and Barclay _____ of Springdale
helped John Brown attack Harper's Ferry. |
| 19. | 19. Escaped slaves were taken to _____ via the
underground railway. |

ANSWER KEY

- | | | |
|--------------|------------------|------------|
| 1. Iowa City | 7. railroad | 13. toc |
| 2. Young | 8. Des Moines | 14. carts |
| 3. Grinnell | 9. Shiloh | 15. Todd |
| 4. land | 10. ha | 16. Dodge |
| 5. Davenport | 11. Amana | 17. EC |
| 6. Tabor | 12. abolitionist | 18. Coppoc |
| | | 19. Canada |

UNIT 8 - WORD SCRAMBLE

1. 1st Governor of the State of Iowa. SGRIGB _____
2. These people were driven out of Illinois and founded several Iowa towns. MROOSNM _____.
3. The Illinois city "the Saints" left. UAOVON _____
4. A southeast Iowa town founded by Brigham Young's followers. GINNOTARFM _____
5. Place where Captain Allen recruited for the Mexican war. A large cemetery is also there. Mt. _____. AGSPHI _____
6. Name of a communistic French settlement near Corning. AIRCAI _____
7. The _____ value goes up if a capital is located in your town. POYTRREP _____
8. In 1856, Iowa was hit by a great _____ that starved people and animals. DZIZLBRA _____
9. Growth of railroads was stopped in 1857 because of an economic _____. NOISSERPED _____
10. Fourteen counties are named after people or places in the _____ war. IXEMNAC _____
11. Escaped slaves were transported by this railroad. GREUDNRONDU _____
12. John _____, an abolitionist, was based in Iowa before his attack on Harper's Ferry. WONRB _____
13. Iowa troops fought in this important Mississippi Civil War battle. BUGRSICKV _____
14. 27 Iowans won the _____ medal of honor for Civil War bravery. SEISRGONNOACL _____
15. These southern symphasizers, also known as peace democrats, worked against the Civil War and the draft. REHPEPAODCS _____
16. Governor _____ sent Iowa troops to South English to deal with the southern symphasizers. WIKORDOK _____
17. G.M. _____ was the chief engineer for the Union Pacific railroad. GDEDO _____
18. This party was started in Crawfordsville before the Civil War. NACPERILBU _____.

ANSWER KEY

- | | | |
|---------------|-----------------|-------------------|
| 1. Briggs | 7. property | 13. Vicksburg |
| 2. Mormons | 8. blizzard | 14. congressional |
| 3. Nauvoo | 9. depression | 15. copperheads |
| 4. Farmington | 10. Mexican | 16. Kirkwood |
| 5. Pisgah | 11. underground | 17. Dodge |
| 6. Icaria | 12. Brown | 18. republican |

OUTLINE - UNIT IX

- I. Iowa losing frontier flavor
 - A. Prairie to corn and wheat
 - B. Log cabins to frame homes
 - C. Iowa reflected rest of country
 - 1. Increase in factories, size of cities
- II. Emergency of regional economies (belts)
 - A. By weather
 - 1. Corn belt - midwest
 - 2. Wheat belt - central and western states
 - 3. Cotton belt - southern states
 - B. By rivers and mineral resources
 - 1. Eastern states
 - 2. Became center of heavy industry
- III. Change aided by inventions
 - A. Marsh reaper
 - B. Sewing machine
- IV. Farming not profitable
 - A. Farm production increased faster than urban markets
 - B. Grasshopper plague of 1867-1877 wiped out crops
 - C. Problems spread to towns
 - D. Farm land prices went down 50%
 - E. Machinery increased production, but not management of the land
 - 1. Methods like those used in the Bible
 - 2. Philosophy of production over all else
 - 3. Wheat crop wiped out by chinch bugs, 1879
 - a. Farmers leave state
 - b. Newspapers warn against other states
 - c. Spread to other parts of economy - flour mills
 - 4. State formed immigrant board - filled most vacancies
 - a. Made use of new inventions
 - 1) Cream separator
 - 2) Barbed wire
 - b. Established creameries, 1880
 - 1) Prize at Philadelphia Exhibition
 - 2) 1/3 of all butter made in Iowa
 - 5. Problems promoted change
 - a. Feed lots for hogs and cattle
 - b. Growth of local packing houses
 - c. Corn staple crop of the state
 - d. Lesson of diversity
 - 6. Blamed problems on railroad
 - a. Since railroads crossed state, 1867 prosperity linked to RR
 - b. Freight rates increased more than market prices
 - c. Grange established
 - 1) Promoted new agricultural methods
 - 2) Lobbied for regulation of railroad rates
 - 3) Reduced farmers' isolation
- V. New farming practices
 - A. State Agricultural College, 1868
 - B. Livestock journalism

C. County fairs

VI. Iowa and the Civil War

- A. Iowa made a state when Mexican War had just given U.S. new land
- B. Many counties were named for Mexican War heroes and battles
- C. Iowa only free state from Louisiana Purchase
- D. These new territories raised more questions as to be made slave or free
- E. 1854 - repeal of Missouri Compromise
 - 1. Protest meetings held in Crawfordsville evolved into Republican party
 - 2. Underground railroad active in Iowa
- F. Election of Abraham Lincoln 1861
 - 1. Supported by Iowa majority
 - 2. No more extension of slavery
- G. 1861 - seven states secede from Union
 - 1. Later Confederates shell Ft. Sumter, South Carolina
 - 2. Civil War began
- H. President Lincoln called 45,000 volunteers for 90 days
 - 1. First draft in U.S. history
 - 2. Iowans responded enthusiastically
 - 3. By end of war
 - a. 78,000 served - 2/3 of all of military age
 - b. 13,000 killed - 1/4 of all who went
- I. Iowans achieved national reputation
 - 1. James Harlan
 - 2. G.M. Dodge
 - 3. Annie Wittenmeyer
- J. Changes in post-war Iowa
 - 1. From cabins to frame houses
 - 2. Negro Suffrage

VII. Prohibition, 1882, became a state law

VIII. Return of prosperity

- A. Palaces
 - 1. Sioux City Corn Palace
 - 2. Ottumwa Coal Palace
 - 3. Creston Bluegrass Palace

QUIZ #9

1. Name 3 factors that influence the type industry in a region.
climate manpower terrain available money location
water power/fuel transportation potential markets etc.
2. Name 2 important inventions that were invented during this period.
reaper cream separator refrigerator cars etc.
sewing machine creameries barbed wire
3. List 2 reasons why farming wasn't profitable after the civil war.
low prices natural catastrophies b) bugs soil depletion
surpluses a) weather less markets
4. Before 1879, the major crop in Iowa was
a. wheat
b. corn
c. soybeans (a)
5. The farmers who farmed the above crop were ultimately ruined by
a. weather
b. railroads
c. big cities industry
d. poor farming methods (d)
6. Name 2 changes brought on by the hard times that left Iowa better off.
crop rotation purebred stock packing houses
feed lots raise in meat production erosion prevention
7. What did farmers blame for the money problems of the 1870's and 1880's?
a. weather
b. bugs
c. railroads (c)
8. What organization was formed to promote farmers in 1867?
a. NFO
b. grange
c. extension service (b)
9. Iowa ended up producing 1/3 of the nation's supply of this product because they won 1st prize at the Philadelphia Exposition.
a. corn
b. butter
c. milk (b)
10. These towns were nationally famous for their palaces that advertised Iowa's agricultural products.
a. Creston and Sioux City
b. Ottumwa and Creston
c. Sioux City and Ottumwa (a)

UNIT IX - 1865-1890

DISCUSSION QUESTIONS

1. You are picked to go back in time. You are allowed to take 3 modern items. What would you take? Why?
2. Pretend you are living in a European country. How would you decide to move to Iowa? Why?
3. Suppose a drought, flood, epidemic, etc. destroyed 50% of the corn in the state. What effects would it have on us? You? The state?

WRITING QUESTIONS

1. Look up the new farm machinery. Write from the viewpoint of a farmer who has used the old ways and is using the new for the first time. Look at the good and bad side.
2. Pretend you are an emigrant and have settled in your community. Write a letter to your relatives in the old country describing the advantages and disadvantages of your new home.
3. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.

CLASSROOM ACTIVITIES

1. Choose 1 or 2 groups of emigrants--explain where they came from, why, where they settled and a little bit about them here.
2. Do a mobile on the groups of emigrants who came here. Include information such as how many came, where they settled and why.
3. List the nationalities represented in your community.
4. Prepare a chart listing each emigrant group, when they settled, where they settled, their reasons for coming, the problems they faced and if they are still there.
5. Prepare a chart comparing the farmer of 1890 with that of 1920 and 1980. You might compare types of machinery, tools, farm size, cost of land, price for products etc.
6. Compare how a farmer in 1890 did various chores with a farmer today.
7. Make a "jeopardy" quiz game over the material in this unit.
8. Conduct a spell-down using questions from this unit and previous ones.
9. Make a bingo game using questions from this unit and previous ones.
10. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.

UNIT 9 - WORD SCRAMBLE

1. Iowa is part of this grain belt. RONC _____
2. McCormick invented this important piece of farm machinery. PRAERE _____.
3. The _____ machine freed the housewife of many tasks. WESGNI _____
4. The greenback party was in favor of _____ money. EPRPA
5. Between 1867 and 1873, swarms of these attacked crops. HSOSPAPREGRS
6. Before 1879, this was Iowa's major crop. TAEWH _____
7. Planting the above crop year after year robbed the soil of _____.
ORTGIENN
8. Finally, this bug wiped out the crop and forced the farmers to leave.
CNHCI
9. Their places were taken by European _____. MGIRMITNAS
10. This important invention enabled cream to be taken from milk. RAAPTEORS
11. Because of this invention, _____ were built across Iowa.
REMSEIAERC
12. _____ was made and shipped all over the nation. TURBTE
13. Raising livestock on the grain that you have produced and then selling them
is called _____ economy. DELOETF
14. Livestock being used for food enabled _____ houses to open to butcher
and process the animals. CAPGKNI
15. Iowa is number one in in the nation in this crop because it is rotated with
corn. TASO
16. The planting of one crop one year and another crop the next is call crop
_____. TORNOTIA
17. The farmers blaimes this for their troubles. ARLIDOAR _____
18. A farmers organization that promoted cooperation between farmers. NAGERG
19. James _____ published a paper that promoted better farming
practices. DERASNS
20. This type of wire enabled farmers to raise purebred livestock. BEDRAB
21. The _____ Palace was located in Ottumwa. LOAC
22. The _____ Palace was located at Sioux City. RONC
23. The _____ Palace was located in Creston. SAGESRLUB

ANSWER KEY

- | | | |
|-----------------|----------------|---------------|
| 1. corn | 9. immigrants | 17. railroad |
| 2. reaper | 10. separator | 18. grange |
| 3. sewing | 11. creameries | 19. Sanders |
| 4. paper | 12. butter | 20. barbed |
| 5. grasshoppers | 13. feedlot | 21. coal |
| 6. wheat | 14. packing | 22. corn |
| 7. nitrogen | 15. oats | 23. bluegrass |
| 8. cinch | 16. rotation | |

OUTLINE - UNIT X

- I. Change accelerates
 - A. Causes outside of state
 - B. End of ruling families, parties
 - C. Farm isolation ends
 - 1. Telephone
 - 2. Rural mail routes
- II. Period began poorly
 - A. Panic of 1893
 - B. Drought of 1894/crop failure
 - C. Kelly's army
 - D. Spanish-American War
- III. Political changes
 - A. Democrats elect Boies - 1889
 - B. Republican leadership changes
 - 1. Cummins
 - a. Direct primary law
 - 2. Progressive movement
 - C. Populists
 - 1. Government ownership of railroads
 - 2. Direct election of U.S. senators
 - 3. Make all silver into coins
- IV. By 1900, conditions change
 - A. Consumption rises with production
 - B. Prices rise
 - C. "Golden Age of Agriculture" (1897-1920)
 - D. Farmers output rises with prices for land
 - E. New inventions help farmers
 - 1. Tractors introduced
 - 2. Labor shift caused population decline
 - F. American exports tripled
- V. War in Europe helps American farmers
 - A. Even before W.W. I, Europe buying large quantities
 - B. Land values soar
- VI. America enters W.W. I
 - A. 1915 - Louisiana sunk with 114 Americans
 - B. February. 3 - America breaks off relations with Germany
 - C. April 6 - Congress declares war
 - D. Iowans supported the war
 - 1. Ft. Des Moines
 - 2. Camp Dodge
 - 3. 1st Iowan killed - Merle Hay - Glidden
 - 4. Over 2,000 Iowans killed
- VII. End of war ends controls
 - A. Wilson ends loans to Europe
 - 1. Price supports end
 - 2. Farm prices cut in half
 - 3. Full production continues
 - 4. Rest of economy remains stable

- B. Farm bankruptcies increase
- C. Women's suffrage
- D. School reorganization
- E. Taxes on farm land lead to depression

QUIZ #10

1. What two developments reduced farm isolation in the 1890's?
phones roads rural mail delivery
2. Name two factors that caused times to be so hard in the early 1890's?
low prices draught no money
depression of 1893 less demand etc.
3. List 2 reasons why 1897-1920 was called the "Golden Age of Agriculture".
higher prices improvements in machinery high demand in U.S.
opening European markets availability of money etc.
4. What invention, that came into use in this period, was to have the biggest lasting impact on farming in Iowa?
a. planter
b. tractor
c. combine
d. silo
(b)
5. Name 2 effects on agriculture as a result of the trade with Europe.
a. farmers could open new markets
b. new farming methods were learned
c. new varieties of crops were produced
d. more was produced
(a & d)
6. List 2 ways that the end of World War I effected Iowa farmers.
a. More people entered farming.
b. Europe no longer bought as much.
c. Land prices went down.
d. Machinery prices went down.
(b & c)
7. The repeal of this government action after the end of WW I had a devastating effect on farm prices.
a. income taxes
b. land set aside
c. price supports
(c)
8. Which one of these did not contribute to the farm depression of the 1920's?
a. lack of credit
b. draught and crop failure
c. lack of foreign markets
d. low prices
(b)

UNIT X - 1890-1920

DISCUSSION QUESTIONS

1. You are picked to go back in time. You are allowed to take 3 modern items. What would you take? Why?
2. Suppose a hybrid corn was discovered that could resist frost. What effects would that discovery have?
3. Suppose a drought, flood, epidemic etc. destroyed 50% of the corn in the state. What effects would it have on us? You? The state?

WRITING QUESTIONS

1. Find out all you can about the first school in your city. When was it founded? Where was it? What went on?
2. You are picked to go back in time. You are allowed to take 3 modern items. What would you take? Why?
3. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.

CLASSROOM ACTIVITIES

1. Make and use a jeopardy quiz game over the material in this unit.
2. Conduct a spell-down using questions from this unit and previous ones.
3. Make a bingo game using questions from this unit and previous ones.
4. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.
5. Prepare a chart comparing the farmer of 1920 with that of 1980. You might compare types of machinery, tools, farm size, cost of land, price for products etc.
6. Compare how a farmer in 1920 did various chores with the farmer of today.

UNIT 10 - WORD SCRAMBLE

1. If the _____ is high and the demand is low, you will not make money.
YLPUSP
2. This invention enabled farmers to quickly communication. HELPNETEO
3. Rural _____ delivery also helped farmers communicate. LAMI
4. In 1894, a large group of unemployed men, called a " _____ " army, marched through Iowa. NOWMEMAOLCHT
5. The leader of this group was "General _____. YLKELE
6. In 1892, Horace _____, the only democratic governor in 40 years, was elected. IEBOS
7. Iowans usually vote _____ political leaders into office. LBUIPCEARN.
8. Most of Iowa's leaders after 1865 fought in this war. LIVCI _____
9. Politicians who are in favor of change are called _____. SERGVISOSPRE
10. Politicians who want to keep things as they are are called _____. RESTNOCVIASEV
11. This party wanted elected senators, silver coins, and the government to own railroads. UPSTSILOP
12. Suffrage referred to giving the right to vote to this group. WNEMO
13. 1897 to 1920 was referred to as "The Golden Age of _____. ERUTGAIRUCL
14. The most important agriculture invention. OTCRRAT _____
15. Because of this invention, the population of Iowa went _____. NWOD
16. A product sold to another country is called an _____. TXROEP
17. By 1914, many products were being sold to this continent. RPOEUE
18. _____
The first Iowan to die in World War I. (2 words) LERME YAH _____
19. Prices started to drop after World War I because supply was up and _____ was down. MADNED
20. When many people are unemployed and there is little money, this is called a _____. SEPRSNOIED

ANSWER KEY

- | | | |
|-----------------|-------------------|----------------|
| 1. supply | 8. civil | 15. down |
| 2. telephone | 9. progressives | 16. export |
| 3. mail | 10. conservatives | 17. Europe |
| 4. commonwealth | 11. populist | 18. Merle Hay |
| 5. Kelley | 12. women | 19. demand |
| 6. Boies | 13. agriculture | 20. depression |
| 7. Republican | 14. tractor | |

- IX. Iowa coal less in demand - unemployment in cities grew
- X. Election of FDR - New Deal
 - A. Appointed Henry A. Wallace - Secretary of Agriculture
 - B. Soon passed several bills that benefited Iowans:
 - 1. Corn loan program
 - 2. Civilian Conservation corps
 - 3. Rural Electrification Adm.
- XI. As Europe slipped toward war
 - A. European trade increased - 1938
 - B. Prosperity returned - depression ended
 - C. By 1940 U.S. manufactured goods for European war effort
 - D. Japan attacked Pearl Harbor - December 7, 1941
 - E. U.S. economy ready for war effort
- XII. Iowans in W. W. II
 - A. Military draft 262,688 men and women
 - B. By end of the war 8,898 had died
- XIII. Hybrid Seed Corn changed Iowa/Farming
 - A. First single cross - 1917 - Donald Jones - Illinois
 - B. Iowa State University experimental station began testing - 1922
 - 1. 1932 - put first seed corn on market - 1% crop
 - 2. 1933 - 2% of acreage
 - 3. 1939 - 3/4 of all corn acreage
 - 4. 1944 - 99.3% of all corn acreage
 - C. Average corn yield doubled from 21.9 in 1914 to 31.9 in 1944.
- XIV. Soybean development
 - A. Imported from Orient
 - B. Tests began 1910 - 3000 varieties
 - C. Became popular - W.W. II
 - D. Today #2 crop in both acreage and commercial value
- XV. After 1946, population migration increased from rural to urban
 - A. Increased mechanization
 - B. Increased urban industry
 - C. Cheap land - a thing of the past
 - D. Decline in European migration
- XVI. By 1947 - twice as many people working in factories as in 1939
- XVII. Value of Iowa's manufactured products - tripled

QUIZ #11

1. Because of the end of World War I, demand for farm produce
 - a. rose
 - b. dropped
 - c. stayed the same(b)
2. During this same time, farmers produced
 - a. more
 - b. less
 - c. the same(a)
3. This meant that farm price
 - a. rose
 - b. fell
 - c. stayed steady(b)
4. Farm Economy has a) great b) little, c) no effect on urban economy. (a)
5. In 1921, the farms were feeling the depression. The cities were feeling it
 - a) greatly, b) little.(b)
6. During the depression, rural population
 - a. rose
 - b. fell
 - c. stayed the same.(b)
7. In order to combat low prices, farmers
 - a. cut down on planting
 - b. improved farming methods
 - c. formed unions(c)
8. Name any 2 Iowans who served in national cabinet posts during this era.

Tama Jim Wilson	Edwin Meredith	Henry A. Wallace
Herbert Hoover	Henry C. Wallace	
9. Name 2 programs instituted under Roosevelt that benefited rural Iowa.
 - a. Civil Conservation Corps
 - b. New Deal
 - c. Electrification Administration
 - d. Farm Bureau(a & c)
10. Name 3 reasons for the increase in urban population.
 - a. people preferred the convenience
 - b. increased city industries
 - c. much more money
 - d. farms were growing smaller
 - e. less immigration
 - f. more machinery on farms(b,d,f)
11. Name 2 revolutionary agricultural developments pioneered by Iowa State University.
 - a. crop rotation
 - b. hybrid seed
 - c. soybeans
 - d. erosion prevention
 - e. tiling(b & c)

UNIT XI - 1920-PRESENT

DISCUSSION QUESTIONS

1. Would you rather have been in a city or a farm during this period? Why?
2. Where would you expect to find the most industry in Iowa? Why?
3. Suppose that a new industry is going to open up in your town. What would it be? What would it produce? What will it need? What advantages and disadvantages might it have for the community.
4. Suppose a drought, flood, epidemic, etc. destroyed 50% of the corn in the state. What effects would it have on us? You? The state?

WRITING QUESTIONS

1. Look at a road map and make a list of Iowa's major cities. Find out about each of these cities (population, when founded, what they are known for, etc.). Put the information in written form or on a map you make.
2. Talk to a farmer or retired farmer who has been in the business for many years. Write a report on what he/she sees as the main differences between the 20's or 30's and now.
3. Talk to a farmer or retired farmer who was in the business in the 1920's and 30's. Get his/her impressions of the great depression on his farm.
4. Make an advertisement or write an article advertising an Iowa product(s).
5. Make an advertisement or write an article to attract an industry to your town.
6. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.

CLASSROOM ACTIVITIES

1. Make a mobile of the products made in Iowa.
2. Organize a debate between students. Have them take the part of a foreclosed farmer, a bank president, a town citizen, a government leader and an insurance company.
3. Start a class project that designs and produces a product that will be sold (check with your local Area Education Agency for ideas such as scratch pads, buttons, etc.).
4. Make and use a jeopardy quiz game over the material in this unit.
5. Conduct a spell-down using questions from this unit and previous ones.
6. Make a bingo game using questions from this unit and previous ones.
7. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.
8. Prepare a chart comparing the farmer of 1930 to that of 1980. You might compare types of machinery, tools, farm size, cost of land, price for products etc.
9. Compare how a farmer in 1930 did various chores with a farmer today.

UNIT 11 - WORD SCRAMBLE

1. During the war, the government was paying farmers to produce. Afterward, they stopped the price _____. ROTSPUPS
2. The money a farmer owed the bank on his land was called a _____. TAGGEMRO
3. The _____ had to close when they couldn't pay back their depositors. NABK
4. This is said to exist when many people don't have jobs and there is little money. NOPREDSEIS
5. A person who works a farm and works for a part of the harvest. SAREHOPCRERP
6. During the 1920's and 30's, most people had very little _____. YEMNO
7. Jim Wilson, Henry Wallace and Edwin Meredith were all U.S. Secretary of _____. RATEGCILURU
8. He was the only Iowa president. OHREOV
9. When a person is unable to pay the money he owes he is _____. PUTRANKB
10. To combat low prices, the _____ union was formed. MARESRF
11. Milo _____ was the head of this union. NORE
12. Farmers in the eastern part of the state started the _____ war when they refused to let their livestock be tested. WOC
13. The livestock was being tested for _____. CUTLUREBISSO
14. The farmers _____ movement refused to bring produce to market to try and bring prices up. DOYAILH
15. In 1930, 34 and 36, there was a great _____. TOUGHDR
16. The Civil _____ Corps paid unemployed men to improve Iowa. VATNOIRONESC
17. The REA supplied _____ to rural areas. CELTCIREYTI
18. Many farms were saved because of _____ loans. RONC
19. A mixture of the best parts of different plants. DIBRYH
20. This plant was introduced from the orient and is now one of Iowa's big moneymakers. NEASBOY

ANSWER KEY

- | | | |
|-----------------|------------------|------------------|
| 1. supports | 8. Hoover | 15. drought |
| 2. mortgage | 9. bankrupt | 16. conservation |
| 3. bank | 10. farmers | 17. electricity |
| 4. depression | 11. Reno | 18. corn |
| 5. sharecropper | 12. cow | 19. hybrid |
| 6. money | 13. tuberculosis | 20. soybean |
| 7. agriculture | 14. holiday | |

APPENDIX 1

IOWA PERSONALITIES

EXPLORERS

Marquette, Jacques
 Delisle, William
 Pike, Zebulon
 Lewis, Meriwether
 Long, Stephen (Col.)
 Kearney, Stephen (Col.)
 Kingsley, Alpha (Lt.)

Joliet, Louis
 Marin, Pierre
 Clark, William
 Floyd, Charles (Sgt.)
 Schoolcraft, Henry
 Lea, Albert (Lt.)
 Allen, James (Capt.)

PIONEERS

Perrot, Nicholas
 Dubuque, Julien
 Cardinal, Jean
 Tessen, Louis

Giard, Basil
 Davenport, George
 Metz, Christian

INDIANS

Appanoose
 Black Hawk
 Inkpaduta
 Keokuk
 Kettle Chief
 Kishhekosh
 Mahaska
 Mamanwanika
 Pashepaho

Poweshiek
 Pushtenikwa
 Sacajawea
 Sidamindota
 Taimah (Tama)
 Wapello
 War Eagle
 Waukon-Decorah
 Winneshiek

MISCELLANEOUS PEOPLE FROM PRE-TERRITORIAL

Street, Joseph
 Eiving, William
 Farnham, Russell
 Blondeau, Maurice
 Robidaux, Joseph
 Carver, John
 Choteau, August

Lowray, David
 LeClaire, Antoine
 Eddy, J.P.
 Lisa, Manuel
 Sarpy, Peter
 Pond, Peter

MISCELLANEOUS PEOPLE FROM PRE-STATEHOOD

Muir, Dr. Samuel
 Dillon, Lyman
 Lorus, Bishop
 Jennings, Bergman
 Clark, Benjamin
 Scholte, Henry
 Lucas, Robert
 Conway, William
 Springer, Francis
 Chapman, W.W.
 Linn, Lewis
 Edwards, James
 Jones, George
 Williams, Joseph
 Clayton, John
 Hempstead, Stephen

Nichollet, Jean
 Mazzuchelli, C.S.
 Galland, Isaac
 King, John
 Kassel, Peter
 Muir, Samuel
 Wallace, George
 Dodge, Augustus
 Lowe, Enos
 Wilson, Thomas
 Sullivan, John
 O'Connor, Patrick
 Leffler, Shepherd
 Parvin, Theodore
 Chambers, John

MISCELLANEOUS PEOPLE FROM POST-STATEHOOD

Harlan, James
Kirkwood, Samuel
Gue, Stephen
Allison, William
Shew, Leslie
Weaver, James
Barnes, James
Newhall, John
Langworthy, Lucius
Plumbe, John
Dodge, Grenville
Turner, Asa
Sudlaw, Phoebe
Brown, John
Powers, Albert (Pvt.)
Hall, James Norman
Lowe, Ralph
Kossuth, Louis
Riddick, Thomas
Lee, Robert E.
Lyon, General
Stone, William
Corse, General John
Hendersen, David
Holder, P. G.
Hodges, Eliza
Turner, Belle
Meredith, Edwin
McCrary, George
Coppoc Brothers

AGRICULTURE

Casady, Simon
Coverdale, Frank
Goddard, J.
Hughes, H. O.
Meredith, Edwin T.
Pierce, Dante

ARCHITECTURE

Kamphoefner, Henry
Loft, E. W.
Mazzuchelli, Samuel
Piquenard, A.

ART

Adams, Bertram
Bell, Edith
Boyd, Bryan Ben
Bunn, William
Catlin, George
Chamberlain, George
Cone, Marvin
Cowles, Russell
Darling, Jay (Ding), cartoonist
Evans, Grace French

Grimes, James
Benton, Thomas
Richardson, R. A.
Cummins, Albert
Wilson, James
Williams, Charles
Depew, Chauncey
Henry Lott
Herron, Francis
Steele, Frederick
Halleck, H.W. (Major-Gen.)
Curtis, S.R. (Gen.)
Grinnell, Josiah
Ross, William
Clark, Benjamin
Briggs, Ansel
Wright, George
Ross, William
Davis, Jefferson
Sullivan Brothers
Byers, Samuel
Howe, Julia Ward
Kenyon, William
Leaming, J. S.
Quick, Herbert
Foster, Charles
Hansen, Timothy
Halton, Frank
Good, James

Plambeck, Herb
Reid, Robert
Reno, Milo
Wallace, Henry A.
Wallace, Henry C.
Wilson, James C.

Raque, John Francis
Steel, W. L.
Sullivan, Louis
Wright, Frank Lloyd

Houser, Lowell
Jones, Harry
McBrom, Louise Garst
McCash, David
Palmer, William
Pelzer, Mildred
Pyle, Arnold
Rhoades, Dan
Savage, Tom
Stewart, Lawrence

Ficke, Evelyn Blunt
Flick, Karl
Free, Carl
Gates, Richard
Glazell, Chris
Haines, Richard

Tabor, Robert
Van Duzee, Kate K.
White, Francis Robert
Wood, Grant
Yewell, George Henry

AUTHORS

Some authors listed are not native to Iowa, but associated with the state through their life or work.

Aldrich, Bess Streeter
Barrow, Edward M.
Benns, Griffith
Beer, Thomas
Bissell, Richard
Brown, Bernice
Brown, Harriet Connor
Brown, James Norman
Burdette, Robert
Butler, Ellis Parker
Buxbaum, Katherine
Byers, S. H. M.
Childs, Marquis
Clemens, Samuel (Mark Twain)
Cole, Cyrenus
Cook, George Cram
Coomes, Oll
Corey, Paul
Daniels, Dorothy
Dell, Floyd
Donnellson, Josephine
Donovan, Josephine
Downing, J. H.
Duncan, Thomas
Engle, Paul
Feike, Fiekema
Ferber, Edna
Ficke, Arthur Davidson
Ford, Elizabeth
Frederich, John T.
French, Alice (Octave Thanet)
Garland, Hamlin
Glaspell, Susan
Haines, William W.
Hall, Dick W.
Hall, James Norman
Hansen, Harry
Herbst, Josephine

Hoffman, M. M.
Hough, Emerson
Jackson, Don
Jergen, Joseph
Kantor, MacKinlay
Kelm, Karlton
Laird, Charlton
Marrow, Honore Willsie
McCabe, Olivia
McCreery, John Luckey
McNeely, Marion Hurd
Medary, Marjorie
Meggs, Cornelia
Muilenberg, Walter
Petersen, William J.
Peterson, Elmer T.
Piper, Edwin Ford
Quick, Herbert
Richman, Irving
Russell, Charles
Saltzman, Eleanor
Santee, Ross
Sergel, Roger
Shaw, Albert
Sherman, Richard
Sigmund, J. C.
Spence, Hartzell
Stegner, Wallace
Stevens, James
Stewart, Ruth
Stong, Phil
Suckow, Ruth
Van Etter, Winifred
Van Vechter, Carl
Ward, Leo
Wilson, Margaret
Yoseleff, Martin

COMMERCE AND INDUSTRY

Cowes, Gardner
Douglas, George W.
Foster, Thomas
Froelich, John

Pierce, Dante
Ross, William A.
Roth, John W.
Ruan, John

Hubbell, Frederick M.
Maytag, Frederick L.
Meredith, Edwin T.
Morrell, John

EDITORS

Brigham, Johnson
Butler, Ellis Parker
Childs, Marquis
Cowles, Gardner
Forester, Norma
Fredrich, John T.
Gould, Beatrice and Bruce
Hansen, Harry
Herbst, Josephine

EDUCATION

Beardshear, William
Benton, Thomas Hart
Cabbage, George
Galland, Isaac
Hancher, Virgil
Harlan, James
Harmon, Henry
Hilton, James
Holden, G. B.
Jennings, Berryman

JUSTICE

Cole, C. C.
Deemer, Horace E.
Dillon, John F.

MILITARY

Bussey, Cyrus
Byers, Adjutant S. H. M.
Corse, Major General John M.
Cousins, Robert Gordon
Crocker, General Marcellus
Curtis, Samuel Ryan
Dodge, Major General G. M.
Drummond, Captain Charles
Ely, Hanson Edward
Grant, Major General Lewis
Hay, Merle D.

MISCELLANEOUS

Allen, Steve
Allison, Fran
Carson, Johnny
Clemens, Samuel (Mark Twain)
Cody, William F. (Buffalo Bill)
Cooper, Gary
Earp, Wyatt
Frawley, William

Sheaffer, W.A.
Stuart, Robert
Wallace, Henry A.

Kelm, Karlton
Marrow, Honore Willsie
Mott, Frank
Shaw, Albert
Tull, Clyde
Tull, Jewel
Wallace, Henry A.
Wallace, Henry C.
Weissimiller, Edward

Knapp, Seman Asabel
Morehouse, Dr. Daniel W.
Parker, Jesse
Robinson, Julia A.
Sabin, Henry
Samuelson, Agnes
Seerly, Homer
Smouse, David
Studebaker, John
Wells, Franklin

Mason, Charles, chief justice
Wright, George G.

Hepburn, William Peter
Herron, Francis Jay
Kinsman, Colonel William H.
Leahy, Fleet Admiral William D.
Lyon, General Nathanael
MacNider, General Hanford
Read, Major General George Windle
Remey, Rear Admiral George
Roberts, Benjamin S.
Steele, Major General Frederick
Williamson, General James A.

Hiatt, Jesse
Leachman, Choris
Reed, Donna
Seberg, Jean
Shelley, Kate
Wallace, Marsha
Wayne, John
Williams, Andy

MUSIC

Beiderbecke, Leon
Bennett, G. T.
Byers, S. H. M.
Cherry Sisters
Clapp, Philip G.
Crawford, Louise
Dvorak, Anton
Ettinger, Alice
Everly Brothers
Fullerton, Charles A.
Glen, Hope
Hamilton, George
King, Karl
Lieurance, Thurlow
Logan, Frederick Knight

Maye, Marilyn
Miller, Glen
Pitts, William S.
Pollard, Adelaide A.
Riley, Edward
Russell, Lillian
Salter, Sumner
Salter, William
Seashore, Carl
Van Alstyne, Egbert
Williams, Roger
Willson, Meredith
Wilson, Mortimer
Whitehill, Clarence E.

POETS

Bliss, Marian Louise
Byers, S. H. M.
Engle, Paul
Farron, Don
Ficke, Arthur Davidson
Field, Mildred Fowler

Hearst, James
Kresensky, Raymond
Piper, Edwin Ford
Sigmund, Jay
Whicher, George

PLAYWRIGHTS

Cook, George Cram
Dell, Floyd

Glaspell, Susan

PRESS

Chase, E. P.
Clarkson, Coker
Cowles, Gardner
Curtis, Daniel S.
Darling, Ding
Edwards, James G.
Galland, Dr. Isaac

Irish, John P.
King, John
Marshall, Verne
Miller, Frank
Perkins, George
Pierce, James M.
Wallace, Henry C.

RADIO

Field, Henry
Palmer, B. J.
Reagan, Ronald
WSUI--1917

WOC--1921
WSUI-TV
WOI-TV

RELIGION

Cartright, Barton
DeSmet, Pierre Jean
Dobberstein, P.M.
Iowa Band
Kneeland, Abner
Lee, Henry Washington
Loras, Mathias
Lowry, David

Mazzuchelli, Samuel
Randle, Barton
Scholte, Henry P.
Street, Aaron
Sunday, William Ashley
Talley, Cyfert
Todd, John
Turner, Asa

SCIENCE

Carver, George Washington

Van Allen, Dr. James

GOVERNORS

Briggs, Ansel, Andrew
1846-1850--Dem.--Stagecoach Operator
Hempstead, Stephen, Dubuque
1850-1854--Dem.--Lawyer
Grimes, James W., Burlington
1854-1858--Whig-Rep.--Lawyer &
Educator
Lowe, Ralph P., Muscatine
1858-1860--Rep.--Lawyer
Kirkwood, Samuel J., Coralville
1860-1864--Rep.--Farmer, Lawyer &
Miller
Stone, William M., Knoxville
1864-1868--Rep.--Lawyer
Merrill, Samuel, McGregor
1868-1872--Rep.--Merchant
Carpenter, Cyrus, Fort Dodge
1872-1876--Rep.--Surveyor
Newbold, Joshua, Mount Pleasant
1877-1878--Rep.--Farmer
Gear, John H., Burlington
1878-1882--Rep.--Merchant
Sherman, Buren, Vinton
1882-1886--Rep.--Lawyer
Larrabee, William, Clermont
1886-1890--Rep.--Miller and Farmer
Boies, Horace, Waterloo
1890-1894--Dem.--Lawyer
Jackson, Frank, Des Moines
1894-1896--Rep.--Lawyer
Drake, Francis M., Centerville
1896-1898--Rep.--Railroad
Shaw, Leslie M., Denison
1898-1902--Rep.--Lawyer and Banker
Cummins, Albert, Des Moines
1902-1908--Rep.--Lawyer
Garst, Warren, Coon Rapids
1908-1909--Rep.--Farmer
Carroll, Beryl F., Bloomfield
1909-1913--Rep.--Publisher
Clarke, George W., Adel
1913-1917--Rep.--Lawyer
Harding, William, Sioux City
1917-1921--Rep.--Lawyer
Kendall, Nathan, Albia
1921-1925--Rep.--Lawyer
Hammill, John, Britt
1925-1931--Rep.--Lawyer
Turner, Dan, Corning
1931-1933--Rep.--Farmer and Business
Herring, Clyde, Des Moines
1933-1937--Dem.--Business
Kraschel, Nelson, Harlan
1937-1939--Dem.--Auctioneer
Wilson, George, Des Moines
1939-1943--Rep.--Lawyer
Hickenlooper, Bourke B., Cedar Rapids
1943-1945--Rep.--Lawyer
Blue, Robert, Eagle Grove
1945-1949--Rep.--Lawyer
Beardsley, William, New Virginia
1949-1954--Rep.--Pharmacist
Elthon, Leo, Fertile
1954-1955--Rep.--Farmer
Hoegh, Leo, Chariton
1955-1957--Rep.--Lawyer
Loveless, Herschel, Ottumwa
1957-1961--Dem.--Business
Erbe, Norman, Boone
1961-1963--Rep.--Attorney
Hughes, Harold, Ida Grove
1963--Dem.--Truck Operator
Ray, Robert D., Des Moines
1969--Rep.--Lawyer

TERRITORIAL GOVERNORS

Lucas, Robert, Iowa City, 1838-1841
Chambers, John, Burlington, 1841-1845
Clarke, James, Burlington, 1845-1846

PRESIDENT & VICE PRESIDENT

Hoover, Herbert Clark
Wallace, Henry A.

THEATER

Bainter, Fay
Bellamy, Ralph
Conkle, F. P.
Cook, George Cram

Geddes, Virgil
Glaspell, Susan
Mailbaum, Richard
Nagel, Conrad

TRANSPORTATION

Chamberlain, Clarence
Dey, Peter A.
Dillon, Lyman

WOMEN

Catt, Carrie Chapman
Bloomer, Amelia
Eisenhower, Mamie Doud
Hoover, Lou Henry

Dodge, Grenville
Robinson, William C.

Gardner, Abbie
Shambaugh, Jessie Field
Wittenmyer, Annie

APPENDIX 2

TIMELINE

- 2,000,000,000 BC - Iowa's bedrock formed from molton materials
- 600,000,000 BC - Seas cover Iowa
- 500,000,000 BC - Quartz rock formed from sand
- 475,000,000 BC - Limestone layers formed
- 450,000,000 BC - Sandstone, shale, lead and zinc formed
- 310,000,000 BC - Southern Iowa is a huge swamp. Coal is formed.
- 265,000,000 BC - Iowa is a low dry plain
- 2,000,000 BC - Nebraskan glacier covers most of Iowa
- 1,200,000 BC - Kansas glacier covers northeast Iowa
- 400,000 BC - Illinoian glacier covers southeast Iowa
- 80,000 BC - Wisconsin glacier covers north central Iowa
- 9,000 BC - Paleo people cross Bering Strait
- 8,000 BC - Glaciers retreat
- 3,000 BC - Archaic peoples appear
- 500 BC - Woodland Indians appear
- 1 AD - Hopewell and Effigy people appear
- Cahokia, near St. Louis, is built
- 900 AD - Glenwood, Mill Creek, Great Oasis and Oneota peoples appear
- 1673 AD - Marquette and Joliet land on Iowa soil
- 1682 - La Salle reaches mouth of Mississippi
- 1685 - Nicholas Perrot advises lead mining at the mouth of the Iowa river
- 1718 - Delisle draws map that shows Iowa
- 1735 - Major DeNoyelles sues Indians to central Iowa
- 1738 - Pierre Paul Marin builds post in Clayton county
- 1762 - France cedes Iowa to Spain
- France loses French & Indian War
- 1766 - Johnathan Carver travels & writes about northeast Iowa
- Stamp act repealed
- 1773 - Peter Pond travels & writes about northeast Iowa
- Boston Tea Party
- 1788 - Dubuque opens lead mines
- Fur trade is major industry
- 1795 - Basil Giard gets Spanish land grant near McGregor
- 1799 - Louis Tesson gets Spanish land grant near Montrose
- 1804 - Lewis & Clark explore Iowa
- U.S. buys Louisiana Purchase
- Sauks sell lands in Eastern Illinois
- 1805 - Zebulon Pike explores Iowa
- 1808 - Ft. Madison Built
- 1812 - War of 1812 starts
- 1813 - Ft. Madison burned
- 1814 - Zachery Taylor attacks Credit Island
- Battle of New Orleans
- 1819 - Major Long explores southwest Iowa
- Spain cedes Florida to U.S.
- 1820 - Major Kearney explores Iowa
- Missouri Compromise
- 1821 - Iowa became a no-name territory
- Missouri becomes a state
- 1824 - Half-breed tract given by Indians
- 1830 - Neutral Strip separates Sauk and Sioux
- Cooper's locomotive makes successful run
- 1832 - Schoolcraft and Nicholette map Iowa

- Black Hawk War ends
- 1833 - Squatters occupy Iowa lands after Indians leave
- New York Sun first penny newspaper
- 1834 - McCormick Reaper invented
- Iowa becomes part of the Territory of Michigan
- 1835 - Kearney explores Iowa a second time
- 1836 - 1st public road authorized
- Iowa becomes part of Wisconsin Territory
- Texas declares independence from Mexico
- Miners Bank established
- Population - 10,531
- 1837 - Sauk and Mesquakie sell off 1,250,000 more acres
- Panic of 1837
- 1838 - Capital of Wisconsin territory at Burlington
- Iowa becomes a separate territory
- First land office opened in Burlington
- Robert Lucas appointed territorial Governor
- Population - 22,859
- 1839 - Iowa City becomes territory capital
- Goodyear successfully vulcanizes rubber
- "Honey War" started
- First Congressional Assembly
- 1840 - Ft. Atkinson built
- 1841 - Capital moved from Burlington to Iowa City
- John Chambers appointed Territory Governor and Supt. of Indian Affairs
- 1842 - Sauk and Mesquakie sell rest of their land
- Financial depression
- Ft. Sanford established
- Land Office established at Fairfield and Marion
- 1844 - 1st state constitution written
- Morse telegraph successful
- Polk elected President
- Mexican war began
- Population - 75,150
- 1845 - Second Ft. Des Moines established
- James Clark appointed Governor of Iowa Territory
- 1846 - Iowa made a state - December 28
- Constitutional convention in Burlington; adopt constitution in May
- Buffalo Bill born - LeClair
- Pottawattamie Indians move to Kansas, also Sac & Fox
- Winnebago Indians move to Minnesota
- Ansil Briggs elected governor
- Mexican War
- Population - 96,088
- 1847 - Hollanders found Pella - Marion County
- 1848 - Land Grant to Keokuk Railroad by Iowa Legislature
- Mexican War
- Zachery Taylor elected President
- Gold rush in California
- McCormick factory manufactures 500 reapers
- Mexican War ends
- 1849 - First stage coach reaches Des Moines
- First Newspaper printed at Des Moines
- California admitted to the Union

- 1850
 - Ft. Dodge founded
 - Population - 192,214
 - Hungarians found Decater
 - John Deere invents steel plow
 - Sioux tribe cedes land to state
 - Compromise of 1850
 - Stephen Hempstead elected governor
- 1851
 - Iowa has 16 counties - 50 "paper" counties
 - Great flood-rains 75" - twice average rainfall
 - Chicago-Rock Island RR chartered
- 1852
 - Lead mines open in Dubuque
 - Population - 229,929
 - Burlington & Missouri RR chartered
- 1853
 - Ft. Dodge abandoned as a fort
 - Chicago-Rock Island becomes Mississippi and Missouri RR
- 1854
 - Lyons Central Railroad begun
 - First State Fair - Fairfield
 - 1st Train - from Davenport to Walcott
 - James Grimes elected governor (Whig)
- 1855
 - First passenger train from Davenport to Iowa City
 - Legislature approves Des Moines as new state capital
 - Amana Colony established
 - Central Iowa RR chartered
- 1856
 - First Railroad bridge over the Mississippi River at Davenport
 - Republican Party formed at Iowa City
 - U.S. Congress makes landgrants to railroads
 - Great Blizzard
 - Mormons leave Iowa City for Council Bluffs
 - Mesquaki Indian settlement begun at Tama
 - State Historical Society begun
 - Phoebe Sudlow becomes 1st woman principle - Davenport
 - Central Iowa RR becomes Chicago, Iowa, Nebraska RR after abscond with bond money
- 1857
 - Dred Scott decision
 - Governor transfers land grants from navigation of rivers to railroads
 - Capital moved to Des Moines
 - Spirit Lake Massacre
 - Economic Panic of '57
- 1858
 - First barbed wire used
 - College of Agriculture & Mechanic Arts established at Ames
 - Ralph Lowe elected governor (Republican)
- 1859
 - Aug. 12 - Abraham Lincoln visits Council Bluffs
 - Steamboat Black Hawk makes 29 roundtrips from Cedar Rapids to Waterloo
- 1860
 - Chicago, Iowa & Nebraska RR becomes Cedar Rapids & Missouri
 - Population 674,913
 - Dubuque & Pacific RR becomes Dubuque & Sioux City
 - Nov. 6 - Lincoln (Rep.) elected President
 - Samuel Kirkwood elected governor (Rep.)
- 1861
 - June 13 - First Iowa troops ordered into action
 - April 7 - Ft. Sumpter fired on 838 miles of rails
- 1862
 - Homestead Act
 - Civil War
 - Lyon & Iowa Central RR reaches Marshalltown
- 1863
 - Jan. 14 - William Stamp (1st Civil War Vet.) inaugurated Governor

- Civil War
- Emancipation Proclamation
- 868 miles of rails
- 1864 - Civil War ends
- 1865 - Little Brown Church built near Nashua (Chickesaw Co.)
- First Railroad reaches Des Moines
- Lyon and Iowa Central Railroad reaches Boone, becomes Chicago & N. Western
- Dubuque & Pacific reaches Ackley
- James Harlan appointed Sec. of Interior (1st cabinet member from Iowa)
- 1866 - Chicago and Rock Island Railroad becomes Chicago
- Rock Island and Pacific Dubuque and Pacific Railroad reaches Iowa Falls
- 925 miles of rails in Iowa
- Des Moines Valley RR reaches Des Moines
- 1867 - Chicago & Northwestern becomes first RR to cross Iowa to Iowa to Council Bluffs
- Alaska Purchase
- Grange begun in Washington, D.C.
- 1,085 miles of rails in Iowa
- 1868 - First Iowa Grange organized
- Negro sufferage
- Iowa State College of Agriculture and Mechanical Arts begun in Ames
- 1,354 miles of rails in Iowa
- 1869 - 1,712 miles of rails in Iowa
- 1870 - Western Stage Company goes out of business
- Population 1,194,020
- Iowa Woman's Suffrage Society has first convention - Mt. Pleasant
- State Immigration Board formed
- National Immigration Conference
- 2,000 miles of rails (17th in U.S. in Iowa)
- 1871 - Cornerstone of new Des Moines capital laid
- Oct. 21 - Cyrus Carpenter elected governor
- 1872 - Winchester Creamery begun - first in the state
- First telephone - Keokuk
- There are 500 granges in Iowa
- Burlington & Missouri RR becomes Council Bluffs & Quincy RR (later the "Burlington Road")
- 3,643 miles of rails in Iowa
- 1873 - Grasshopper plague - worst year
- Financial Panic of '73
- Union Pacific opens bridge over Missouri river at Council Bluffs
- Jesse James robs train near Adair - first train robbery in US.
- Cornerstone laid at State Capital
- William B. Allison - elected to Senate
- 1874 - Iowa Legislature passes first state regulation of railroad rates
- Aug. 10 - Herbert Hoover born
- 3,765 miles of rails in Iowa
- Legislature appropriates \$50,000 for seed due to the

- grasshopper plague
- Phoebe Sudlow - First woman Superintendent - Davenport
- Pantoon Bridge opens across Mississippi River at Marquette
- 1875 - Kirkwood elected governor (3rd term) - defeats Weaver in convention
- Grange has 858,000 members in 32 states (100,000 in Iowa)
- 8 million tons of barbed wire sold in Iowa
- Ulysses S. Grant visits Des Moines
- 1876 - Iowa butter wins first prize at Philadelphia Exhibition
- Greenback Party begun
- Iowa State Teacher's College (UNI) begun
- 1877 - Railroad strike - Chicago, Burlington, & Quincy
- 1st Telephone system
- Kirkwood resigns as governor to serve as U.S. Senator
- Feb. - Joshua Newbold (Lt. Gov.) inaugurated governor
- Oct. 9 - John Gear elected Governor
- 1878 - Legislature revises Railroad regulations
- Women's Temperance Union proposes constitutional amendment to prohibit the sale and mfg. of alcoholic beverages in U.S.
- 1879 - Prohibition law passed by Iowa legislature
- 1880 - Negroes receive right to hold office in general assembly
- 1/3 of all butter made in the US is made in Iowa
- Cream separator invented
- 700 water powered mills in Iowa
- Weaver (Bloomfield) is Greenback party candidate for president
- Des Moines made permanent location for the State fair
- Coe College established in Cedar Rapids
- 5,235 miles of rails in Iowa (5th in US)
- Samuel Kirkwood appointed Sec. of Interior by Pres. Garfield
- 1881 - Drake University opens - Des Moines
- Wheat yields sink from 40 to 10 bushels per acre due to cinch bugs
- Cummins wins court case against barbed wire trust
- Oct. 11 - Baren Sherman elected Governor
- 1882 - Grinnell tornado kills 100
- Iowa produces 3,900,000 tons of coal (twice previous record)
- 1884 - Jan. 17 - new capital at Des Moines dedicated
- 1885 - Stockport established
- Nov. 3 - Larrabee elected Governor
- 1886 - State government moved into new state capital (3,000,000)
- 1887 - First Corn Palace in Sioux City
- Congress passes national railroad regulations
- 1888 - 200 perish in blizzard
- Harvester-thresher invented
- Harrison elected President
- 1889 - Horace Boies elected governor
- Nov. 5 first Bluegrass Palace in Creston
- Jonathon P. Dolliver elected to House of Representatives
- 1890 - 1st college track meet
- GAR - high membership 20,000
- 1st Coal Palace - Ottumwa
- Last Corn Palace - Sioux City
- 1891 - Last Coal Palace - Ottumwa
- Populist Party formed
- 1892 - Davenport - Duncan steam

- Weaver-Populist (and for President)
- Powered buggy
- Boies selected governor
- Last Bluegrass Palace - Creston
- 1893 - Nov. 4 Frank Jackson (Greene) elected governor (Rep.)
- Industrial Depression
- Anton Dvorak resided in Spillville, completed "New World Symphony"
- Financial Panic of '93
- 1894 - Kelly's Army goes through Des Moines
- George Washington Carver graduates Ames
- Financial panic & crop failure
- Severe draught
- 1895 - Drake elected governor
- Keokuk Earthquake
- 1896 - Compulsary school attendance (ages 7-14)
- School district furnish free text books - 1st consolidated High School - Buffalo Center
- Battleship Iowa christened
- 1st Rural mail routes
- Severe draught
- McKinley elected President
- 1897 - Billy Sunday tours Iowa
- Golden Age of Agriculture begins
- Nov. 2 - Shaw elected Governor
- (Tama) Jim Wilson appointed Sec. of Agriculture
- 1898 - Hart-Parr invent oil cooled gas engine for farm tractor
- Feb. 15 - "Maine" sunk in Havana Harbor
- Spanish-American War begins
- 1899 - 1st automobiles at County fair
- Spanish-American War ends
- 1st auto at state fairs
- 1900 - Iowa State Dept. of Agriculture organized
- Theodore Roosevelt visits Iowa
- 1900-1905 - Population decreases - Only one on record
- Hart-Parr move tractor manufacturing plant to Charles City
- 3rd Ft. Des Moines authorized as cavalry post
- 1901 - McKinley dies, vice-president Theodore
- Jonathan P. Dolliver appointed to US Senate
- Nov. 5 - Albert Cummins (Rep.) elected governor
- Roosevelt becomes president
- Leslie Shaw named Sec. of State
- Floyd's monument erected Sioux City
- 3rd Ft. Des Moines established
- 292 rural mail routes in Iowa
- 1902 - Successful Farming - begun by Meredith
- 1st Hart-Parz tractor
- Corn picker/husker attachment put on market
- J. P. Dolliver re-elected to US Senate
- 1903 - Dec. 17 - 1st flight at Kitty Hawk by Wright Brothers
- 1904 - 1st car registered
- Hwy. Commission begun (as part of Iowa State Univ. Board)
- Fire in capital building
- Livestock Shippers Association begun - Postville
- Farmers Grain Dealers Association begun - 20 members Rockwell
- 1906 - 1000 cars in Iowa

- Adams-Farrell car manufacturing in Dubuque
- Extension Dept. - ISU - founded - 1st Dir. Holden
- 1907 - March - Progressive Republicans pass Direct Primary Law
- Term "tractor" first used
- 1908 - William Garst - Becomes Governor when Cummins resigns for Senate
- Nov. 3 Beryle V. Carroll (Bloomfield) elected governor
- Allison dies
- William H. Taft elected President
- 1909 - Beryl Carrol - Bloomfield - elected governor
- 1910 - J.P. Dolliver dies
- Population: 2,224,771
- 1911 - State Aide available for high schools to train teachers in Ag & Home Ec.
- 1912 - George W. Clark elected governor
- Woodrow Wilson elected President
- 1st County Agents employed
- 1913 - State Dept. of Insurance founded
- State Aide to schools
- State Hwy. Commission - separate agency
- Farmers Grain Dealers has 347 members
- Farm products income 7.8 Billion
- Total American Exports to Europe 1.5 Billion
- 1914 - 149 Banks fail
- War begins in Europe
- 1915 - 30% of farms in Iowa mortgaged
- Lusitania sank
- 152 bank failures
- Federal Office of Farm Management
- Ford makes 1st tractor
- Iowans No. 1 in per capital wealth
- Population 2,358,066 (54.1% urban)
- 10,493 miles of RR (4th in US)
- 1916 - Total farm exports to Europe 3.8 Billion
- Total Farm Income 9.5 billion
- Hwy. Development Comm. begun (Fed. aide for Hwys.)
- G. M. Dodge dies
- Carrie Chapman Catt, Pres. National Womens Suffrage Alliance
- Nov. 7 - William L. Harding elected Governor
- First dirigible flown around state capital
- 1917 - Corn 409,667,000 bushel
- U.S. declares war - April 6
- Espionage Act - 100% Americanism
- Iowa Produced all time high coal production - 9,000,000 tons
- 1918 - Nov. 11 - Armistice signed - ending WW I
- 1920 - E.T. Meridith (Des Moines) appointed Sec. of Agriculture
- Nov. 2 - Nathan E. Kindall elected governor
- Jan. 20 - 1st air mail over Iowa
- 1921 - Henry C. Wallace appointed Sec. of Agriculture
- Herbert Hoover appointed Sec. of Commerce
- Iowa flag adopted from design of Mrs. Dixie Cornell Gebhart (Knoxville)
- Radio broadcasting begins
- 1924 - Nov. 4 - John Hammill elected Governor
- 1925 - Iowa literacy rate - 99.54
- 1926 - Women gain right to hold office in general assembly

- First traffic lights & airport in Des Moines
- Albert Cummins dies
- 1929 - 331,152 - farmers (43.3% of population)
- Stock market crashes
- Economic depression begins
- Herbert Hoover elected President
- 1930 - 18,000 miles of hard surfaced roads in Iowa
- Nov. 4 - Daniel Turner elected Governor
- Grant Wood paints American Gothic
- 1931 - "Cow war"
- Legislation enabling Public Utility Plants to be built
- 1932 - Farmers Holiday
- Franklin Roosevelt elected President
- 500 bushel corn crop - largest to date
- 6,188,717 surplus hogs
- Iowa corn selling for 10¢ bushel
- 1933 - 200,000 brood sows slaughtered
- 738 Iowa banks closed
- C.L. Herring elected Governor
- 18th Amendment repealed
- Emergency act to delay foreclosures
- Gold Standard discontinued
- Eastern Goldfinch named as state bird
- Government regulation of prices
- 1934 - Worst drought & crop failure in history (SW Iowa hardest hit)
- 1936 - Nov. 3 - Nelsen Krachel elected Governor
- 1937 - Emergency economic moratorium to stabilize economy
- 1938 - 8,850 rural schools
- Republican landslide - G.W. Wilson elected Governor
- 1939 - 40% of rural homes have electricity
- 11 commercial radio stations in Iowa
- Dept. of Public safety established
- 1940 - Franklin Roosevelt elected President
- Henry Wallace (Iowa) elected Vice. President
- Population 2,538,268
- 1941 - Dec. 7 - Pearl Harbor bombed by Japanese
- 1942 - Nov. 3 - Burke E. Hickenlooper elected governor
- Ft. Des Moines assigned to the WAAC
- Camp Dodge leading induction center
- 1944 - Nov. 7 - Robert D. Blue elected governor
- 1945 - Pres. Franklin Roosevelt dies in office
- Harry Truman becomes president
- Atom bomb dropped on Nagasockie
- Japan surrenders
- Germany surrenders
- 1948 - Sept. 18b - Pres. Harry Truman speaks at National Plowing match at Dexter
- 1950 - U.S. enters Korean War
- Population 2,621,073
- Nation's first educational television station - WOI - Ames begins broadcasting
- 1957 - Meridith Wilson's "Music Man" opens on Broadway
- 1958 - James Van Allen discovers radiation belt
- 1960 - Population - 2,757,537

APPENDIX 3

TEACHER REFERENCE FOR ETHNIC CULTURES

IMMIGRANT SETTLEMENTS IN IOWA

THE FIRST SETTLEMENTS

1. Lee County 1820 (Norwegian)
2. Burlington, Des Moines County 1832 (German)
3. Dubuque 1833 (French, Trappist Monks)

SETTLEMENTS IN IOWA

1. Norwegian
 - a. Keokuk, Lee County 1840
 - b. Boone County 1840
 - c. Forest City, Winnebago County
 - d. Decorah, Winneshick County
 - e. Jefferson County 1840
 - f. Allamakee County
 - g. Clayton County
 - h. Fayette County
 - i. Story County
 - j. Mitchell County
2. Swedish
 - a. New Sweden, Henry County
 - b. Madrid, Boone County 1846
 - c. Boxholm, Greene County
 - d. Mount Pleasant, Henry County
 - e. Swedesburg, Henry County
 - f. Des Moines County
 - g. Webster County
 - h. Montgomery County
 - i. Page County
 - j. Buena Vista County
 - k. Woodbury County
 - l. Jefferson County 1846
 - m. Wapello County
 - n. Allamakee County
3. Danes
 - a. Grundy County
 - b. Atlantic County
 - c. Cass County 1856
 - d. Cedar Falls, Black Hawk County
 - e. Kimballtown, Audubon (County 1856)
 - f. Pottawattamie County 1856
 - g. Elkhorn, Shelby County 1856
4. Czechs (Bohemians)
 - a. Cedar Rapids, Linn County 1885
 - b. Spillville, Winneshick County 1893
 - c. Benton County
 - d. Tama County
 - e. Johnson County 1850

5. Puritans
 - a. Grinnell, Poweshick County
6. Belgians
 - a. Victor, Iowa County
 - b. Poweshick County
7. Mormons
 - a. Lamoni, Iowa, Decatur County
8. Welsh
 - a. Williamsburg, Iowa County
 - b. Mahaska County
 - c. Hiteman, Monroe County
 - d. Lovilia, Monroe County
 - e. Polk County
9. Amish
 - a. Kalona, Washington County
10. Hungarians
 - a. New Buda (near Davis City), Decatur County
11. Trappist Monks
 - a. New Melleray
 - b. Dubuque County
12. Moravians
 - a. Moravia, Appanoose County
13. Atheists
 - a. Salubria, Van Buren County
 - b. Farmington, Van Buren County
14. Jews
 - a. Des Moines, Polk County
15. Dutch (Hollanders)
 - a. Pella, Marion County 1847
 - b. Orange City, Sioux County (after 1865)
 - c. Lyon County
 - d. Grundy County
16. Germans (largest immigrant group)
 - a. Dubuque County
 - b. Clinton County
 - c. Clayton County
 - d. Davenport, Scott County 1836-1847
 - e. Keystone, Benton County
 - f. Fort Madison, Keokuk, Lee County 1840 -
17. English
 - a. LeMars, Plymouth County 1879
 - b. Clinton County 1850
 - c. Denison, Crawford County 1877

18. Scots
 - a. Ida Grove, Ida County
 - b. Scotch Grove, Jones County
 - c. Angus, Boone County
 - d. Scotch Ridge, Warren County
19. French
 - a. Dubuque, Dubuque County
 - b. Saint Donatus, Jackson County
 - c. Clayton County
 - d. Winneshick County
20. Irish
 - a. Dubuque 1835, Dubuque County
 - b. Emmetsburg, Palo Alto County 1856
 - c. Carroll County
 - d. Butler County
 - e. Warren County
 - f. Pottawattamie County
 - g. Des Moines, Polk County
 - h. Madison County
21. Quakers
 - a. Springdale, Cedar County
 - b. West Branch, Johnson County
22. Icarians
 - a. Corning, Adams County
23. Amana
 - a. Johnson County
 - b. Iowa County
24. Blacks
 - a. Des Moines, Polk County
 - b. Davenport, Scott County
 - c. Waterloo, Black Hawk County
25. Indians
 - a. Tama, Tama County
26. Luxenbourgers
 - a. Saint Donatus - Jackson County

(Teacher Note: This information will be useful for discussion, timelines, locating immigration settlements, etc.)

APPENDIX 4

FREE AND INEXPENSIVE MATERIALS

Map and brochures about places of interest, parks, historical facts.
Indian Hills Lake Region
Box 923
Ottumwa, Iowa 52501

Map and brochures about places of interest.
Explorerland Tourism Council
Box 372
Waukon, Iowa 52172

Map and brochures about places of interest.
Land of Four Season
Regional Tourist Council
Cerro Gordo County Court House
Mason City, Iowa 50401

Map and brochures about places of interest Great Rivers Region.
Van Buren Co. Development Association
Box 9
Keosauqua, Iowa 52565

Maps, pamphlets and brochures about places of interest in "Siouxland."
Tourism
Box 584
Storm Lake, Iowa 50588

Maps, pamphlets and brochures about places of interest in southwest Iowa.
Iowa's Golden Southwest Tourism Council
Box 37
Red Oak, Iowa 51566

Iowa events mini vacations, map of Iowa, Quick-Facts about Iowa, Iowa - A
Place to Grow
Travel Development Division
Iowa Development Commission
250 Jewett Building
Des Moines, Iowa 50309

Information about state government.
Iowa House PIO
Statehouse
Des Moines, Iowa 50319
(PIO = Iowa House of Representatives
Public Information Office.)

Information about agriculture and agribusiness.
Iowa Department of Agriculture
Wallace Building
Des Moines, Iowa 50319

Iowa Farm Bureau
5400 University
West Des Moines, Iowa 50265

Pamphlets etc. about industry, sights etc. in larger Iowa cities. The following
is an adequate address:

Chamber of Commerce
City, State Zip

Iowa Beef Industry Council
123 Airport Road
P. O. Box 451
Ames, Iowa 50010

Iowa Corn Promotion Board
200 West Towers
1200 - 35th Street
West Des Moines, Iowa 50265

Dairy Council Inc. of Iowa
101 NE Trilein Drive
Ankeny, Iowa 50021

Iowa Development Commission
250 Jewell Building
Des Moines, Iowa 50309

Iowa Egg Council
535 East Lincoln Way
P. O. Box 408
Ames, Iowa 50010

Iowa Farm Bureau Women
5400 University
West Des Moines, Iowa 50265

Iowa Pork Producers Association
Fairgrounds
Des Moines, Iowa 50319

Iowa Soybean Promotion Board
1200 - 35th Street, Suite 600
West Des Moines, Iowa 50265

Iowa Turkey Federation
535 East Lincoln Way
P. O. Box 408
Ames, Iowa 50010

Iowa Youth Power
5400 University
West Des Moines, Iowa 50625

Booklet - The Golden Dome
Secretary of the Senate
State House
Des Moines, Iowa 50319

Booklets - Highways and Your Land
The Road Ahead

Iowa State Highway Commission
Public Information Department
Ames, Iowa 50010

Brochure - Old Capital
Co-Ordinator of Special Services
Old Capital
Iowa City, Iowa 52242

APPENDIX 5

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* = In Area 14 Lending Library

APPENDIX 6

NON-PRINT IOWA HISTORY BIBLIOGRAPHY

TITLE	PRODUCER	TYPE OF MATERIAL	GRADE LEVEL	COPYRIGHT
<u>CHAPTER 1 - GEOLOGY</u>				
Iowa's Prairie Heritage	AEA 11	SFS	I/J	1980
Iowa's Prairies...Then and Now	ISU	VT	P-H	1978
Last Pony Mine	ISU	VT-F	I-H	1977
Iowa's Black Gold - Coal	AEA 11	SFS	I/J	1981
Fall Wildflowers Common to Iowa	AEA 11	SFS	I-H	1977
Geology of Iowa - Life of the Past	Iowa Geological Survey	SFS	J/H	1975
Geology of Iowa - The Rocks	Iowa Geological Survey	SFS	J/H	1975
Geology of Iowa - The Surface	Iowa Geological Survey	SFS	J/H	1975
Iowa Coal	ISU	F	I-H	1977
Iowa Energy Alternatives		SFS	I	1977
Iowa: Its Agricultural Resources	Candle Media	SFS	P-J	1975
Iowa Resources			I	1977
Iowa's Agricultural Products	AEA 11	SFS	I-H	1979
Iowa's Precious Water	ISU	F	J/H	1978
Limestone - Iowa's Buried Treasure	ISU	F	I-H	1978
The Upper Iowa River	AEA 11	SFS	I-H	1979
Iowa Coal	Univ. of Iowa	F	I-H	1977
Land Between 2 Rivers - Nishnabotna	IPT	VT	I-H	1985
Land Between 2 Rivers - Wetlands	IPT	VT	I-H	1985
You Can't Go Back to Buxton - Coal Mining	IPT	VT	I-H	1982

PRE-HISTORY

Ancient Indian Site at Cherokee	Univ. of Iowa	SFS	I-H	1978
Carlisle Oneota Indians	Univ. of Iowa	SFS	I-H	1977
The Early Iowans	Univ. of Iowa	SFS	I-H	1978
Earth Lodge People	ISU	F	I-H	1978
Earthlodge Builders at Glenwood	Univ. of Iowa	SFS	I-H	1978
The Hopewell Culture	Univ. of Iowa	SFS	I-H	1978
Iowa Effigy Mounds	Univ. of Iowa	SFS	I-H	1978
Iowa Heritage - Prehistoric Indians & Early Whites	IPT	VT	I/J	1978
Preserving Iowa's Past	Univ. of Iowa	SFS	I-H	1978
Iowa History - Early Indians	AEA 14	SFS	I/J	1980
Earth Shapers - Effigy Mounds	Nat. AV Center	VT	I-H	
Earth Lodge People	Univ. of Iowa	VT	I-H	1973
Late Woodland Village	Univ. of Iowa	VT	I-H	1974
Millcreek Village	Univ. of Iowa	VT	I-H	1973
Oneota Longhouse People	Univ. of Iowa	VT	I-H	1973
Prehistoric Cultures	Univ. of Iowa	VT	I-H	1974
Iowa's Ancient Hunters	Univ. of Iowa	VT	I-H	1978
Between Two Worlds - Iowa History	AIC	VT	I-H	1986
Earth Shapers	Nat. AV Center	VT	I-H	1980
Mesquakie: the Red Earth People	AEA 11	VT	I-H	1989

1673-1780

Early Explorers in Iowa	Candle Media	SFS	I-H	1975
Iowa Heritage - Prehistoric Indians & Early Whites	IPT	VT	I/J	1978
Iowa History #1-11	AEA 14	CAS	I-H	
Iowa History - Explorers	AEA 14	SFS		

1780-1805

Black Hawk (Black Hawk War - 1832)	Coronet	SFS	I/J	1977
Iowa History - Trailblazers	AEA 14	SFS		

1805-1832

Black Hawk	Coronet	SFS	I/J	1977
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Early Settlers in Iowa	Candle Media	SFS	I-H	1975
Fort Madison Archaeology	ISU	F	I-H	1973
Fur Trade - Iowa's First Industry	WOI	SFS	I-H	1975
Iowa Heritage - Indian/White Relationships	IPT	VT	I-H	1978
Iowa History #12-21	AEA 14	CAS	I-H	
Iowa History #22-32	AEA 14	CAS	I-H	
Iowa History #33-41	AEA 14	CAS	I-H	
Iowa History - Listen to the Land	Triangle Media	SFS	I-H	1977
Iowa's Historic Indians	Univ. of Iowa	SFS	I-H	1978
Iowa History - Time of Conflict	AEA 14	SFS		
Iowa History #42-52	AEA 14	CAS	I-H	
Fort Atkinson	Univ. of Iowa		I-H	1977
Living History Farms - Grain Festival	Univ. of Iowa		I/J	1970

1838-1846

Frontier Boy of the Early Midwest	Ency. Britannica	F	I-H	
Iowa History - Path to Statehood	AEA 14	SFS	I-H	
Pioneer Community of the Midwest	Coronet	F	I-H	
The Honey Wars	WOI	CAS	P-H	1956
Iowa History - From Many Roots	Triangle Media	SFS	I-H	1977
Iowa History - Pioneers	Triangle Media	SFS	I-H	1977
Old Stone Capital	AEA 10	SFS	I-H	1975
Path to Statehood	IPT	VT	I-H	1978
Prairie Pioneers	IPT	VT	I-H	1980
Iowa Heritage - Prairie Pioneers	IPT	VT	I-H	1980

1848-1865

Amana Colonies	IPT	VT	I-H	1977
The Amanas	WOI	CAS	P-H	1956
A Bridge is Built	Univ. of Iowa	CAS	I/J	1960
Civil War Comes to Iowa	WOI	CAS	P-H	1956
Derailment on the Underground RR	Univ. of Iowa	CAS	I/J	1960
German '48ers	WOI	CAS	I/J	1971
Hungry Indians	Univ. of Iowa	CAS	I/J	1960
Iowa Gets Its State Fair	Univ. of Iowa	CAS	I/J	1960
Iowa History #63-74	AEA 14	CAS	I-H	
Iowa History #75-86	AEA 14	CAS	I-H	
Iowa History #87-97	AEA 14	CAS	I-H	
Iowa History #98-108	AEA 14	CAS	I-H	
Iowa History - The Civil War		VT	I-H	1978
Iowa History - Town Builders	Triangle Media	SFS	I-H	1977
Pioneer Medicine in Iowa	WOI	CAS	I-H	1971
Steamboating	WOI	CAS	I-H	1971
Stop on the Underground RR	WOI	CAS	P-H	1956
Transportation in Early Iowa	IPT	VT	I-H	1978
Iowa History - Bound for Iowa	AEA 14	SFS	I-H	1980
Settlers: Early Pioneer Farmers	BFA	F	I-H	
Pioneer Chores	AEA 11	VT	I-H	1982
Pioneers - How They Did Their Clothing	AEA 11	VT	I-H	1982

1865-1890

Assignment Iowa: The Country School	IPT	VT	I-H	1978
Coming of the Railroads	WOI	CAS	I/J	1960
Ft. Dodge House	AEA 14	VT	I-H	1977
Iowa Heritage - Immigration	IPT	VT	I/H	1978
Iowa History #109-119	AEA 14	CAS	I-H	
Iowa's Amish Colony	Univ. of Iowa	CAS	I/J	1958
Railroad Building	WOI	CAS	I-H	1971
Iowa History - Building the Cornbelt	AEA 14	SFS	I/J	1980
Iowa Heritage - Communes	IPT	VT		
They Farmed with Horses	Chip Taylor	VT	I-H	1981
Iron Horse in Iowa	DOT	SFS	I-H	1983

<u>1890-1920</u>				
Iowa History #120-129	AEA 14	CAS	I-H	
Maytag	WOI	CAS	I-H	1971
Iowa History - Protest and Reform	AEA 14	SFS		
Iowa Heritage - Roots in the Soil	IPT	VT	I-H	1979
Iowa Farming in 1900	AEA 11	SFS		
<u>1920-1960</u>				
Grant Wood	IPT	VT	P-H	1978
Iowa Auto Manufacturing	WOI	CAS	I-H	1971
Iowa Heritage - Depression	IPT	VT	I-H	1978
Iowa History - Moving to Town	AEA 14	SFS		
Iowa Heritage - Main Street	IPT	VT	I-H	1979
Iowa Heritage - Roots in the Soil	IPT	VT	I/J	1980
<u>MISCELLANEOUS</u>				
Assignment Iowa - Hoover Library	IPT	VT	I/J	1980
Assignment Iowa: Old Time Country Music Contest and Exhibition	IPT	VT	I-H	1978
Assignment Iowa - Traveling Highway 6	IPT	VT	P-H	1978
Ballooning in Iowa	AEA 11	SFS	I-H	1977
Buxton	IPT	VT	I-H	1979
City Government	Encyclopedia Britannica	VT		
City Government in the U.S.	BFA Films	VT		
Civil Law in Iowa - Contracts & Consumers	IPT	VT		
Civil Law in Iowa - Juvenile Law & Family Relations	IPT	VT		
Civil Law in Iowa - Love and Marriage	IPT	VT		
Civil Law in Iowa - Origins	IPT	VT		
Civil Law in Iowa - Tort Law	IPT	VT		
Civil Law in Iowa - What Happens in Court	IPT	VT		
Common Birds of Iowa	AEA 11	SFS		
Corn Belt	Indiana University	F		
Covered Bridges of Madison County, Iowa	AEA 11	SFS	I-H	1977
Delta Queen	IPT	VT	I-H	1977
Eighth Day - Iowa	Iowa Dev. Council	VT	J/H	1967
Famous Folks in Iowa's Past		SFS	I/J	1982
Festival Iowa	AEA 11	SFS	I/J	1982
Ft. Dodge House	AEA 14	VT	I-H	1977
Genealogy: Finding Your Ancestors	Flinthills Media	SFS	I-H	1977
Grant Wood	IPT	VT	P-H	1978
Hiawatha Pioneer Trail		F	I-H	
Herbert Hoover Library	IPT	VT	J/H	1977
Herbert Hoover Library & Birthplace	AEA 16	SFS	I-H	1974
Historic Vacations in N.E. Iowa	WOI	CAS	I-H	1971
Historic Vacations in S.E. Iowa	WOI	CAS	I-H	1971
Historic Vacations in S.W. Iowa	WOI	CAS	I-H	1971
Home of Iowa's History		F	I-H	1959
Iowa: Its Industries	Candle Media	SFS	P-J	1975
Iowa: Its Transportation Systems	Candle Media	SFS	P-J	1975
Iowa: What It Means to Us	Candle Media	SFS	P-J	1975
Iowa Czechs	WOI	CAS	I-H	1971
Iowa Forests and Woodlands	Dept of Nat. Resources	VT	I-H	1978
Iowa Great Lakes	IPT	VT	I-H	1978
Iowa Heritage - Agriculture	IPT	VT	I-H	1978
Iowa Heritage - Artists	IPT	VT	I-H	1980
Iowa Heritage - Business & Industry	IPT	VT	I-H	1980
Iowa Heritage - From Here to There	IPT	VT	I-H	1980
Iowa Heritage - Industrial Roots	IPT	VT	I-H	1979
Iowa History - Everyday Heroes	Triangle	SFS	I-H	1977
Iowa History - The Urban Frontier	Triangle Media	SFS	I-H	1977
Iowa Prairies - Now and Then	Iowa State University		I-H	1978
Iowa Tornadoes - Elementary	Graz	SFS	P/I	1977
Iowa Tornadoes - Secondary	Graz	SFS	J/H	1977
Iowa Wild - Aquatic Life	Dept. of Natural Resources	VT	I-H	1978

Iowa Wild - Iowa's Waters
 Iowa Wild - People, Land and Water
 Iowa Wild - Water Fern
 Iowa Wild - World in a Pond
 Iowa Wildlife - Conservation
 Iowa Wildlife - Endangered Species
 Iowa Wildlife - Foray to Sioux County
 Iowa Wildlife - Hawks
 Iowa Wildlife - Owls
 Iowa Wildlife - Wood Duck Banding
 Iowa Wildlife - World of Birds
 Labor Movement in Iowa
 Iowa's Forest Lands
 Living History Farms
 Minnesota, Iowa, Wisconsin, Missouri
 Northeast Iowa Color
 Old Capital Restoration of a Landmark
 Portrait of America - Iowa
 Royal Domain
 Salisbury House
 Solar Energy in Iowa
 Songs of the Wildwood
 Spring in the Woodland
 Stone City
 This is Iowa - Waverly Story
 Terrace Hill
 Tulip Time
 West Bend Grotto
 Wild Turkey in Iowa

Dept. of Natural Resources
 Dept. of Natural Resources
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 BFA Media
 IPT
 Univ. of Iowa
 Raitree
 Iowa Beef
 IPT

 Ledges
 Bauske
 Carson
 AEA 11
 AEA 11
 IPT
 AEA 11

VT	I-H	1978
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VT	I-H	1980
VT	I-H	1980
VT	I-H	1980
VT	P-J	1980
VT	I-H	1980
F	J/H	1979
SFS	I-H	1984
VT	I-H	1977
VT	I-H	1977
VT	I-H	1977
VT	I-H	1983
VT	I-H	1967
VT	I-H	1977
SFS		
F	I-H	1971
VT	I-H	1955
VT	I-H	1976
VT	I-H	1971
SFS	I-H	1986
SFS	I-H	1979
VT	I-H	1977
VT	P-H	1978

APPENDIX 7

TEXTBOOK REFERENCE* FOR FAMOUS IOWANS

AUTHOR AND TEXT	Carpenter. <u>Enchantment of America, Iowa</u>	Brown. <u>Iowa the Land Across the River</u>	Fradin. <u>Iowa in Words and Pictures</u>	Hake. <u>Iowa Inside Out</u>	Houlette. <u>Iowa the Pioneer Heritage</u>	Posten. <u>This is the Place - Iowa</u>	Reida & Irwin. <u>Hawkeye Adventure</u>	Reida & Irwin. <u>Hawkeye Lore</u>	Sjolund. <u>Iowa</u>
ALDRICH, BESS STREETER		140		183-184					
AUDUBON, JOHN JAMES			181					72	
BIEDERBECK, BIX				189-190					
BILY BROTHERS	76	76-77		155		69,266	185	90	
BLOOMER, AMELIA	65-66			162			314-318	91	212
BOEPPLE, JOHN	48			115					176
BRIGGS, ANSEL	25	62		78,80, 119	63,125	87,183	198-205	51	91
BROWN, JOHN	31,87	78, 108-112		140-142	143-144	273-274	206-213	101	131-132
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CARVER, GEORGE WASHINGTON	63-64	149-150			145-146	322-325	213-215, 295	91	215
CATT, CARRIE CHAPMAN				161,162			314, 318-322	94	212,213
CODY, WILLIAM	68	149	40-41	197		320-321		86	

TEXTBOOK REFERENCE* FOR FAMOUS IOWANS

AUTHOR AND TEXT	Carpenter. <u>Enchantment of America, Iowa</u>	Brown. <u>Iowa the Land Across the River</u>	Fradin. <u>Iowa in Words and Pictures</u>	Hake. <u>Iowa Inside Out</u>	Houlette. <u>Iowa the Pioneer Heritage</u>	Posten. <u>This is the Place - Iowa</u>	Reida & Irwin. <u>Hawkeye Adventure</u>	Reida & Irwin. <u>Hawkeye Lore</u>	Sjolund. <u>Iowa</u>
DARLING, DING	60	145-146, 154		174		312-313	260	96	
DODGE, GRENVILLE	25	70,120		146	81,237	271	221	93	80
DVORAK, ANTON	61,76	146		187	111-112	69,266	184,289	66	
EARP, WYATT	68					321-322		86	
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GLASPELL, SUSAN								71	
HARLAN, JAMES		113,130, 135		177-178		284,303	308	53	

TEXTBOOK REFERENCE* FOR FAMOUS IOWANS

AUTHOR AND TEXT	<u>Carpenter.</u> <u>Enchantment of</u> <u>America, Iowa</u>	<u>Brown.</u> <u>Iowa the Land</u> <u>Across the River</u>	<u>Fradin.</u> <u>Iowa in Words</u> <u>and Pictures</u>	<u>Hake.</u> <u>Iowa Inside</u> <u>Out</u>	<u>Houlette.</u> <u>Iowa the</u> <u>Pioneer Heritage</u>	<u>Posten.</u> <u>This is the</u> <u>Place - Iowa</u>	<u>Reida & Irwin.</u> <u>Hawkeye</u> <u>Adventure</u>	<u>Reida & Irwin.</u> <u>Hawkeye Lore</u>	<u>Sjolund.</u> <u>Iowa</u>
HAY, MERLE	42	120			242,281	287	254-261	95	
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HOOVER, HERBERT	51,53 81	152-155	40	174-176		67,78, 296-299, 313	201,261, 262-273	56	75-76, 194,215, 218
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KANTOR, MACKINLEY	60,88	141				308	286-288	69	
KING, KARL		147		188		319		67	
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MAYTAG, F.L.	49,83			115-116		325			176,177
MEREDITH, EDWIN T.	85	134		166		301-302		68	

TEXTBOOK REFERENCE* FOR FAMOUS INDIANS

AUTHOR AND TEXT	<u>Carpenter. Enchantment of America, Iowa</u>	<u>Brown. Iowa the Land Across the River</u>	<u>Fradin. Iowa in Words and Pictures</u>	<u>Hake. Iowa Inside Out</u>	<u>Houlette. Iowa the Pioneer Heritage</u>	<u>Posten. This is the Place - Iowa</u>	<u>Reida & Irwin. Hawkeye Adventure</u>	<u>Reida & Irwin Hawkeye Lore</u>	<u>Sjolund. Iowa</u>
RATH, J. W.	49								
REAGEN, RONALD								95	
RINGLING, AUGUST		151		158-159, 188				88	
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SHAMBAUGH, JESSIE FIELD						331-334			
SHEAFFER, W. A.	49,81			116		326			
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VAN ALLEN, JAMES	63,64, 72				278	105,106, 322	307,311	93	
WALLACE, HENRY A.	56,64	134		166-167	260,277	18-19, 303	294-301, 303	55	210-211

TEXTBOOK REFERENCE* FOR FAMOUS IOWANS

[illegible]

AUTHOR AND TEXT	Carpenter. <u>Iowa</u>	Hake. <u>Iowa Inside Out</u>	Nelson. <u>A Geography of Iowa</u>	Posten. <u>This is the Place - Iowa</u>	Prior. <u>A Regional Guide to Iowa Landforms</u>	Sjolund. <u>Iowa</u>	Fradin. <u>Iowa in Words and Pictures</u>	Mathre & Rosenfelt <u>Iowa: Its People & Culture</u>
Reference is suitable for...	Student (on level reader)	Teacher and stu- dent (on level reader	Student (on level reader)	Student (on level reader)	Teacher reference	Student	Student	Student
Topic								
glaciers		4-6	29-32	112-114	14-21	18-21	4	32-34
soil and terrain	10		33-36		14-21, 26 32-34, 53-55	22	3, 4, 14	292-293
elevation	11-89			3	22, 25, 53	9		21-23
precipitation (temperature, climate)	89		23-27 119-124	3-4		10-11		22-25
state forests, and parks			27, 102, 127-128	59-61	35, 57-63			300
rivers	10-11		33, 70-72	7-8	24, 29, 31	8	24	
lakes	11		105-109	59	24			
Mississippi locks and dams			67-70					
state preserves and wildlife refuge					20, 57-63 63-66			
reservoirs					48			

TEXTBOOK REFERENCES FOR IOWA'S EARLY PEOPLE *

AUTHOR and TEXT	<u>Brown.</u> <u>Iowa, The</u> <u>Land Across</u> <u>the River</u>	<u>Hake.</u> <u>Iowa, Inside</u> <u>Out</u>	<u>Houlette.</u> <u>Iowa, The</u> <u>Pioneer Heritage</u>	<u>Posten.</u> <u>This is The</u> <u>Place, Iowa</u>	<u>Reida and Irwin.</u> <u>Hawkeye</u> <u>Adventure</u>	<u>Sjoland.</u> <u>Iowa</u>	<u>Fradin.</u> <u>Iowa in Words</u> <u>and Pictures</u>	<u>Moeller.</u> <u>Hawkeye Tales</u>	<u>Mathre and Rosenfelt.</u> <u>Iowa: People</u> <u>and Culture</u>
Reference is suitable for ...	Student (on level reader)	Teacher and stu- dent (on level reader)	Teacher	Student (on level reader)	Teacher and stu- dent (on level reader)	Student	Student	Student	Student
Topic									
Chief Mahaska	15	86		140,142		34		33-34	55
Chief Poweshiek	16				138	34		33	55-56
Chief Wapello	16	89			138	35		33	56
Black Hawk	9-12	47-52		129-136	100-109, 138	35,52-56	10,11,16	31-32	245-246
Black Hawk War	10-11	47-52		132	106-108	52-56	10	41	
Chief Keokuk	10,13,14	86		136-137	110-115 138	53,56		32	54-55,59
Chief Winneshiek	15							34	
Spirit Lake Massacre	99-104	135-138	158-163	191-197	116-131	102-104	11	35-38	61-62
The Indians of Iowa		6-13	1-21	115-128 136-147	88-99	26-35	3,5,6, 10,36	23-34	53-64
Explorers and Fur Traders in Iowa	26-32 36-40	16-20 26-28 33-35	22-31	150-157 161-166		36-51	6,10,36, 37		70, 151-152
Louisiana Purchase	34-35	31-33	32-37	159-161		78	9	83-86	75-77
Mesquakie Tribe		134-135		144-147	132-140				61

TEXTBOOK REFERENCES FOR REGIONS OF IOWA

AUTHOR and TEXT	Hake. <u>Iowa,</u> <u>Inside Out</u>	Reida & Irwin. <u>Hawkeye</u> <u>Adventure</u>	Posten. <u>This is the</u> <u>Place, Iowa</u>	Mathre & Rosenfelt. <u>Iowa: Its People</u> <u>and Culture</u>
Reference is suitable for ... Topic	Teacher and on-level readers	Teacher and Student	Student	Student
Siouxland	136, 200	248-249 129	68,69,78	305-306
Land of Four Seasons				306
Explorerland	71-72 154-155 199,201	250-252 151-152	69,70-73, 74	301-302
Golden Southwest	81,82		79	303-304
Heart of Iowa	119,128	143-151	145-146 69-70,74 75-78	304-305
Indian Hills Lake			74-75	303
Great Rivers Region	68,69,77 171,198	197	67-68,79	302-303

TEXTBOOK REFERENCE FOR AGRICULTURE/AGRIBUSINESS/
INDUSTRY, AND TRANSPORTATION

AUTHOR and TEXT	Fradin. Iowa in Words and Pictures	Hake. Iowa Inside Out	Houlette. Iowa the Pioneer Heritage	Posten. This is the Place - Iowa	Sjolund. Iowa	Mathre and Rosenfelt Iowa: Its People & Culture
Reference for Topic	Teacher and/ or Selected Students	Teacher	Student (on level readers)	Student (all)	Student (all)	Student (all)
Agribusiness					179-180	141-150 258-260
Agriculture Production	11,15,22, 25-29,43,45		197 263-264	12-23 26-34	160-169	141-145
Agriculture Revolution	20-21		188-195		172-174	
Agricultural Risks	21		255-263		169-172	146-150
Early Farming	11-14,17,18		188-195		63-66	88-89
Early Iowa Industries		112-117	197-203	35-43	175-177	151-156
Iowa's Other Industries	32-40			35-36 39-	174-175 175,180-182	160-162
Iowa's Natural Resources			201 205-212	3,8,46	13,18 178,181-182	28-32 271-275
Early Transportation			95-99	85-93 101-105	141-159	165-173
Railroads		108-111	148-157	94-100	149-152 178	172-175
Road Systems	37	117-121	99-100 245-253	82-85	144-147 153-158,178	170-172

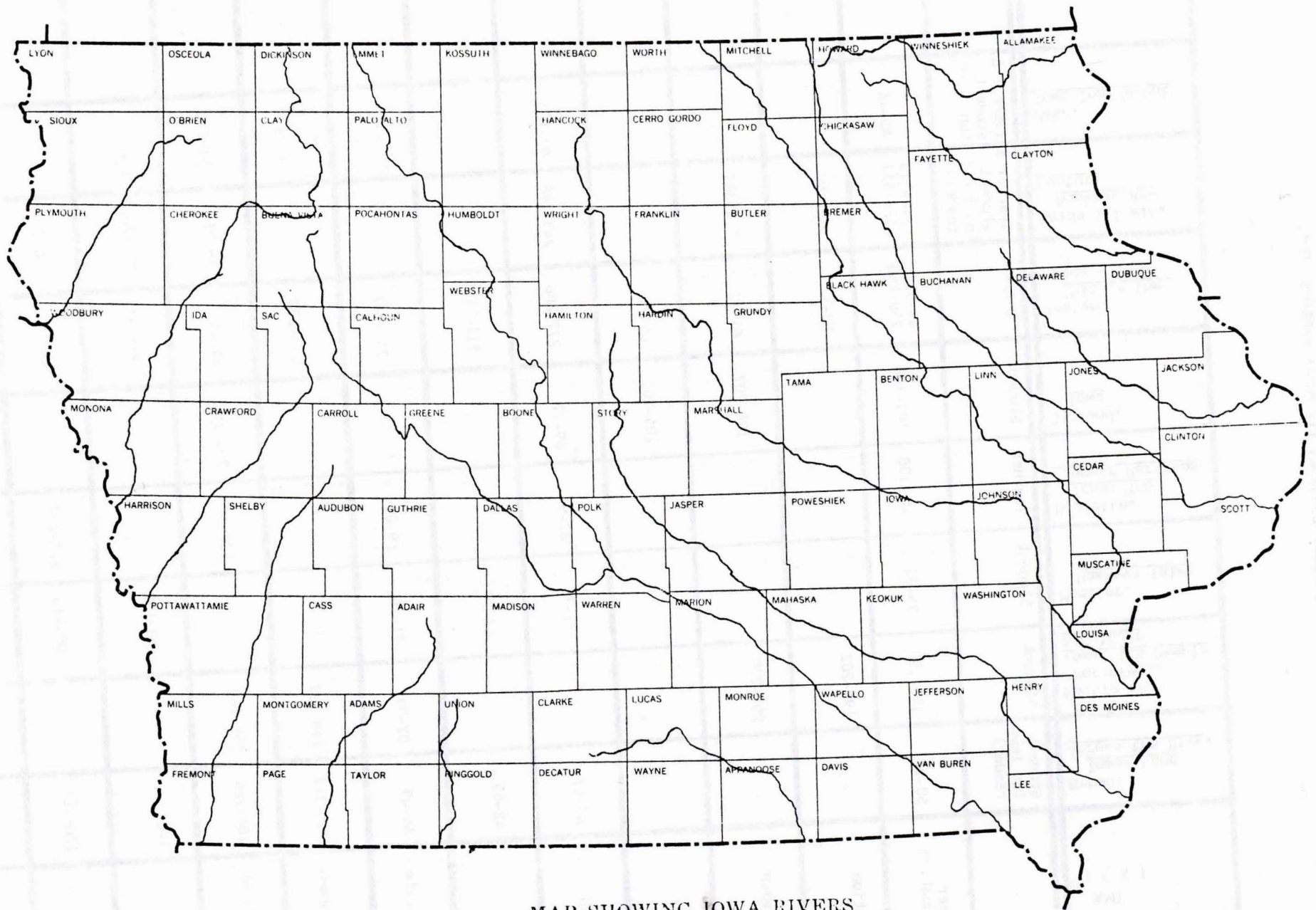
TEXTBOOK REFERENCES FOR ETHNIC CULTURES


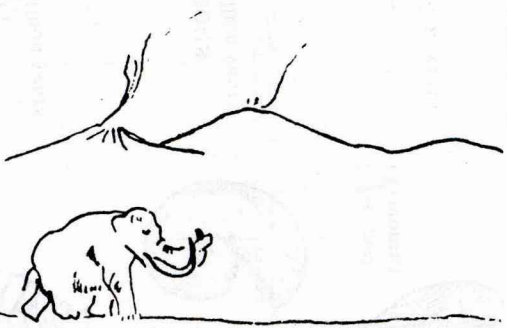
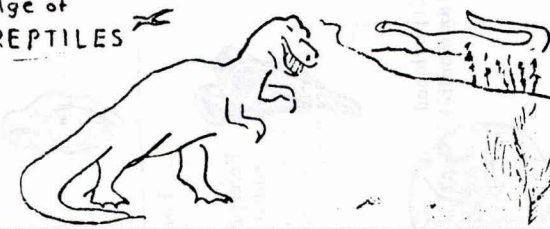

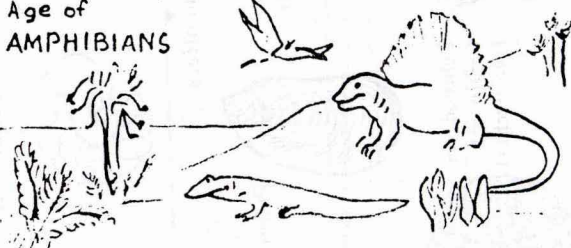




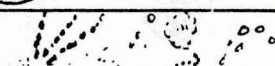
AUTHOR and TEXT	Brown. Iowa, The Land Across the River	Dwelle. * Iowa, Beautiful Land	Hake. Iowa, Inside Out	Houlette. Iowa, The Pioneer Heritage	Reida & Irwin. Hawkeye Adventure	Sjolund. Iowa	Posten. This is Place Iowa	Mathre. Iowa: Its People and Culture
Reference is suitable for . . .	Teacher	Teacher only	Teacher, limited student use	Teacher	Teacher able stu- dents	Student	Student	Student
German		99	151-152	110	185	108-110	261-262	103
Scandinavians			152-153					102
Norwegian				113	183-184	110	264-265	
Swedes				113	185	110-111	265	
Danes	77	99				111	265	
Czechs (Bohemians)	76	98	154-155	110-112	184-185	114-115	265-266	107
English	76	98	153-154	112=113	185	111-112	267-268	
Welch			154		185			107
Irish	78	99	154	112	184	112-113	268	101
Scots		98	154	112	185	113-114		107
Canadians						114	268-269	
Dutch (Hollanders)	81	100-104	103-107	109-110	179-182	105-108	258-260	100
Amish (Swiss)			155	87-88	176-178	115-117	262-264	104-105
Amanas	79	104	122-125	115-120	167-178	121-126	250-255	103-104
French		98-99			185	120-121	266-267	
Icaria (French)	85	105-106	126-127	120-122		118-120	255-257	109
New Buda (Hungarians)	85-86		125-128		185	120-121	266-267	
Black Americans (Buxton)				210-211				

* No longer in print but some buildings and teachers may have copies. Filled with prejudicial/biased statements, unsuitable for student reference.

TEXTBOOK REFERENCE FOR MISCELLANEOUS ITEMS

AUTHOR AND TEXT	<u>Brown.</u> <u>Iowa: Land</u> <u>Across the River</u>	<u>Mathre and</u> <u>Rosenfelt.</u> <u>Iowa: Its People</u> <u>& Culture</u>	<u>Moeller.</u> <u>Hawkeye Tales</u>	<u>Houlette.</u> <u>Iowa: The</u> <u>Pioneer Heritage</u>	<u>Sjoland.</u> <u>Iowa</u>	<u>Posten.</u> <u>This is the</u> <u>Place - Iowa</u>	<u>Reida & Irwin.</u> <u>Hawkeye Ad-</u> <u>venture</u>	<u>Hake.</u> <u>Iowa Inside Out</u>	
	Student (on level reader)	Student	Student	Teacher	Student	Student	Teacher & student (on level reader)	Teacher & student (on level reader)	
Pioneer Education	50-52	193-198	75-77	102-108	184-188	48-51, 258-260	234-240 329-333	45-46	
Education		198-202				50-52	240-242		
Government		205-230			198-207	61-72	334-343		
Courts					204-205	69-71			
Religion	65-67		77-78	82-94	69-77	277-286	243-248	97-101	
Forts	42-45		67-70			211-215			
Pioneer Life	46-49	82-94	71-74	69-81	56-69	247-261			
Law & Lawlessness	170-172	118-119				263-272		168-173	
Cardiff Giant	184-186	159-160		224	208-210	44-46	19-21	191-193	
World War I	120		108-109			341-344	254-261	174	
World War II	120-121		109-110	273-277		344-347	274-279		
Civil War	113-118	121-127	103-106	166-172	132-136	332-340	216-223	144-150	



Duration in Millions of years	ANIMAL LIFE	ERA	PERIOD	Millions of years ago (est)	CHARACTERISTIC CHANGES	PLANT LIFE	
70	AGE OF MAN <div>Man</div>	Present	RECENT	.01	MODERN MAN IS DOMINANT	Age of MODERN SEED PLANTS	
	Age of MAMMALS 	CENOZOIC (Recent Life)	PLEISTOCENE	1	Ice age, repeated glaciation Large animals like mammals become abundant, then extinct Stone age of cave men		
			PLIOCENE	11	Cooling climate Modern types of horses and other mammals develop Earliest ancestors of man		
			MIOCENE	26	Continued uplift. Mild arid climate Mammals widespread; carnivores appear Grasses widespread		
			OLIGOCENE	36	Uplift of Alps Ancestral elephants and spread of modern mammals		
			EOCENE	55	Climate warmer. Modern types of marine invertebrates. Reptiles become subordinate Forms of grasses spread		
			PALEOCENE	70	Cooler climate; mountain building Spread of primitive mammals and modern birds		
120	Age of REPTILES 	MESOZOIC (Middle Life)	CRETACEOUS	125	Widespread seas; Rocky mountains formed; First modern fishes and probably snakes; Modern flower- ing plants; insects; Dinosaurs become extinct	Age of PRIMITIVE PLANTS	
	JURASSIC		160	Climate probably mild; Large shallow seas Age of Dinosaurs Primitive birds appear			
	TRIASSIC		200	Climate arid Dinosaurs abundant; Primitive mammals appear Cycads and coniferous plants numerous			
350	Age of AMPHIBIANS 	PALEOZOIC (Ancient Life)	PERMIAN	230	Worldwide mountain formation Climate cold and arid Reptiles numerous; Amphibians disappearing	Age of SPORE-BEARERS	
	PENNSYLVANIAN		255	Warm humid climate; First known reptiles Coal forming forests Largest insects known			
	MISSISSIPPIAN		280	Developing coal swamps Amphibians abundant Trilobites almost extinct			
	Age of FISHES 		DEVONIAN	350	Shark-like fishes; first crabs First amphibians appear First known forests	Age of MARINE PLANTS	
	Age of INVERTEBRATES 		SILURIAN	375	(First land animals) Air-breathing scorpions, spiders Climate mild First land plants		
			ORDOVICIAN	425	Corals and bryozoans 60% of North America covered by seas		
			CAMBRIAN	540	Most invertebrates present Trilobites dominate Climate mild		
	Age of SIMPLE LIFE 	Earliest Life	PRE - CAMBRIAN	2000	Primitive plants and animals present Fossils of this time rare Algae and bacteria		

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SUGGESTIONS FOR RELATED ACTIVITIES:

1. Make a series of dioramas or a mural to show stages of development of ancient life with habitat scenes.
2. Diagram or chart a tree of animal and plant life; supplement with display of reports and models.
3. Organize a book or picture exhibit to stimulate interest in reading about the subject.
4. Set up problems of how paleontologists, paleobotanists and geologists find out about information herein.

TYPICAL INDEX FOSSILS

The term "index fossil" is applied to those fossils which have a wide geographic distribution, but a narrow geologic range.

TERTIARY

- 74 million years



Foraminifera

CRETACEOUS

- 60 million years



Cephalopod (ammonite)



Pelecypod (rudistid)



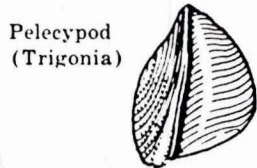
Pelecypod



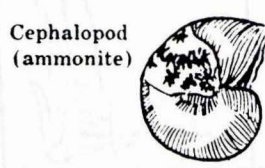
Echinoderm (echinoid) (sea urchin)

JURASSIC

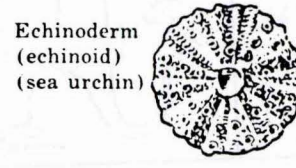
- 30 million years



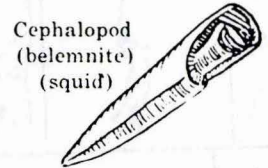
Pelecypod (Trigonia)



Cephalopod (ammonite)



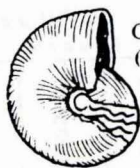
Echinoderm (echinoid) (sea urchin)



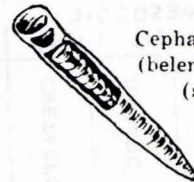
Cephalopod (belemnite) (squid)

TRIASSIC

- 35 million years



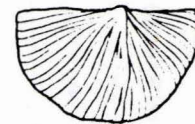
Cephalopod (ammonite)



Cephalopod (belemnite) (squid)



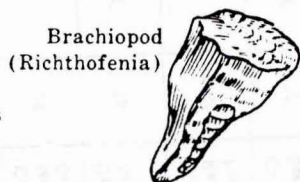
Cephalopod (nautilus)



Brachiopod

PERMIAN

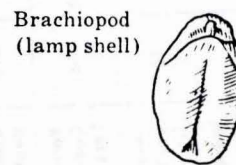
- 25 million years



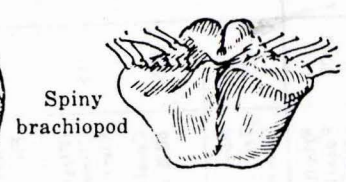
Brachiopod (Richthofenia)



Foraminifer (Fusulinid)



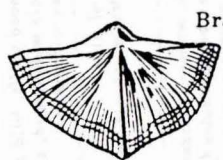
Brachiopod (lamp shell)



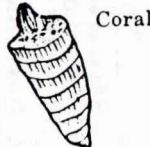
Spiny brachiopod

PENNSYLVANIAN

- 25 million years



Brachiopod (Spirifer)



Coral



Brachiopod (Productus)



Gastropod (sea snail)

MISSISSIPPIAN - 30 million years

DEVONIAN - 50 million years

Pelecypod



Gastropod (sea snail)



Cephalopod (ammonoid)



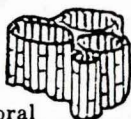
Bryozoan (Archimedes)



SILURIAN

- 40 million years

Honeycomb coral



ORDOVICIAN - 60 million years

Graptolite



CAMBRIAN

- 80 million years



Trilobite

AGE OF NO LIFE - ?? million years

Index fossils are used by scientists to determine the relative ages of rocks—for identifying, correlating, and designating the rock layers which contain them. Most of the fossils shown here are actually so small that they may be identified only by means of a microscope.

Published by the American Petroleum Institute

PRELIMINARY GEOLOGIC MAP OF IOWA

LEGEND

CRETACEOUS

Undifferentiated

PERMIAN or PENNSYLVANIAN

Fort Dodge

PENNSYLVANIAN

Virgil

Missouri

Des Moines

MISSISSIPPIAN

Meramac

Osage

Kinderhook

DEVONIAN

Upper

Middle

SILURIAN

Undifferentiated

ORDOVICIAN

Maquoketa, Galena, Decorah, Platteville

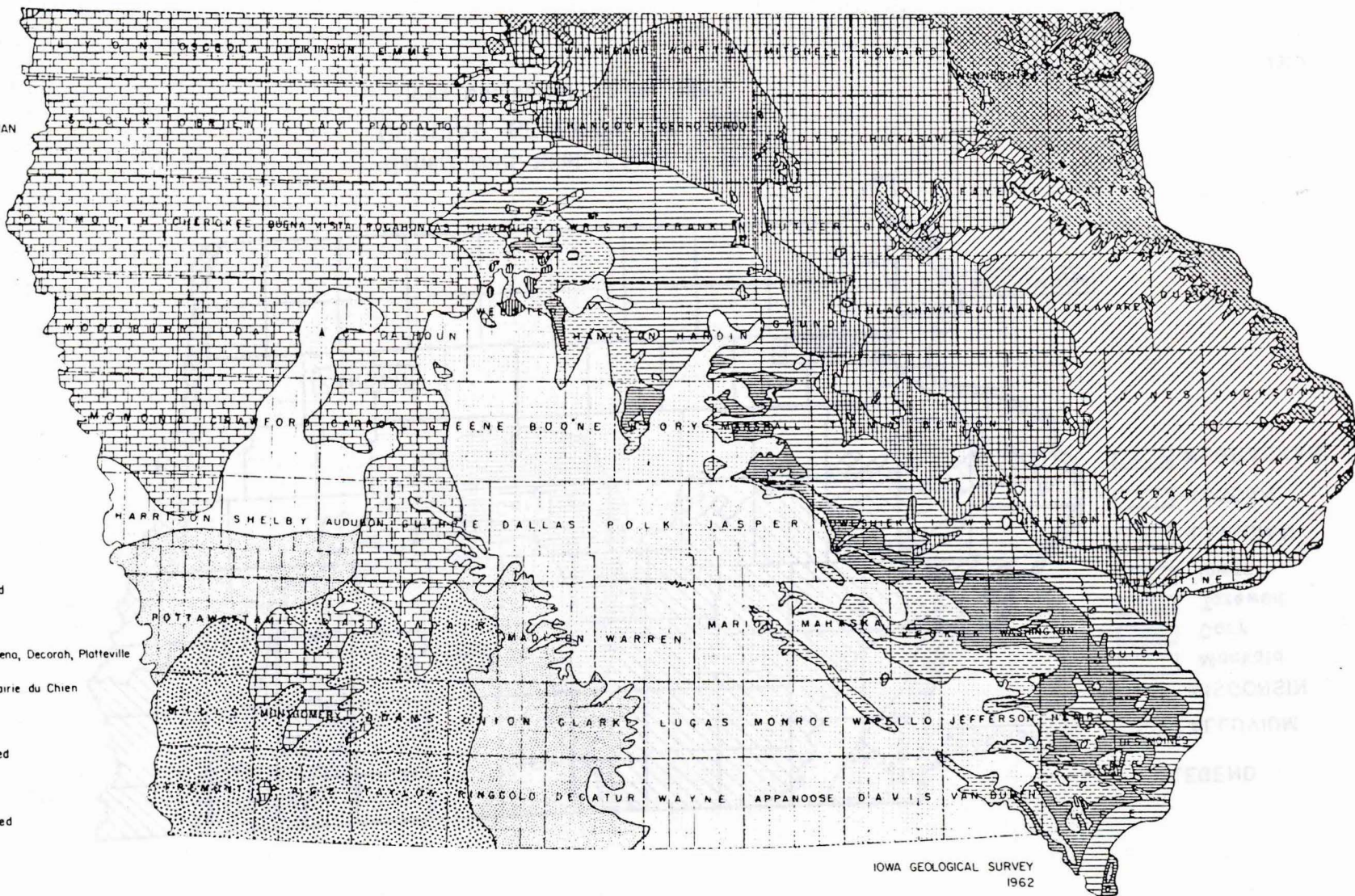
St. Peter, Prairie du Chien

CAMBRIAN

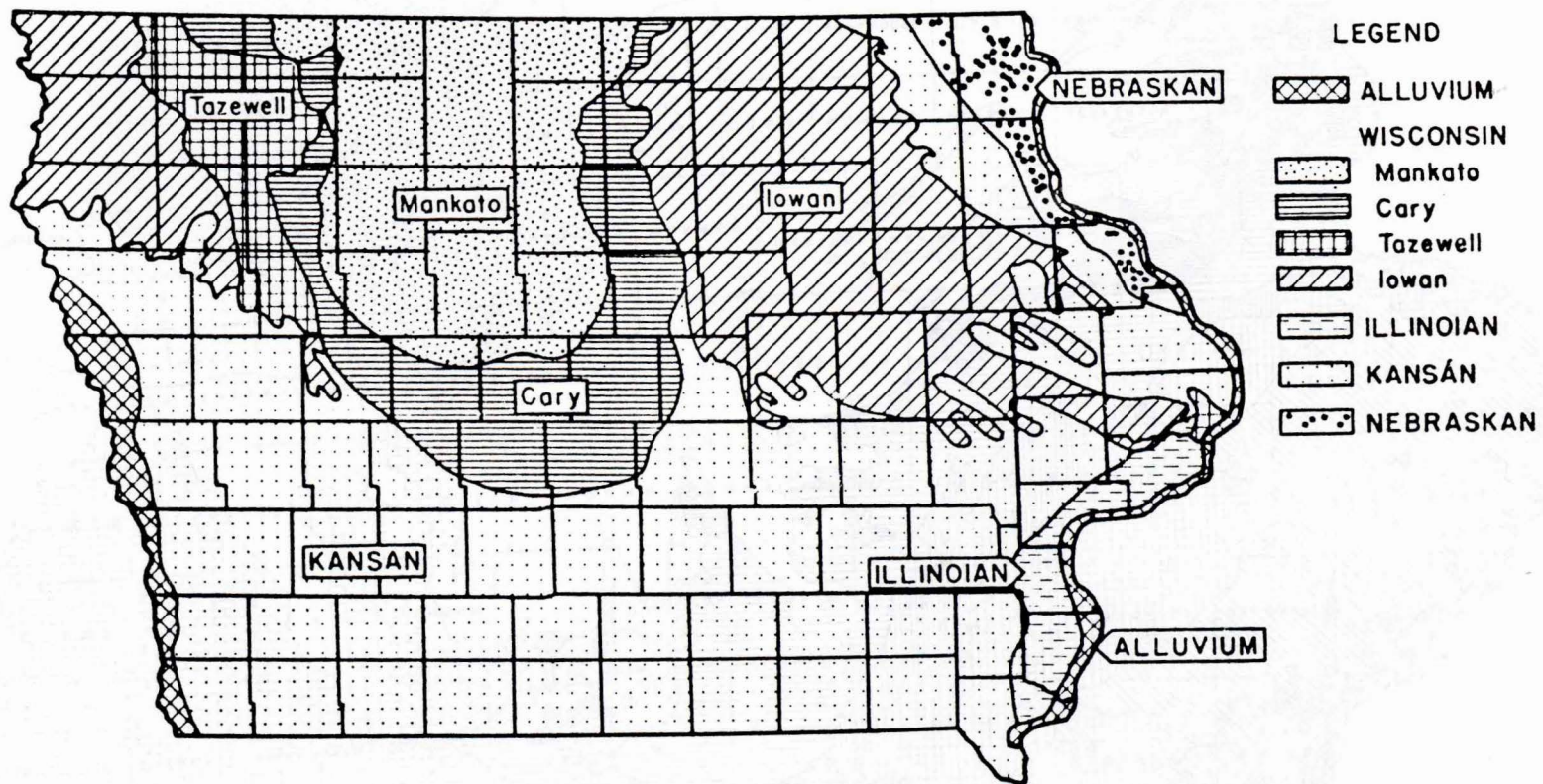
Undifferentiated

PRE-CAMBRIAN

Undifferentiated

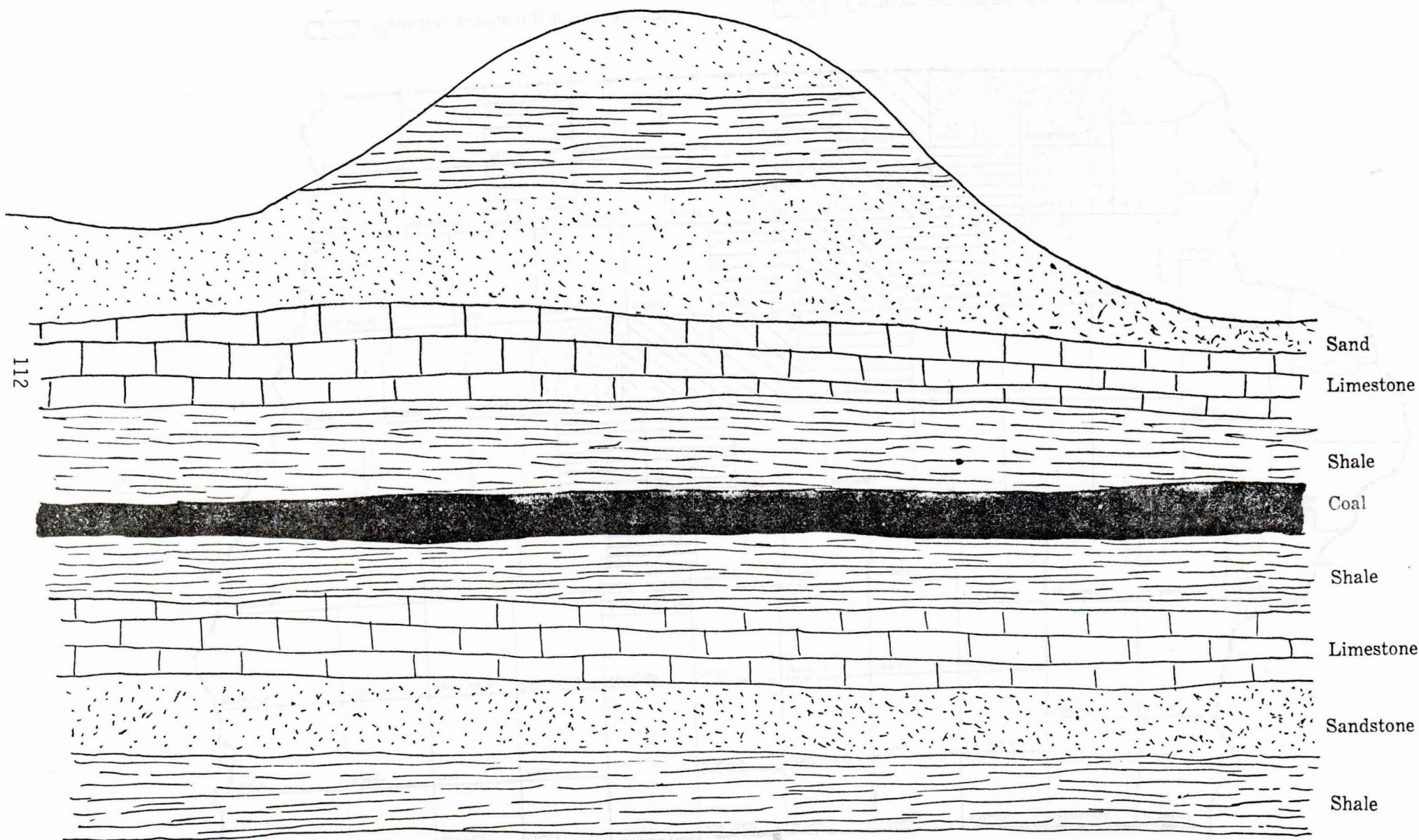


IOWA GEOLOGICAL SURVEY
1962



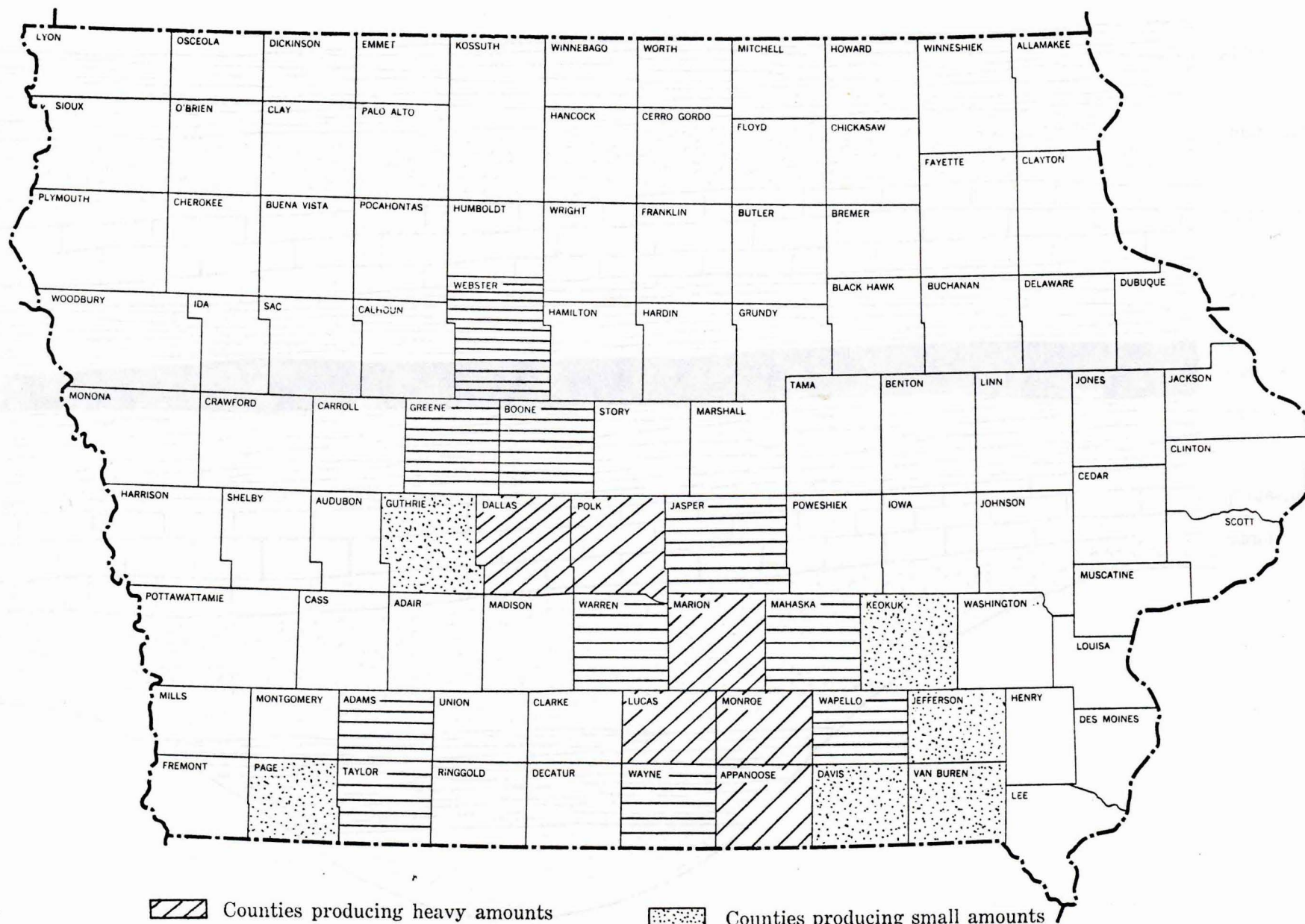
Generalized Sketch Map of the
GLACIAL GEOLOGY OF IOWA
Iowa Geological Survey 1955

CHART SHOWING COAL SEAM



MAP SHOWING COAL PRODUCING COUNTIES IN EARLY IOWA

113

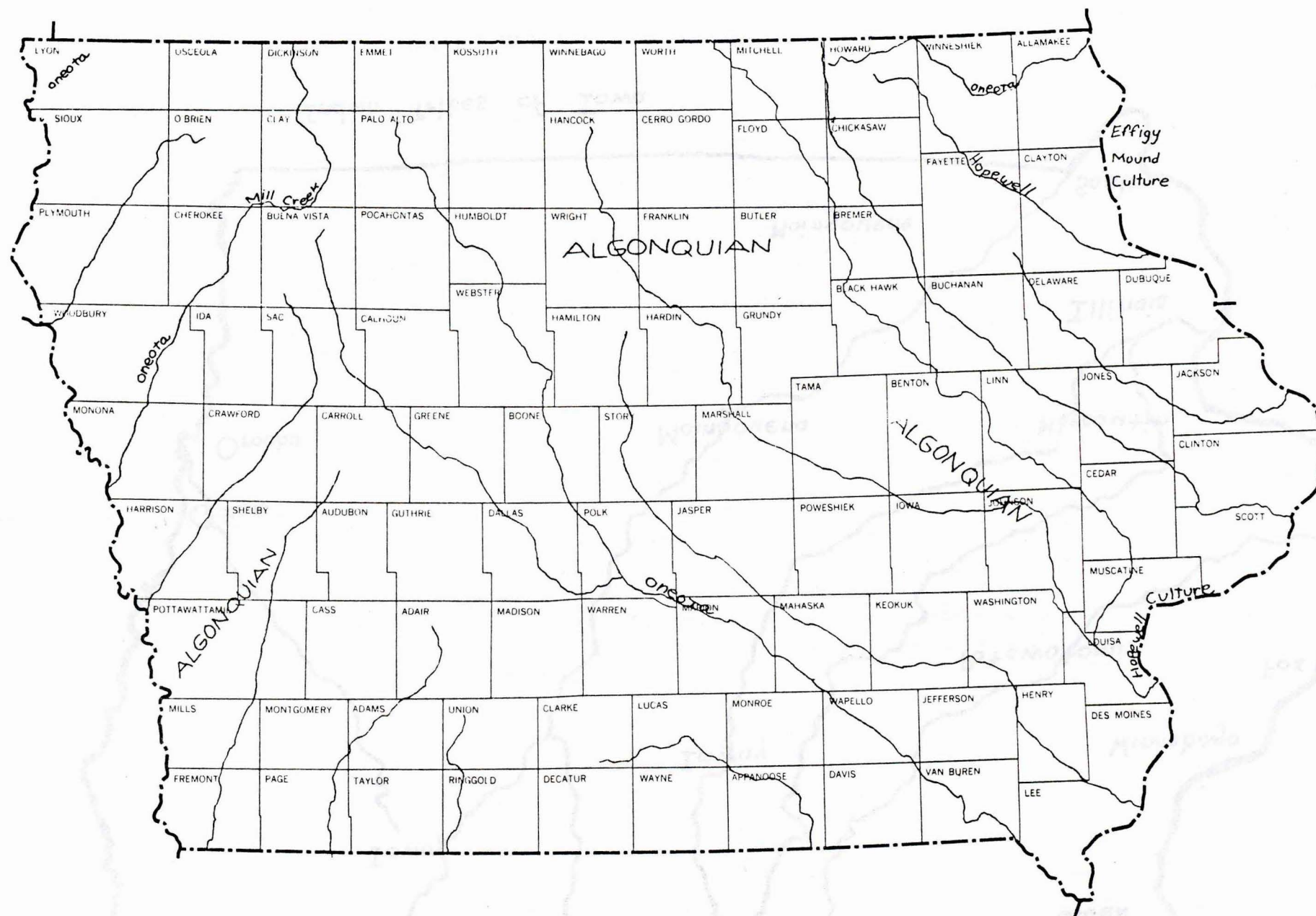


Counties producing heavy amounts

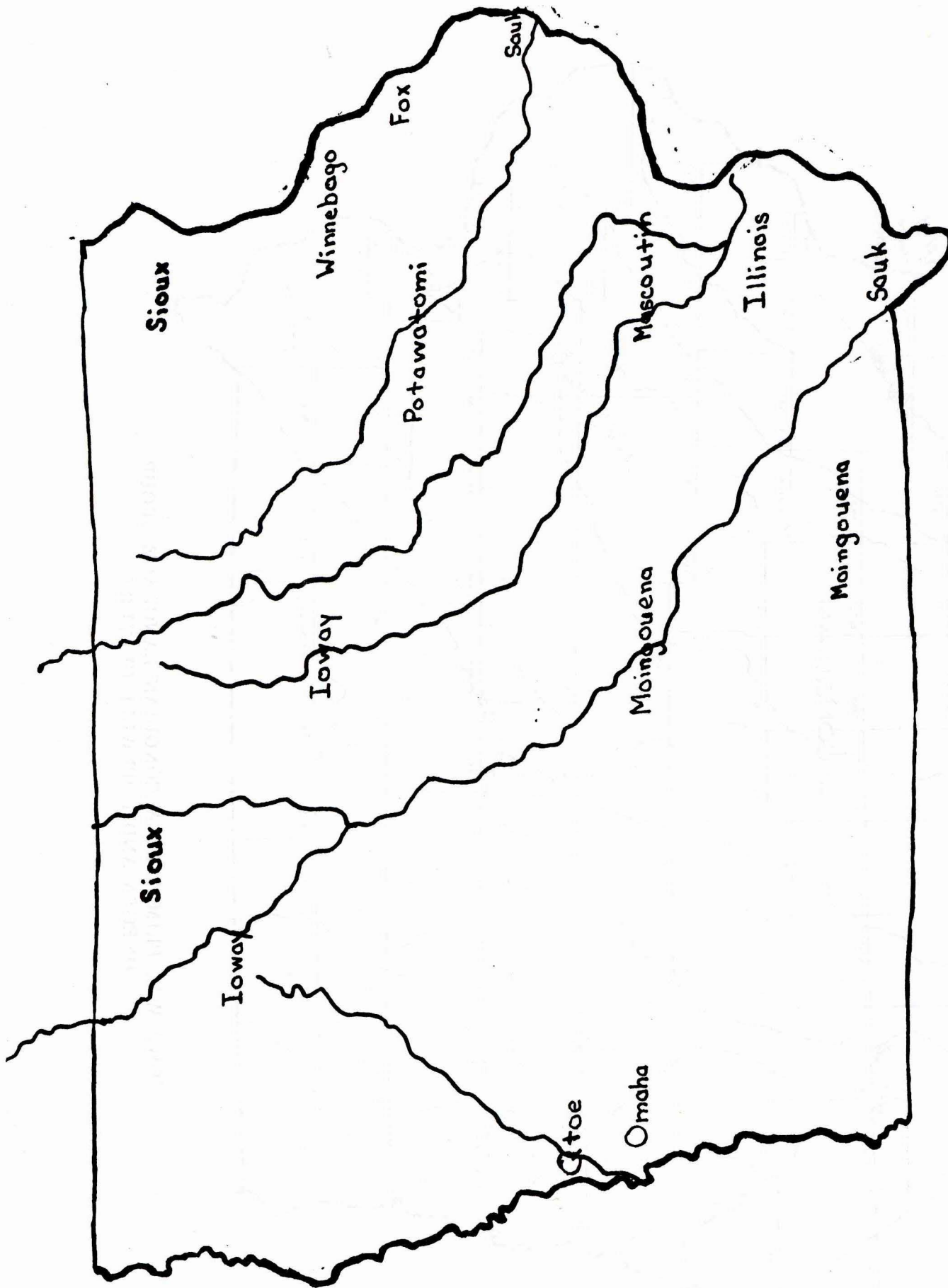
Counties producing small amounts

Important coal producing counties

Counties producing no coal

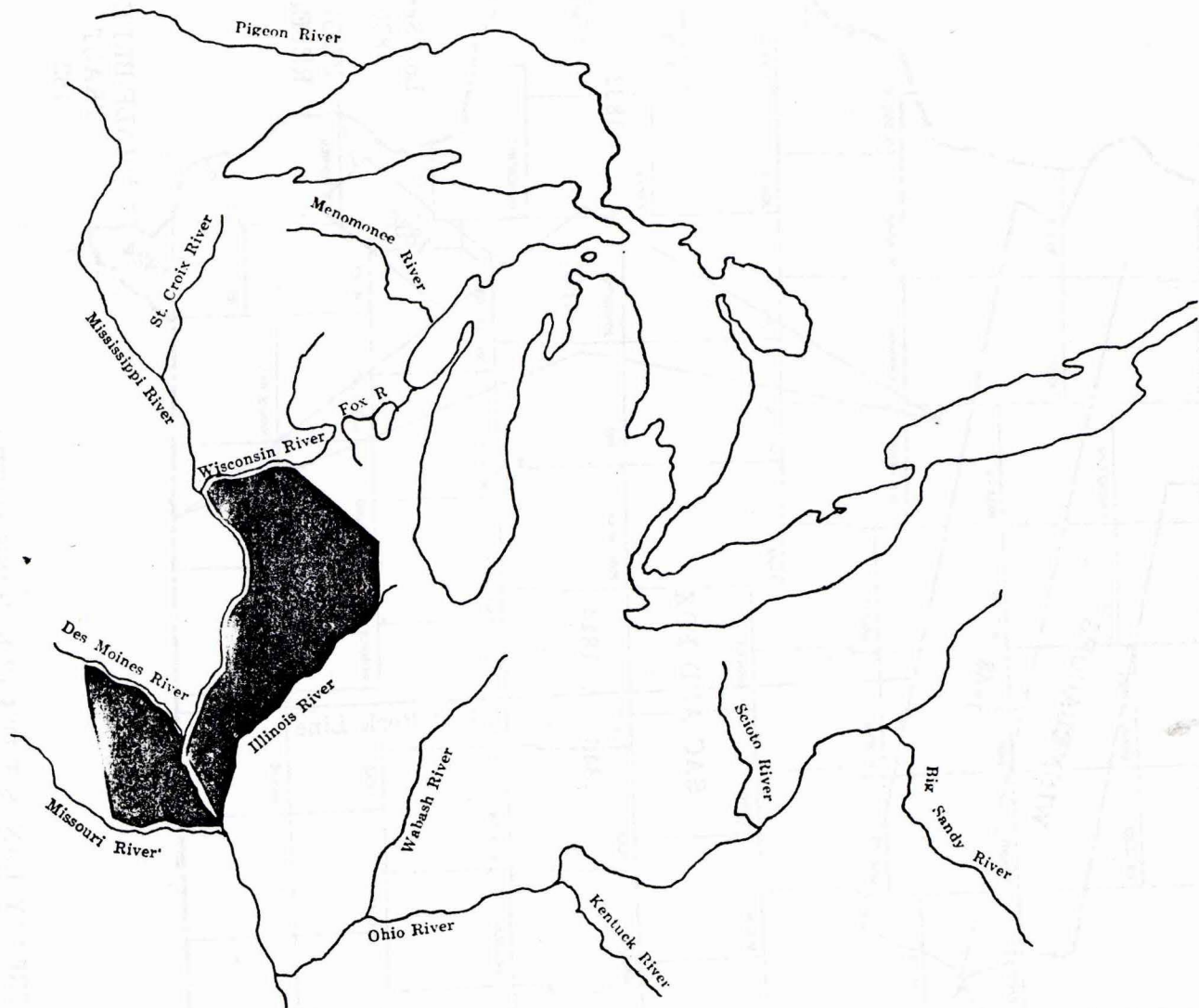


IOWA WAS PRIMARILY ALGONQUIAN LANGUAGE GROUP
ONEOTA AND HOPEWELL CULTURE



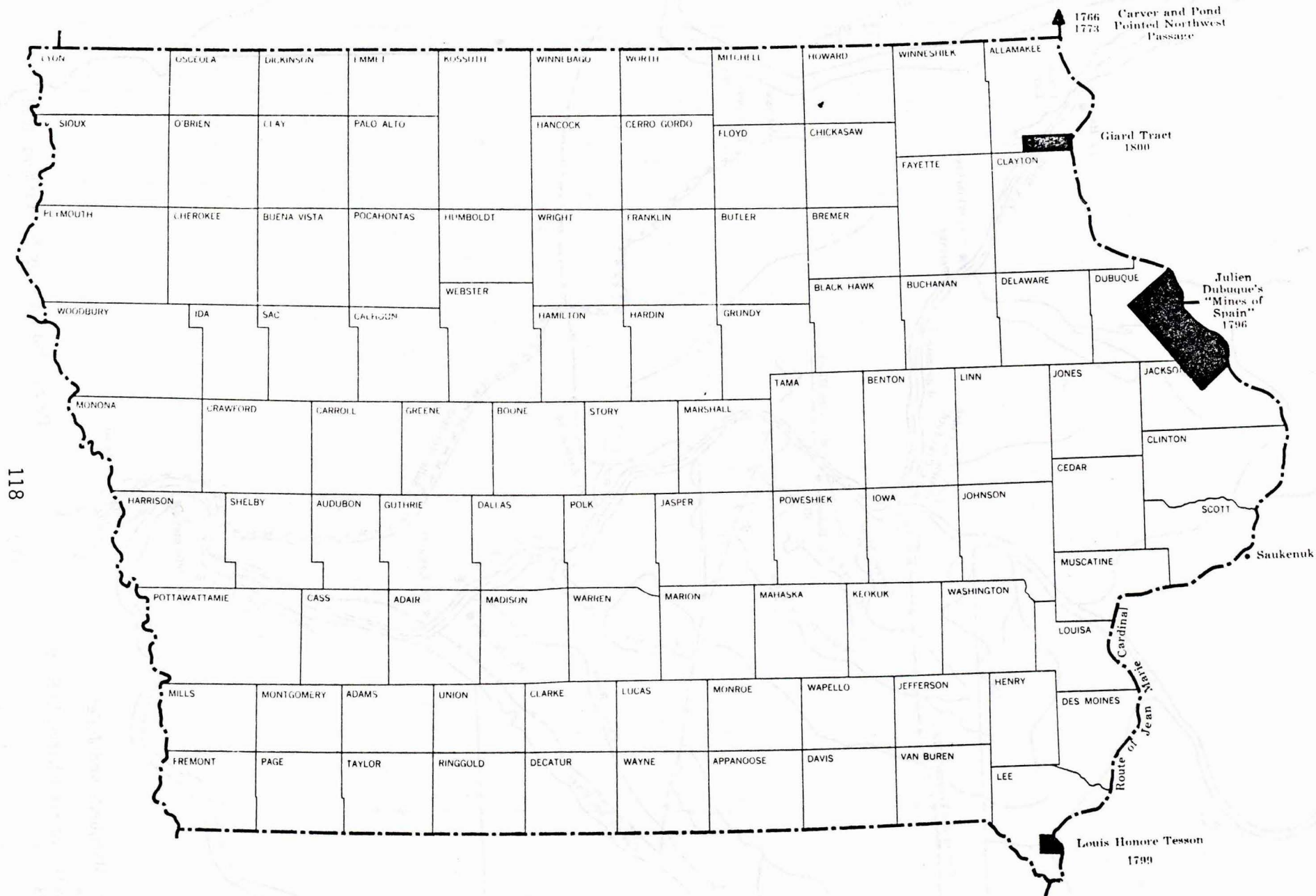
Indian Tribes of Iowa

MAP SHOWING TREATY LANDS WITH PURCHASE DATES



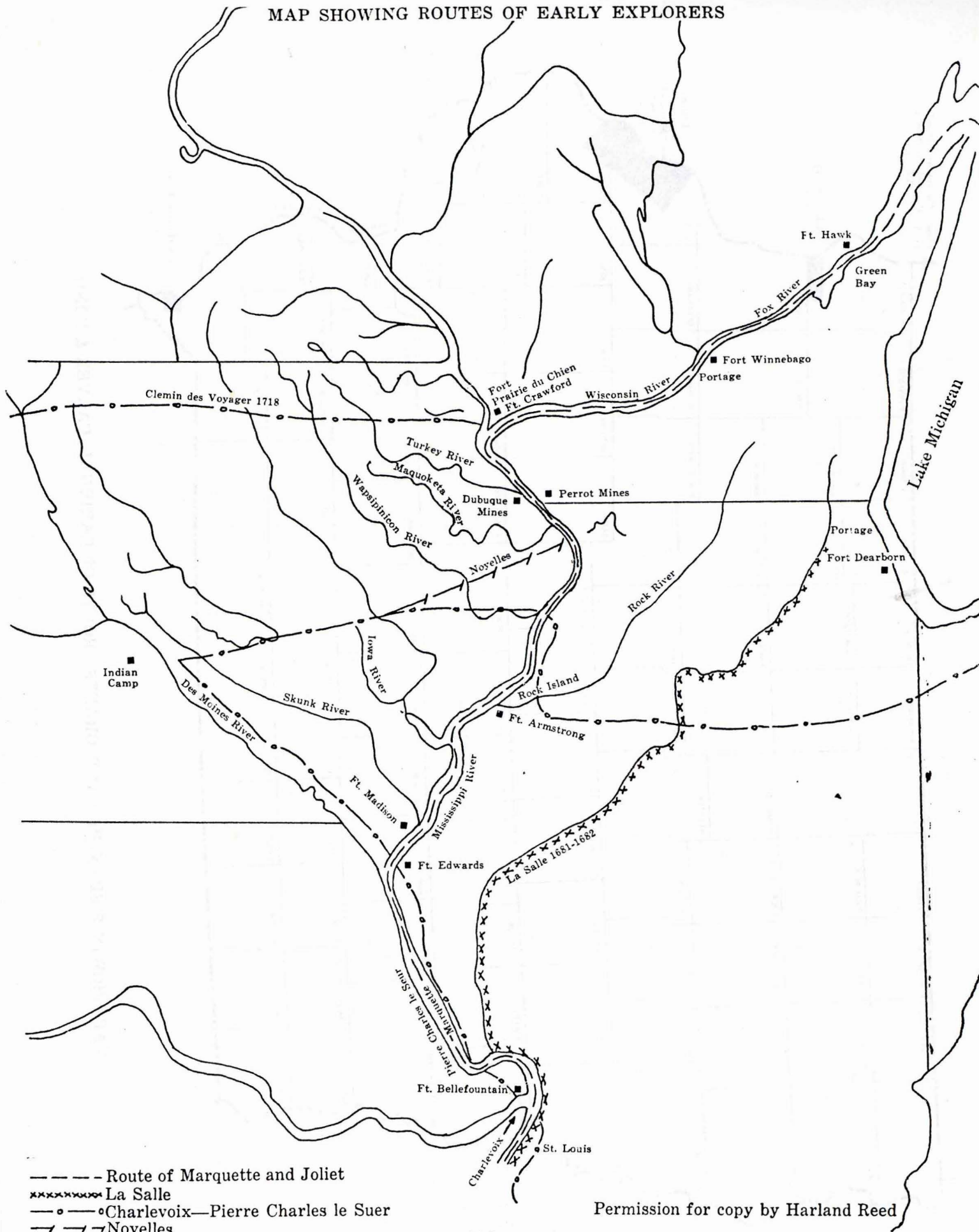
LAND SIGNED BY SAC AND FOX INDIANS IN 1804

Reproduced by permission from *Iowa Inside Out*, by
Herb Hake, © 1968, by the Iowa State University Press



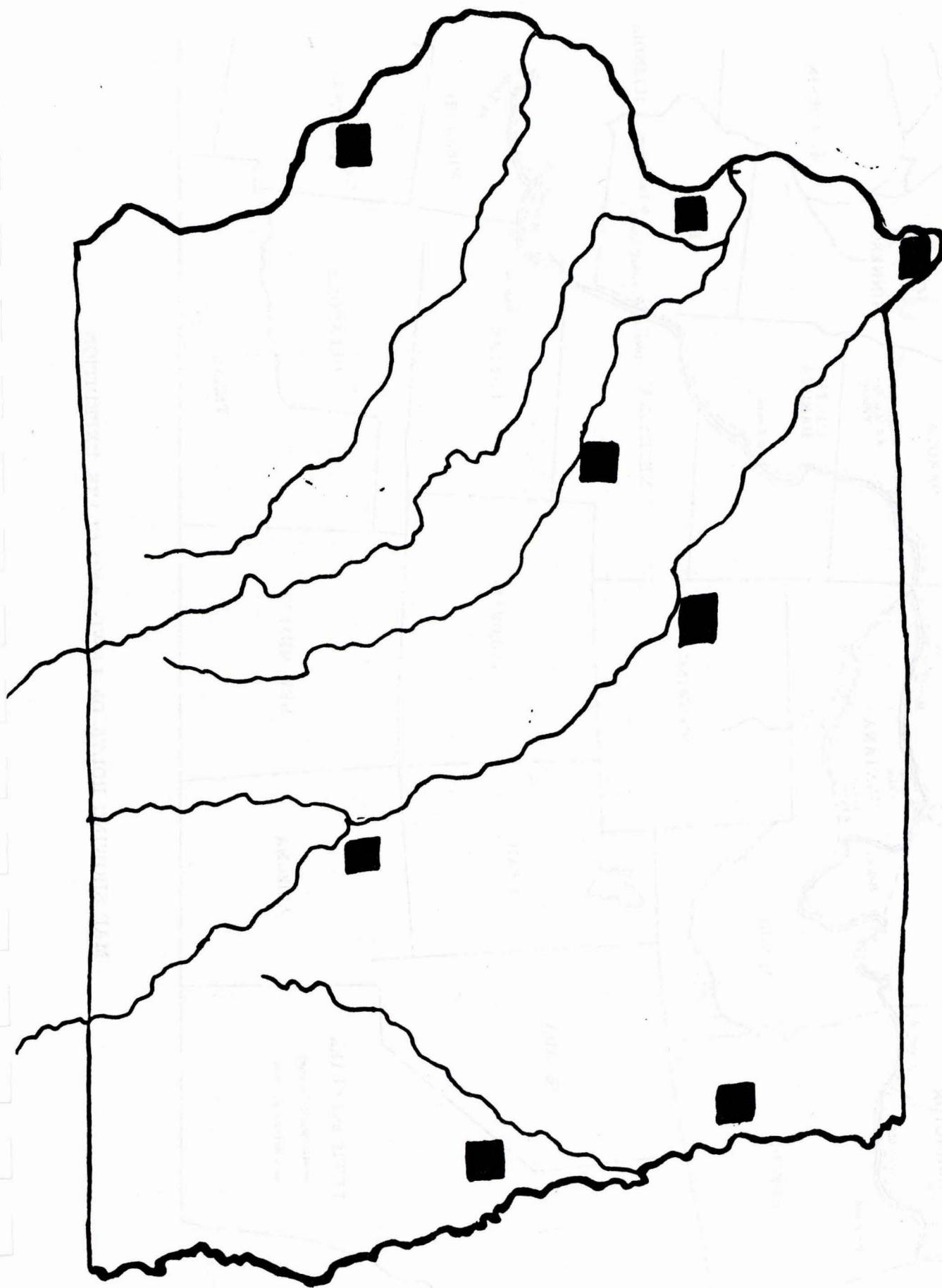
MAP SHOWIN 3 SPANISH LAND GRANTS—ROUTE OF CARDINAL, CARVER & POND

MAP SHOWING ROUTES OF EARLY EXPLORERS



- Route of Marquette and Joliet
- xxxxxxx La Salle
- Charlevoix—Pierre Charles le Sueur
- Noyelles

Permission for copy by Harland Reed



Early Fur Trading Post of Iowa



MAP SHOWING ROUTE OF LEWIS AND CLARK EXPEDITION

90000000

XXXXXXXXXX

V. Museums of Iowa

- A. (See Teaching Iowa History A Guide to Resource Material, pp. 101-107.)

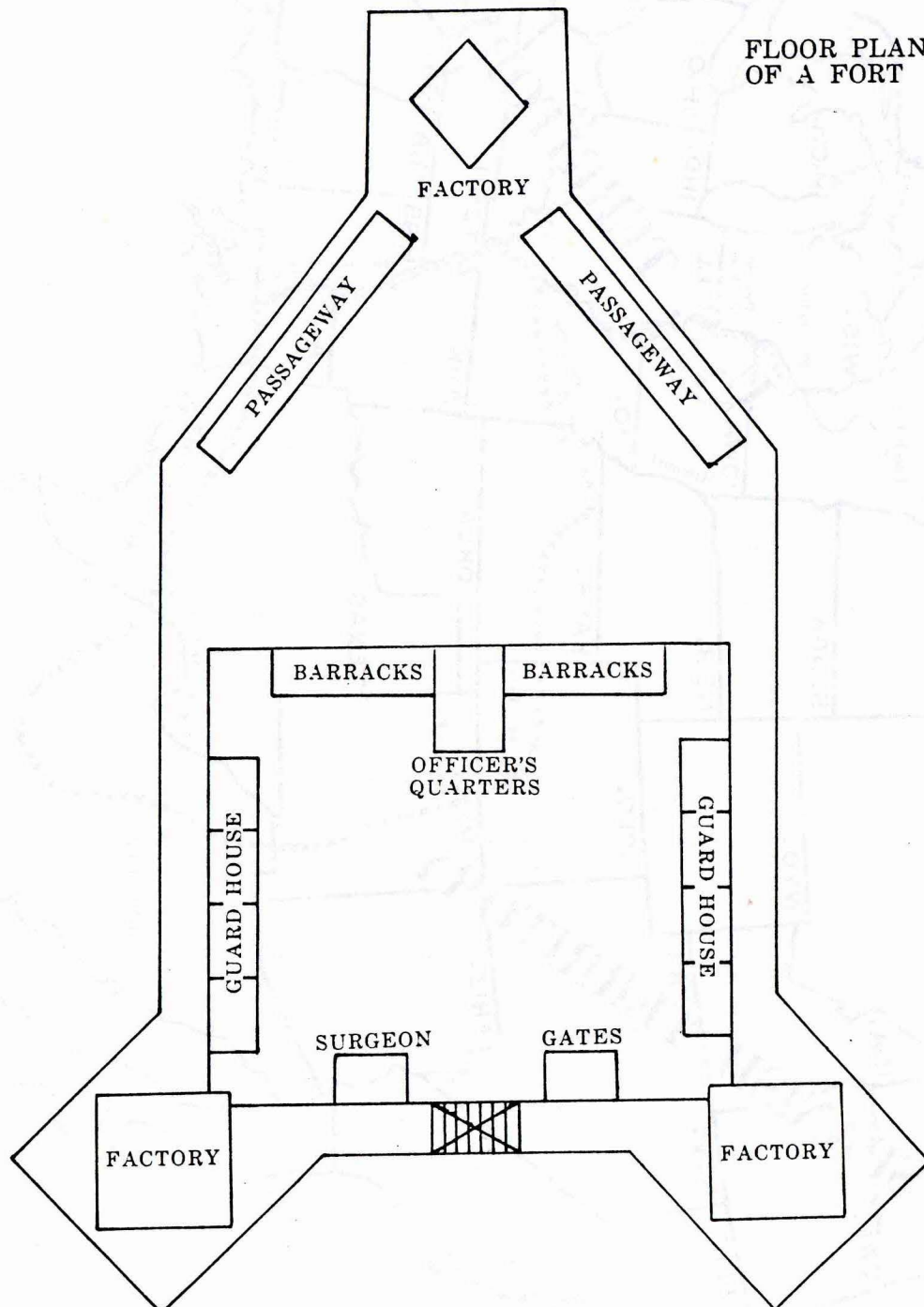
VI. Field Trips

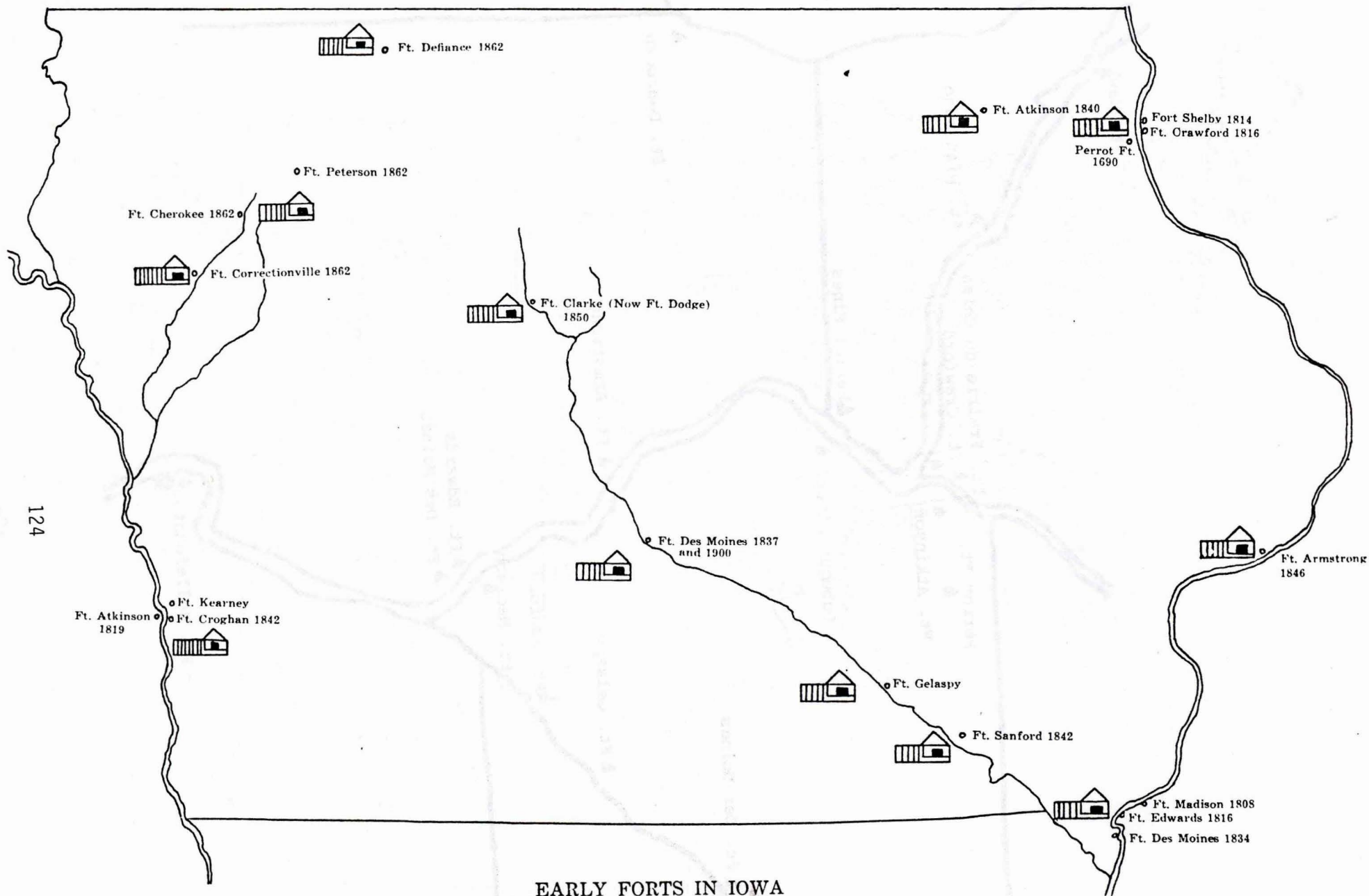
- A. (See A Guide to Hawkeye Land.)
B. (See A Guide to Historic Iowa.)

- C. (See Teaching Iowa History A Guide to Resource Material, pp. 110-118.)

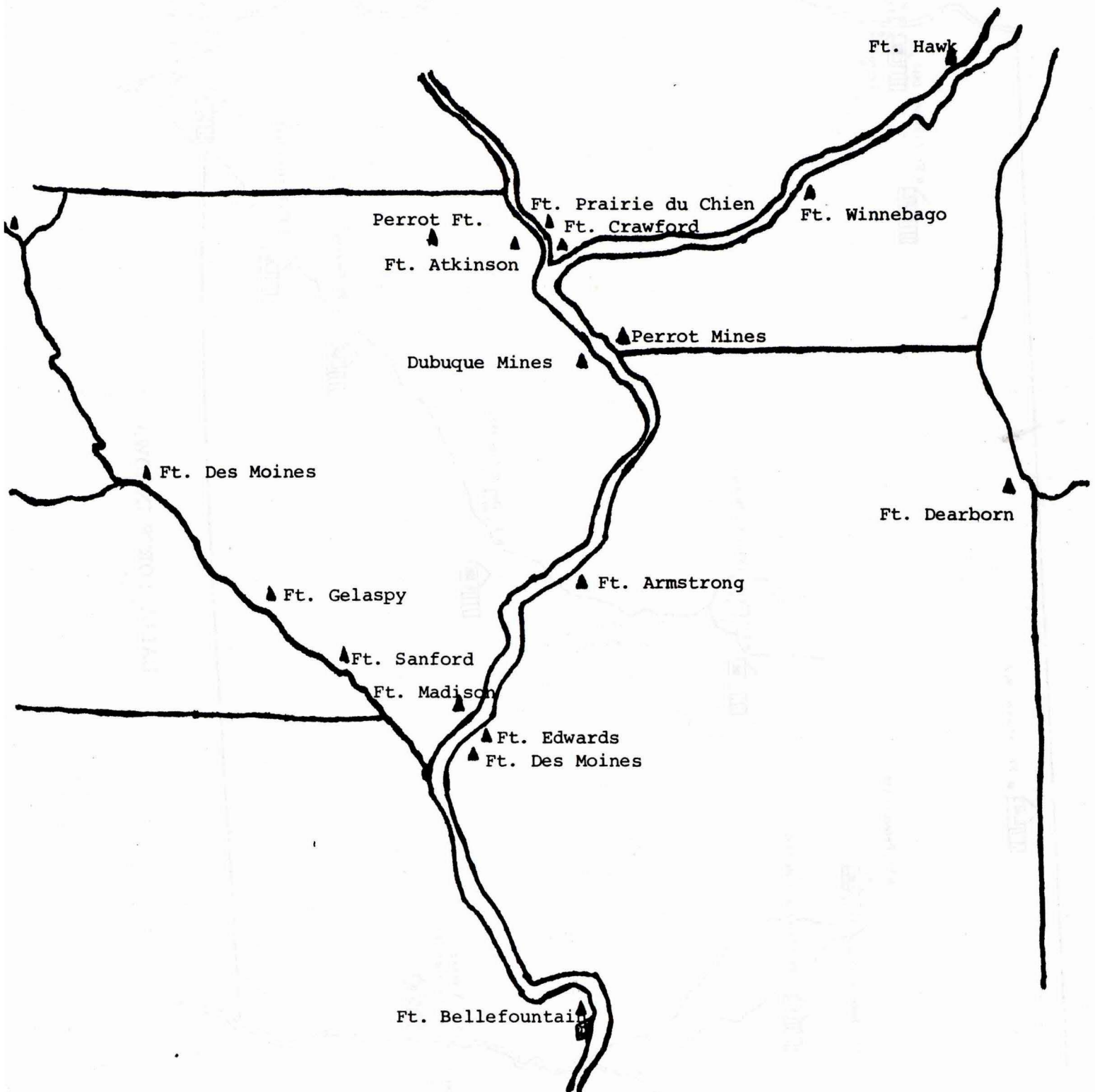
VII. Resource People

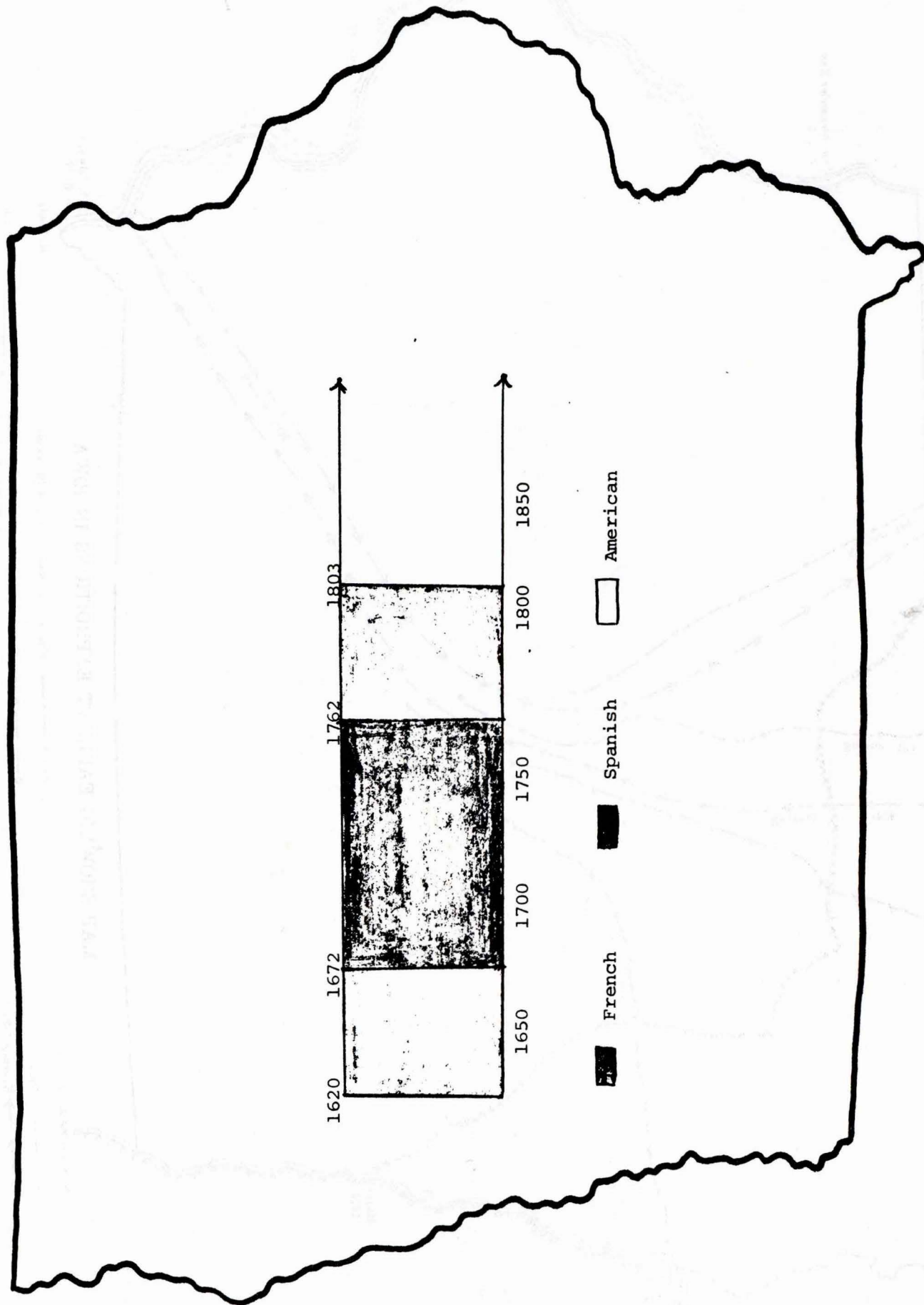
- A. (See Teaching Iowa History A Guide to Resource Material, pp. 121-122.)

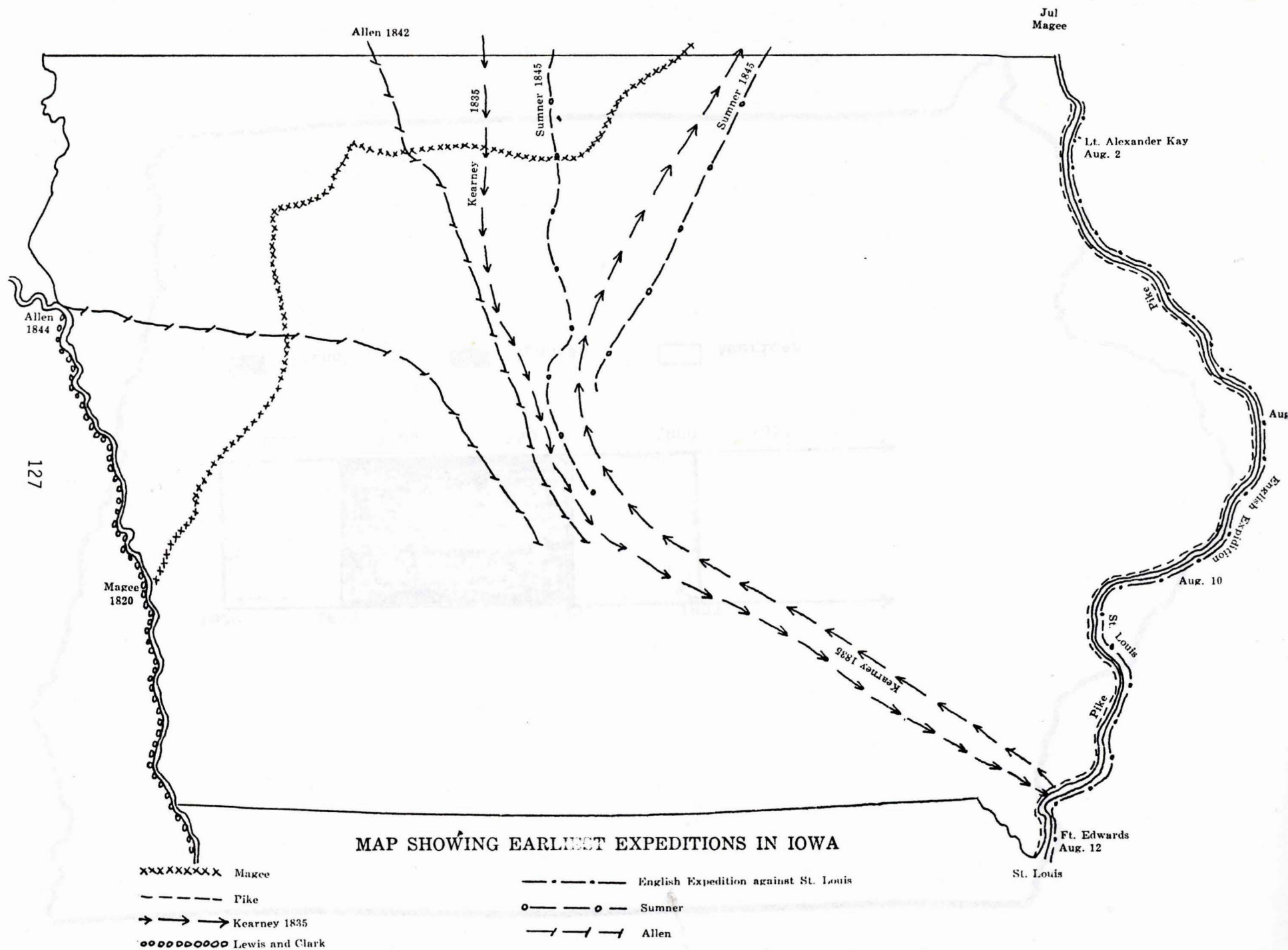


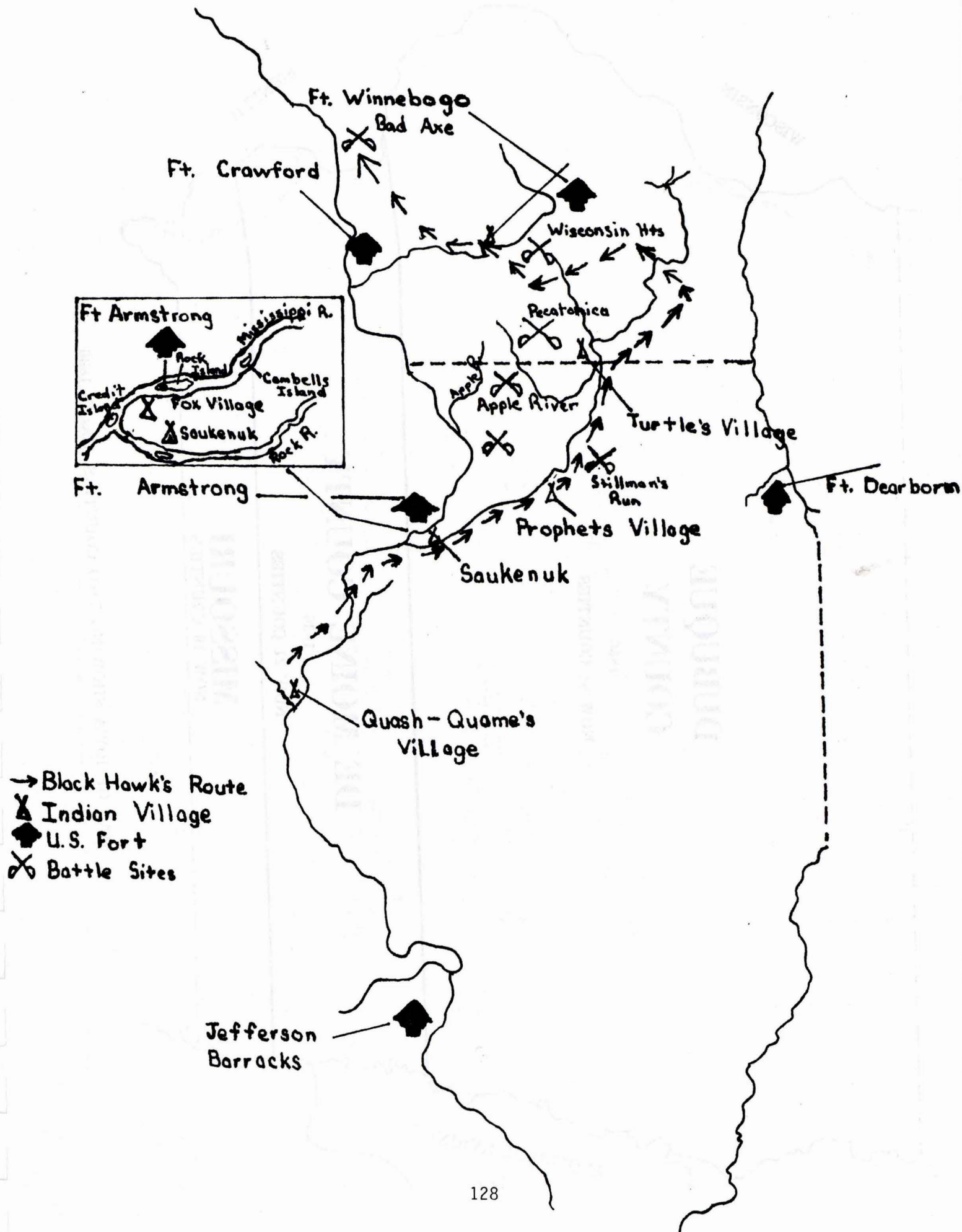


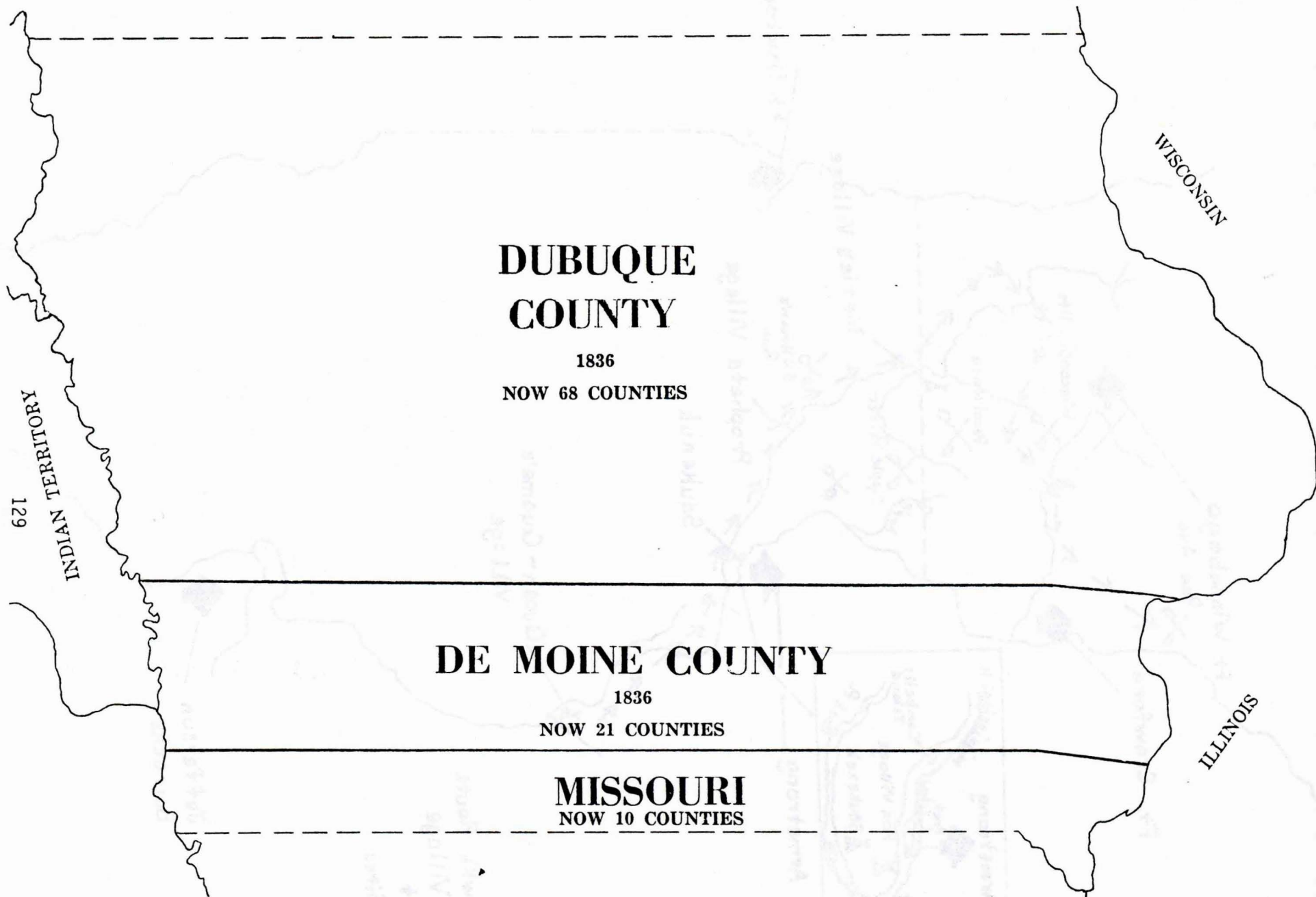
EARLY FORTS IN IOWA











DUBUQUE COUNTY

1836

NOW 68 COUNTIES

DE MOINE COUNTY

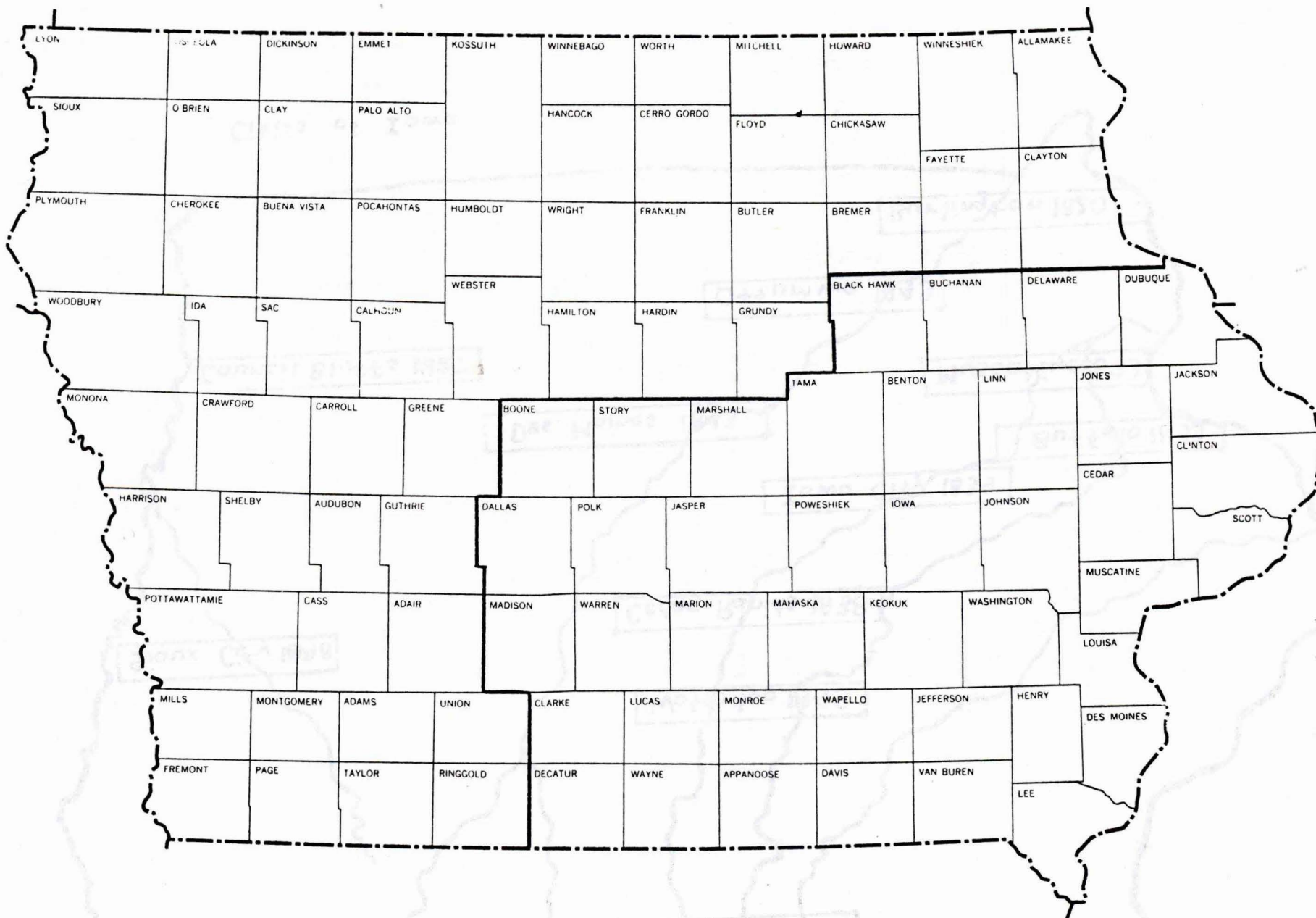
1836

NOW 21 COUNTIES

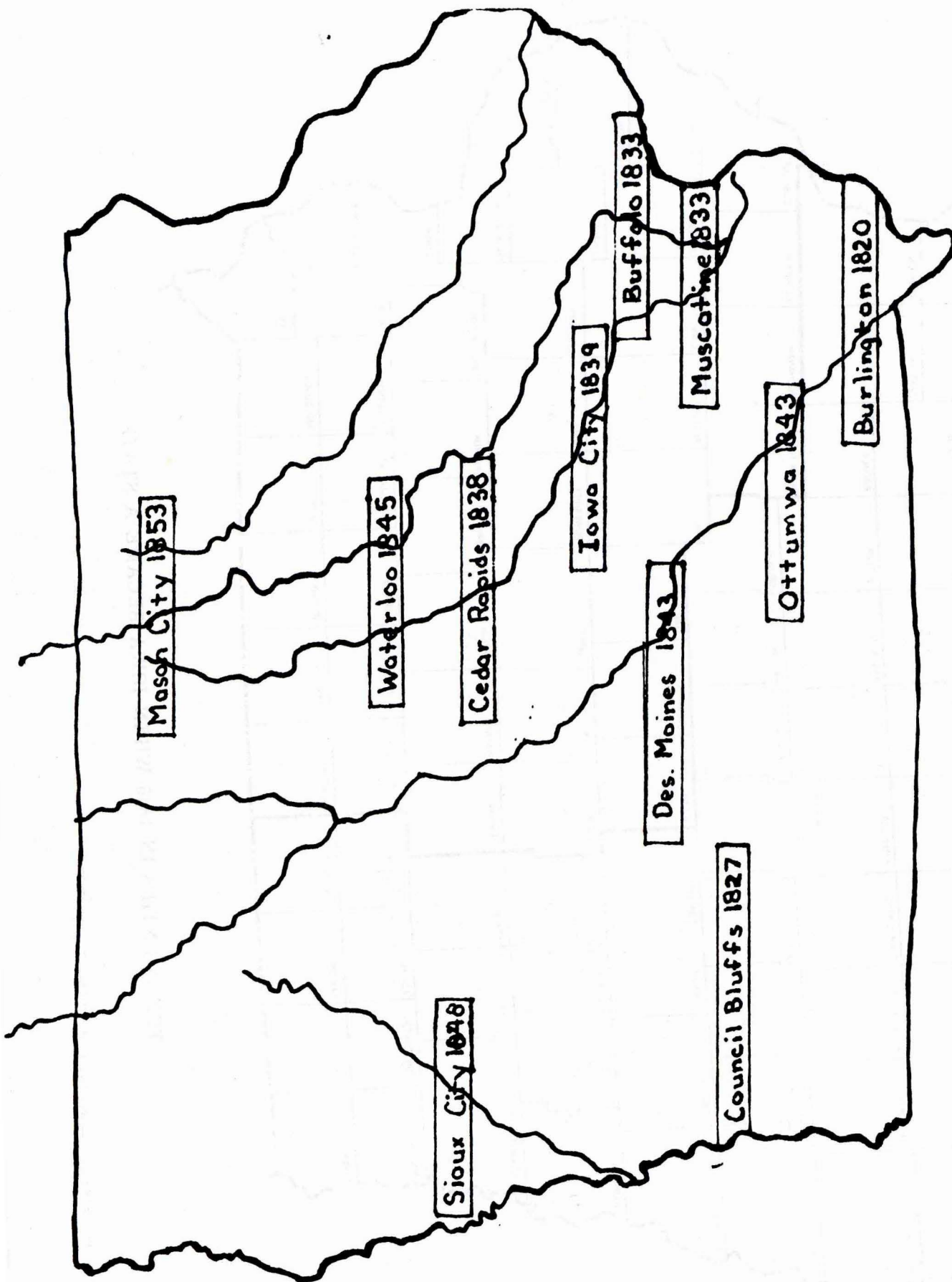
MISSOURI

NOW 10 COUNTIES

MAP OF IOWA SHOWING TWO COUNTIES ABOUT 1836



THE COUNTIES IN 1846 WHEN IOWA BECAME A STATE



Cities of Iowa

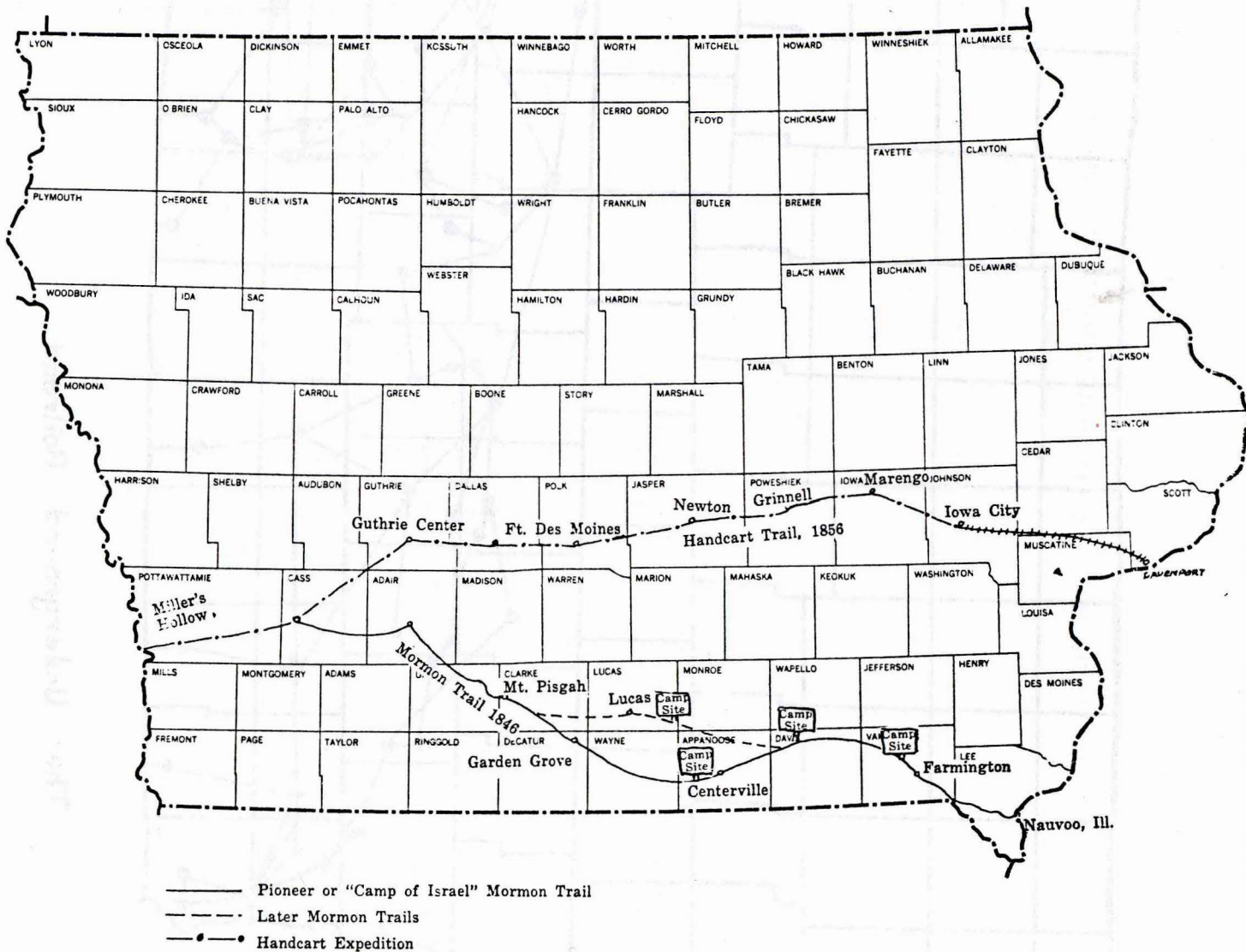
UNIT X

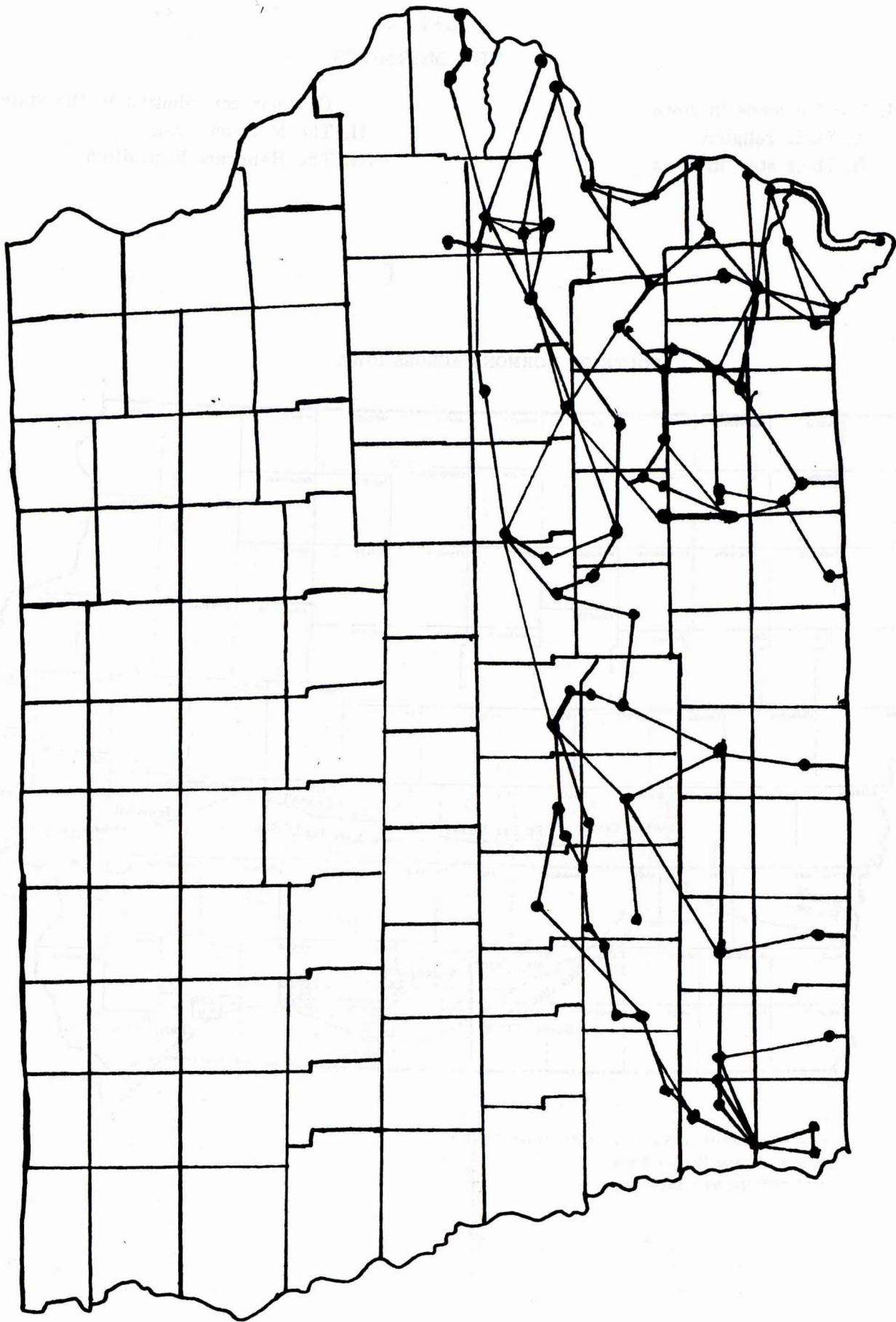
THE MORMONS

- I. The Mormons in Iowa
 - A. Their religion
 - B. Their stay in Iowa

- C. Their contribution to the state
- II. The Mormon Trail
- III. The Handcart Expedition

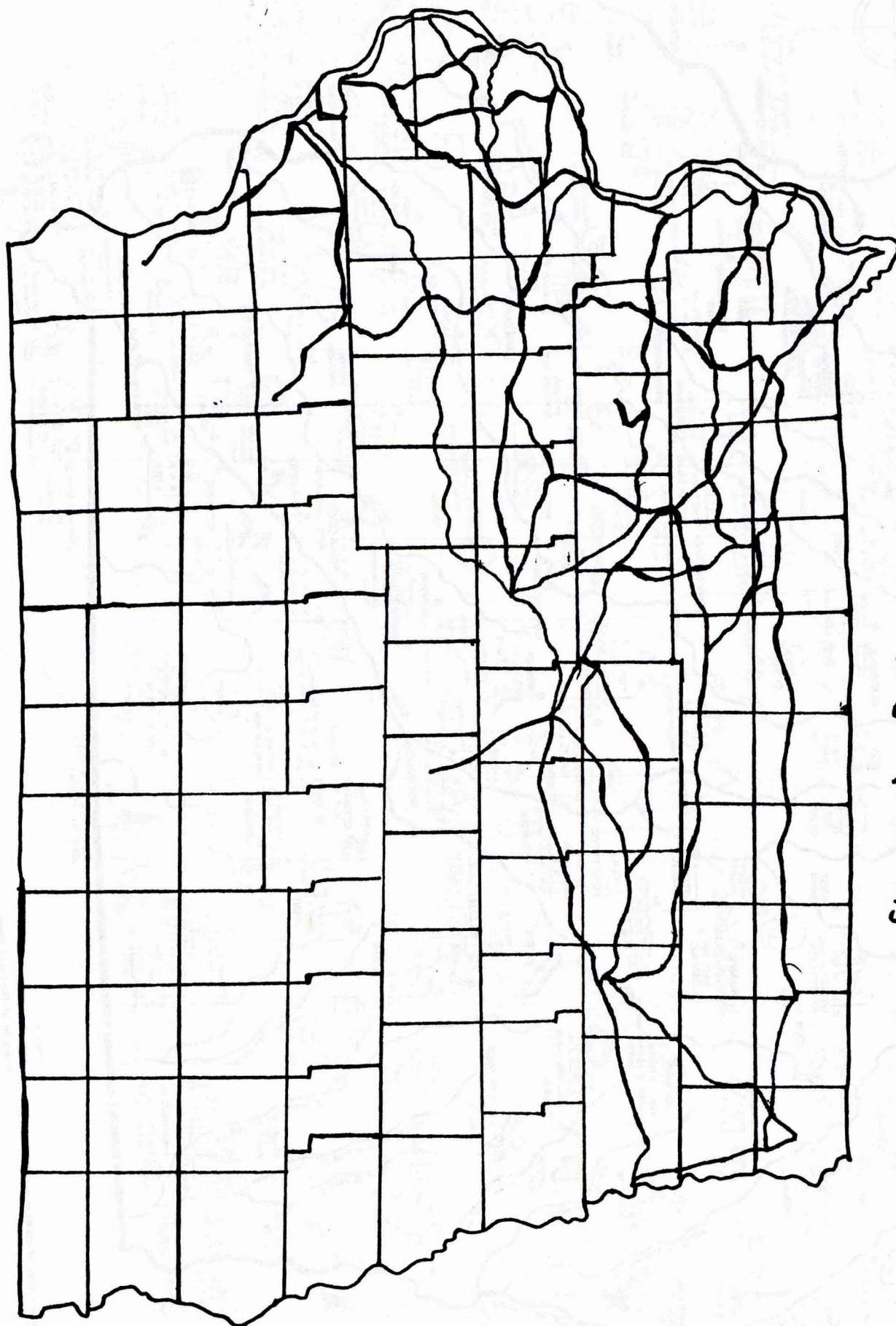
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