

IOWA HISTORY SURVEY

FINAL SUMMARY REPORT

**Submitted to
The State Historical Society of Iowa**

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TABLE OF CONTENTS

INTRODUCTION	3
➤ Purpose of the Current Survey.....	3
➤ Survey Distribution.....	3
➤ Survey Instrument.....	4
➤ Follow-Up Survey.....	4
➤ Organization of This Report.....	4
SUMMARY OF RESULTS	5
➤ The “Typical” Iowa History Teacher.....	5
➤ Follow-Up Survey Results.....	5
RECOMMENDATIONS	14
SURVEY RESULTS BY ITEM	19
➤ Grade Levels of Buildings.....	19
➤ Highest Degree Attained.....	19
➤ Grade Level Presently Teaching.....	19
➤ Grade Level of Iowa History Instruction.....	20
➤ Years of Teaching Experience.....	21
➤ Years of Iowa History Teaching Experience.....	21
➤ College or University Iowa History Course.....	22
➤ Iowa History Workshop or In-Service Session.....	23
➤ Instructional Time Devoted to Iowa History.....	24
➤ Iowa History Textbook.....	25
➤ Non-Textbook Iowa History Teaching Resources.....	26
➤ Iowa History Teaching Topics.....	27
➤ Access to Prairie Voices: An Iowa Heritage Curriculum.....	27
➤ Field Trips as Instructional Support.....	28
➤ Greatest Instructional Needs.....	30
➤ Instructional Strategies.....	31
➤ Support from the State Historical Society of Iowa.....	31
APPENDICES	33
➤ Appendix A —Iowa History Survey Instrument.....	33
➤ Appendix B —Responses to Survey Item 6: Have you ever attended an Iowa history workshop or in-service session? If so, who sponsored the workshop or in-service?.....	37
➤ Appendix C —Responses to Survey Item 9: What Iowa history textbook do you primarily use?.....	39
➤ Appendix D —Responses to Survey Item 10: Identify one non-textbook Iowa history teaching resource you regularly use in your teaching.....	42
➤ Appendix E —Responses to Survey Item 13: Do you take your students on field trips that support your teaching of Iowa history?.....	48
➤ Appendix F —Responses to Survey Item 16: How could the State Historical Society of Iowa support your teaching of Iowa history?.....	55

INTRODUCTION

Iowa history is a required element of the elementary curriculum, grades K-6. This general requirement carries with it no specific guidelines regarding how Iowa history is to be taught, what materials should be used or most importantly, what students should know or be able to do as a result of this course. This lack of specificity within the curriculum requirements results in much diversity as well as freedom in the teaching of state history. Anecdotal observation on the part of the author, suggests that many experienced Iowa history teachers have coped by collecting and organizing a variety of materials in an eclectic fashion. However, new teachers are often left with little more than a mandate to teach state history.

Over the course of three decades the author conducted numerous workshops, and teacher in-service sessions related to teaching Iowa history. In conjunction with these workshop and in-service sessions, several surveys were conducted during the 1980s and 1990s. The survey items were designed to determine the level of teacher preparation and experience as well as the specific materials used, time spent and topics covered in teaching Iowa history. The following general conclusions were drawn based upon the data collected during the 1980s and 1990s:

1. Iowa history teachers have minimum experience in teaching this area of the curriculum. Most Iowa history teachers had fewer than ten years of teaching experience.
2. Iowa history teachers are inadequately prepared in terms of pre-service and in-service training. In one survey, 78% had not attended a college-level Iowa history course. In another survey, 75% had not previously attended an Iowa history teacher workshop.
3. A wide variety of Iowa history textbooks were found to be used. Those responding to a survey in 1981 identified eleven different texts. In a survey conducted in 1997, only six textbooks were identified.
4. The topics, Iowa Geography, Early Exploration and Pioneer Life received the greatest emphasis in the curriculum. A majority of Iowa history teachers addressed pre-Civil War Iowa history only.
5. Most Iowa history instruction addressed general Iowa history to the exclusion of local community history.

Purpose of the Current Survey

The purpose of the current survey is to define the status of Iowa history instruction in the schools of Iowa today. Specifically, this survey was developed to assist decision makers in developing plans and strategies for future initiatives related to Iowa history instruction.

Survey Distribution

The current survey was distributed to 1,250 teachers in K-8 public and private schools throughout the state of Iowa. Approximately sixteen percent or 211 surveys were

returned. Of that number, data from 208 surveys was summarized for this report. Three surveys were improperly completed and thus discarded. Respondents had the option to request an online version of the survey and eleven teachers took advantage of that option.

Survey Instrument

The current paper and pencil survey was designed to provide a profile of Iowa history teachers and to define their needs based upon responses to sixteen survey items. **Appendix A** provides a copy of the specific survey distributed. In addition to the respondent's name and address, the following topics were addressed in the survey:

1. Highest professional degree attained
2. Years of teaching experience
3. Grade presently teaching
4. Years of Iowa history teaching experience
5. Enrolled in college level course in Iowa history
6. Attended workshop on Iowa history
7. Grade level(s) Iowa history is taught in the school
8. Number of instructional periods/weeks Iowa history is taught
9. Textbook used
10. Non-textbook resources used
11. Iowa history topics taught
12. Access to Prairie Voices: An Iowa Heritage Curriculum
13. Field trips conducted
14. Greatest need regarding instructional resources
15. Instructional strategies implemented
16. SHSI instructional support

Follow-Up Survey

After the results of the paper and pencil survey were summarized, a follow-up survey was distributed via email to 50 respondents. Sixteen responses were received. The purpose of the follow-up survey was to confirm the conclusions drawn from the paper and pencil survey and to invite additional comment regarding future curriculum development efforts in the area of Iowa history.

Organization of This Report

Research reports typically include introductory information stating the problem or area of study followed by related literature, methodology, results, summary and conclusions. To make the results of this report more accessible the typical research report outline has been altered. The item-by-item survey results have been moved to the back of the report just before the appendices. The summary and conclusions follow the introduction section.

SUMMARY OF RESULTS

The “Typical” Iowa History Teacher

The data collected from the paper and pencil survey provides a general picture of the typical Iowa history teacher. With some exceptions and qualifiers, the “typical” Iowa history teacher possesses the following characteristics:

- Has completed a B.A. degree.
- Teaches at the upper elementary level.
- Teaches in a K-6 building.
- Teaches Iowa history to upper elementary students, usually the fifth grade.
- Has considerable previous teaching experience.
- Has taught Iowa history for about half of his/her career.
- Has never taken a university level course in Iowa history.
- May have attended an Iowa history workshop or in-service session sponsored by an AEA or the State Historical Society.
- Teaches Iowa history 30-40 minutes per day for up to 12 weeks of the school year.
- Uses an Iowa history textbook with a copyright of 1991 or before.
- Supplements the curriculum with resources such as Iowa history videotapes, Prairie Voices Curriculum Guide or literature books.
- Focuses Iowa history instruction on topics such as Iowa Pioneers, Native People of Iowa and Iowa Geography.
- Rarely teaches the history of Iowa past the Civil War.
- Has access to the Prairie Voice Curriculum Guide and uses it some.
- Regularly takes students on field trips to destinations in the local community or to attractions in the Des Moines or Iowa City areas.
- Focuses instructional methodology on activities that utilize a textbook, involve field trips and engage students in learning projects.
- Is eager for the development of an up-to-date Iowa history textbook, new teaching units and easy-to-access curriculum guides.

This profile of the “typical” Iowa history teacher has many exceptions and there may be no Iowa history teacher anywhere in the state for whom all of these aspects apply. However, it does represent the general picture of those characteristics possessed by a Iowa history teachers when examined as a group.

Follow-Up Survey Results

Based upon the general profile of the “typical Iowa history teacher” a follow-up survey was conducted. The following ten questions were distributed via email to teachers who had responded to the paper and pencil survey. A summary of comments is provided following each KEY QUESTION.

1. Most Iowa history instruction is delivered at grades 4-6, with about a third at the fifth-grade level.

KEY QUESTION: Do you think fifth grade is the best grade level for teaching Iowa history?

- *Yes*
- *Yes*
- *Not necessarily. Fourth or fifth.*
- *I think it is appropriate, but it would be nice to just do that and not our regular social studies too.*
- *I have only taught it at the fifth grade level. It seems to me that this age allows a fairly good understanding of the subject matter and yet realizes the importance of knowing about your state.*
- *I think fourth is the best grade.*
- *I do think that fifth grade is the best grade for teaching this subject, even though we do it at fourth grade here in Sioux City. I find it very frustrating to try to discuss Iowa in the Civil War, for example, or the governmental make-up of Iowa when the children have no background for these discussions. Once they have studied the regions of Iowa and some national government, these come much more easily and have some meaning to them.*
- *Fifth or sixth.*
- *I think if it is taught at either 4th or 5th it should only cover prehistoric Iowa to the mid 1800's. The economy of Iowa at middle school grades and civics and government of Iowa at the high school level.*
- *My students have enjoyed Iowa history this year. I have a fifth grade class. I think the reason we teach Iowa history at the fifth grade level is that we use the trip to Des Moines, which goes along with Iowa history, as a fifth grade "privilege."*
- *I think the students generally enjoy Iowa History at fourth and fifth grade. I am sure older students would better understand some concepts, but the things that we do are just fine.*
- *I have taught it at both 5th and 6th grade level and either works fine.*
- *I like the 6th grade level. I feel the extra year of maturity helps with the retention of the material.*
- *I do because I teach it at the 4th grade level, and some of the material is difficult reading for low to average students. I would actually like to see it taught K-8 with appropriate age level learning activities.*
- *I like it taught at levels 4-6, but if I had to chose the best grade, it would be fifth.*
- *I like it at that level. We include an overnight field trip and that works well at fifth grade. Also the text (Iowa Past to Present) works well at that level. Plus, I teach fifth grade and I love to teach Iowa history!*

2. **The average number of years of teaching experience for teachers responding was 18 years. The average number of years of Iowa history teaching experience was just 10 years.**

KEY QUESTION: How do you think we should interpret those statistics? Do you think some teachers avoid teaching Iowa history? If so why?

- *I think it is a hard unit to teach because our resources at school are limited. It shouldn't be that way, since we live in Iowa, but it is.*
- *We change our teaching assignments frequently in our district with new teachers coming in and the way that we team.*
- *I think teachers do not enjoy teaching social studies in general because of the abstract nature of the big ideas.*
- *In my case it was because the curriculum was moved down to our grade level.*
- *Young teachers entering schools are overwhelmed by the multitude of duties required of them. Unless you're in education, no one understands the awesome responsibility you carry with you 24 hours a day. Many of these new teachers do not have the background to jump into Iowa history. They have not yet reached the maturity to realize what a good thing we have here and do not have the passion for this lovely state. We also have not done a great deal to develop, market, and inservice up-to-date materials for students of today. We can't dust off the old materials and expect to impress today's kids. They are too media-focused. I hate to say that we have to develop a new song and dance, but that's what we need. If classes and in-service times are offered, administrators are seldom willing to let staff participate. After all, "it's just Iowa history. Everyone knows enough to teach it." We need to dangle a carrot in front of the administrators just as we do the students. They have to see the importance of the material. Iowa history materials can always be found but teachers often don't have the time or incentive to delve through multiple resources (often with conflicting information) to develop a curriculum.*
- *No, I think it may be that some of us were teaching other grades or in other places. I do think there is some significance here. For one thing, those of us who have taught a number of years at least have some older curriculum materials from which to draw. We remember the days when "textbook" was not a naughty word, and we have built our own curriculum from those days. Younger teachers do not have this advantage. Like any other "pull it from wherever" curriculum, it is basically non-existent. Therefore, teachers tend to simply avoid it. In addition, if they are not native Iowans, many of them have absolutely no idea where to begin.*
- *It could be. If there isn't a set curriculum or book to follow and you just pull stuff together, it is difficult to teach and get it all in. Plus, is it required to be taught? If they've been teaching at the avg. of 18 yrs.--they may do what they know and not want to add or change.*
- *Some may if they don't have enough and proper materials to do so.*

- *This is my first year to teach in Iowa. Maybe my answer brought your numbers down. I enjoy teaching Iowa history, but lack the resources to do a good job.*
- *I don't know what to think about the statistics. I do know that there really isn't a choice of what grade level teaches Iowa History, so teachers can't avoid teaching Iowa History. I do know that it is so hard to teach Iowa History because the resources are so limited. I worked hard trying to compile some things so that I could teach my unit. I am really disappointed in the videos that are available. There is no compiled manual of activities (that you find with other social studies curriculum) that really helps teachers teach the unit.*
- *Yes, I think teachers avoid teaching it because some feel that it is just one more thing they have to try to get into their curriculum.*
- *If they are avoiding the class their nuts. I love teaching the class.*
- *Many teachers, especially the younger ones, do not have any previous experiences with Iowa. Many have gone to other areas of our country for vacations, college, and visits to relatives. Thus, they do not know much about what Iowa has to offer.*
- *Most teachers probably don't have any materials to teach from. Or the things they have are too far above grade level.*

3. About 20 percent of the teachers had completed a college level course in Iowa history. Almost 40 percent had completed a workshop on Iowa history. Most workshops were delivered by the local AEAs. The next most frequently cited source was the State Historical Society of Iowa.

KEY QUESTION: Where would you prefer to attend an Iowa history workshop? Locally? Via ICN? In Des Moines? At your AEA?

- *At my AEA.*
- *Locally.*
- *Locally or AEA.*
- *Locally.*
- *Locally, AEA, and ICN would be the most convenient. I know AEA 10 offered a class last summer and I missed it. However, I didn't know that I was being thrown back into teaching into Iowa History until an administrator upset the fruit basket last year.*
- *I would prefer doing it at the local AEA.*
- *I believe that most teachers would wish to attend such workshops in their local districts or AEA's.*
- *At my AEA or somewhere close by.*
- *I would prefer locally. I learned about Iowa on my own out of need. I came to Iowa from Minnesota. Workshops can help, but having the proper materials to use with your students is even more crucial.*
- *Locally, yes. My area AEA would be fine.*
- *I would prefer attending the workshop locally, at AEA, or even D.M. The ICN does not appeal to me.*

- *Any would be great!! I'm always looking for ideas.*
 - *Living History Farms, the Iowa State Fair, at real Iowa events.*
 - *Des Moines.*
 - *Locally, AEA, then Des Moines. I don't care for the ICN.*
4. **The most frequently mentioned Iowa history textbook was Iowa Past to Present, 1991. Fifty percent reported using this book. But there were 15 other books mentioned ranging in copyright from 1951 to 1991.**

KEY QUESTION: Do we need an updated textbook for teaching about Iowa history?

- *Yes*
 - *Yes*
 - *Not a text. Resources with objectives.*
 - *Yes plus resource materials to go with it.*
 - *Yes, yes, yes, yes. And this time, publish a teacher's guide with answer keys for the WS. Update the resource materials to include Websites, etc. and related literature books.*
 - *Depends on if they are covering the modern or the early. One on the 20th century might be good.*
 - *Absolutely, we do need a new textbook. This is imperative if we are going to see that the subject is taught at all.*
 - *Wouldn't hurt to look into it.*
 - *Yes, and it needs to be written at the fourth grade level. Our district expects fourth graders to study Iowa history. What is important also is getting historical pictures and graphic sources on CD-ROMs so teachers could devise appropriate text documents for students or to have the students themselves create computer projects about Iowa history and geography.*
 - **ABSOLUTELY!**
 - **YES!**
 - *I think that the Iowa Past to Present is the best one that I have found.*
 - *I must be honest, the kids don't seem to click with the Past to Present book.*
 - *Definitely!!! People who have lived here all their lives should author it. It should include helpful hints about where to visit different sites that are popular for 5th graders or K-8 graders.*
 - *We don't even have a textbook, nor have we ever to my knowledge. Yes!!!! We'd love a text!*
 - *I have plenty of books on hand, but if I ever need new ones, I would be interested in an updated issue.*
5. **The most frequently cited non-textbook teaching resource was videotapes. About 20 % of teachers cited using them.**

KEY QUESTION: Do we need updated videotapes for teaching Iowa history?

- *Yes*
- *Yes*
- *Yes*
- *Absolutely*
- *Yes, some of the old ones are almost laughable.*
- *The ones from the Land Between Two Rivers and Iowa History are good...but I haven't critiqued them to see if updates are needed. They need to be in about 20-25 minute chunks for elementary.*
- *Again, yes. Talk about boring! I rarely use the tapes any more because the content is way above fourth grade understanding, and the material is extremely tedious!*
- *Yes and make them more up to date and more interesting to students if possible.*
- *Perhaps, but it only helps if teachers have those tapes available in their buildings and not having to order them from AEAs and then not get them when you need them.*
- *Yes*
- *YES!*
- *Yes, the videos need updating, but I do feel the AEA videos are good.*
- *Many of the old Iowa Heritage tapes are excellent no matter how old they are. New tapes are always nice.*
- *Yes, I need them desperately!*
- *I use the IA Heritage Series, and I like them.*
- *I would be interested.*

6. The most frequently cited Iowa history topics were Iowa Pioneers, Iowa Geography and Native People of Iowa.

KEY QUESTION: Why do you think those topics are most frequently taught?

- *Because textbooks have a lot of material on these topics.*
- *We have access to more information on these topics.*
- *They are concrete and materials are readily available.*
- *You have to pick and choose and they are probably the most important.*
- *Popular choices for kids, easy topics that people know something about, more materials readily available.*
- *Those give a base for the beginning of the state and are easy ones to find resources on.*
- *I think those are the topics that have the most interest for children.*
- *Probably easier to teach these areas and there is more information out there on these topics. Also--could be the interest level of students.*
- *At the elementary level of fourth grade students can better comprehend history as a story of how people progressed over time and adapted to their environment.*

- *I taught those because those are the ones at the front of the book. Having to teach social studies and Iowa history cuts both courses short.*
- *I think these are the easier of the topics. There tend to be more activities available to teach them.*
- *Most interesting and important.*
- *Maybe the easiest to get information on?*
- *They are more interesting than the others. I think the Civil War chapter is equally interesting for my students. We made quilt blocks depicting the scenes that "stuck" in their minds. I think the new text should include more about the land use of Iowa and what the future could hold in store for us.*
- *Probably because of student interest and these topics are fairly easy to find information on.*

7. About two-thirds of the teachers said they had access to a copy of Prairie Voices and just slightly fewer said they used it in their teaching.

KEY QUESTION: If you use Prairie Voices, what do you find helpful about it?

- *No response.*
- *I like the sheets at the back highlighting specific people and places.*
- *The timeline.*
- *No response.*
- *We have it but did not use it this year as we both were new to the curriculum. This was a survival year. We will include it next year.*
- *Prairie Voices has good background....but is too hard for the upper elementary grades to use directly.*
- *I do not use Prairie Voices, but I would like to know about it.*
- *Plenty of teaching suggestions to choose from.*
- *I found the graphics like pictures and maps helped to supplement the textbook I have to use which is the blue Iowa textbook copyrighted 1975. I have my students create a history book of Iowa to keep for themselves.*
- *I enjoyed some of the biographies, worksheets, and map work.*
- *I think there are some good activities, but it's hard to fit everything in. Some of the activities were too hard for my fourth graders. Plus, there's a lot of material to cover, and only so much time to do so.*
- *It gives the students the most realistic picture of Iowa's past.*
- *There is a ton of handout material in it. All kinds of curriculum ideas. Field trip ideas.*
- *I don't know about this one.*
- *I just got a copy a week ago, and it looks like a good resource.*
- *Very little.*

8. Over 80% of teachers said they take their students on field trips. The largest numbers visit the Des Moines area sites followed by the Iowa City area.

KEY QUESTION: Should the State Historical Society work to make a broader range of field trips more accessible to more classes?

- *No response.*
- *Yes*
- *Yes*
- *It wouldn't hurt.*
- *Yes, but don't forget all of us who are not able to make trips to the DM area. Five-six hours on the road does not leave much time for anything else. We are lucky in eastern Iowa to be able to have many wonderful accessible sites. I wish we could get administrators to let us take more field trips. The kids learn by getting out and seeing what is real.*
- *We take our students to a rock quarry, the Coralville Area, Iowa Hall in Iowa City and West Branch. It would be good if there was a annotated list of 4-6 places per AEA region so that people would know of other options.*
- *At this point, I know that we would not make a trip from Sioux City because of cost and distance. However, we have the Loess Hills within a close range, as well as all the Lewis and Clark data. We would also welcome any visitors who could come to talk to us from the Des Moines area.*
- *Yes because at my school we need to get our parents to drive--it may be easier for them if there were places closer. Also most of my students have been to DM for past field trips. I don't want to redo a trip just because it fits.*
- *Being in the Miami of Iowa: Keokuk, we don't get to travel to the Des Moines area, so we have to make do with what we have in our own county. It would be great if a Living History Farm field trip could be done over the ICN.*
- *Not for me. My students thoroughly enjoyed the Des Moines trip.*
- *That would be nice. Even suggested field trips for the particular areas would be great. Des Moines has great things, but it is a little far for my fourth graders, according to my administration.*
- *Yes*
- *I would like to see a traveling museum out of the state historical museum to travel out to outlying school districts. But we're not hurting for field trip ideas in our area.*
- *Definitely! Effigy Mounds, the Grotto, Fort Dodge, Fort Atkinson, Spirit Lake, Amana Colonies, DeSoto Bend, etc.*
- *Yes*
- *I use Neal Smith, Living History Farm, Capitol, and Iowa Historical Museum and find them beneficial. The only one the students find "boring" is the Museum. I would like a better way of showing them the things of interest. Now we use a Museum-provided scavenger hunt that could be updated.*

9. In terms of greatest need, the three highest ranked instructional resources were a textbook followed by a curriculum guide and a teaching unit.

KEY QUESTION: Are these findings consistent with your needs?

- *Yes*

- *Yes*
- *Curriculum guide is my first choice. Textbook is my last.*
- *Yes*
- *Yes*
- *No, in Cedar Rapids we have developed our own curriculum or eras of Iowa. So right now we don't have the same needs as others.*
- *Definitely!*
- *Yes*
- *My needs are to have historical photos, pictures, etc. on CD-ROMs. Perhaps the Historical Society could be a help with that. Also there is a need to have a place for students to deposit data about their lives as future history.*
- *Yes*
- *Yes, but I still would like some up-dated videos.*
- *Yes*
- *Close enough.*
- *Yes plus the videos.*
- *Yes*

10. When asked how the State Historical Society of Iowa could support the teaching of Iowa history, teachers frequently cited the need for a curriculum guide and an up-to-date textbook.

KEY QUESTION: Are these findings consistent with your needs?

- *Yes*
- *Yes*
- *No. I would like primary source documents, oral histories and realia to teach with. Plus some sort of statewide "big ideas" for the unit on Iowa History.*
- *Yes*
- *Yes. It would be great to have speakers willing to come to schools. Keep up the good work. I feel like someone is really listening.*
- *I don't know...it would depend on if they supported our unit/curriculum. I think a web site that provided links or multi-media information.*
- *Yes. And I thank you for taking an interest in what we as teachers think!*
- *Yes*
- *No response.*
- *Yes*
- *We definitely need an up-to-date curriculum guide and a more student-friendly text.*
- *Yes*
- *I would agree.*
- *Yes*
- *Yes*

RECOMMENDATIONS

The following recommendations are based upon two sources of information. First, the recommendations are a summary of the data collected on the paper and pencil survey. Survey items 1-15 provided a profile of Iowa history teachers. Survey item 16 yielded much valuable feedback on what direction the Society should take for the future.

Second, the recommendations are based upon the email follow-up survey where a subset of 16 teachers commented on the general results of the paper and pencil survey. When taken together, the two surveys capture the essential needs of Iowa history teachers yielding the following recommendations:

1. Iowa history teachers would benefit if the State Historical Society of Iowa were more visible as a source of support for Iowa history instruction.

When responding to Item 16 asking teachers to comment on how the State Historical Society of Iowa could support Iowa history instruction, one person wrote, *“I’m not familiar with this source [State Historical Society of Iowa].* While this statement is amusing, particularly since the cover letter accompanying the survey was written on letterhead from the State Historical Society of Iowa, many teachers still don’t know where to go or who to contact for support in teaching about Iowa.

The State Historical Department needs to develop a marketing plan whereby teachers throughout the state naturally associate the Society with teaching resources for Iowa history.

2. “New” Iowa history teachers would benefit from general curriculum leadership and support in the form of curriculum guides, ready-made teaching units and up-to-date resources.

Comments teachers added to open-ended questions and wrote voluntarily on the margins and back of their survey forms clearly indicate that Iowa history instruction is an individual enterprise for which teachers feel little of the instructional support they have come to expect and need in other areas of the curriculum.

For example, survey item 16 asked teachers to comment on how the State Historical Society of Iowa could support the teaching of Iowa history. Specific comments received from “new” teachers included the following:

- *I am a new teacher to this area and really could use some resources.*
- *This is my first year taking on all the Iowa history responsibilities. It took so many hours to compile something.*
- *This is hard to answer, as this is only my second year. I’m trying to show my topics in relation to American history topics we are covering. It is hard to get everything in that I am supposed to. I must admit that the American history has a higher priority. I think that Iowa history could be taught at an older grade with*

an actual textbook. In 5th grade it is more of a survey course; I don't have the time to do a lot of projects. Perhaps teaching it longer will inspire better use of the materials that are out there.

- *More information as to what is available—especially for those of us who are just beginning to instruct in this.*
- *I only taught this for one year. I know the new teacher who will be teaching Iowa history from now on would appreciate lots of materials.*
- *Help beginning teachers become aware of various Iowa history teaching resources. As a beginning teacher 5 years ago I had no idea where to start and few materials in my classroom to use for Iowa history. My sister also teaches Iowa history, so she has been my greatest asset.*
- *I'd like to see some teacher-training courses in or out of college that would help new teachers learn how and what to teach.*

Clearly, these teachers recognize their need for support and guidance in this area of the curriculum. Unfortunately they aren't finding it readily available. With few exceptions, local school districts have no Iowa history curriculum guides for teachers to follow and most teachers know of no one to contact at the AEA or state levels.

3. Many teachers would welcome the development of a basic Iowa history teaching unit.

Numerous teacher comments mentioned the need for a teaching unit related to Iowa history. The following sample comments capture the needs of teachers:

- *I would love to have a unit on Iowa history. As it is, the unit I do tends to drag on and I never feel quite sure that I am teaching what's really important. I have felt that Iowa history is my weakest area of study.*
- *Each year I try something new and the past few years I have used units I have created to go with several Goldfinch magazines. Several years ago K-6 put together an Iowa curriculum so we wouldn't overlap each other but it involved only basic Iowa concepts. I am glad to see that someone is bringing this topic to the forefront!*
- *To possibly send an Iowa history teaching unit or a history curriculum guide.*
- *More resources, ready-made lesson plans.*
- *Any new teaching units at my level would be helpful.*
- *I would love to have a teacher curriculum guide or teaching unit to help me plan.*
- *Some specific, orderly units. I currently pull from many, many, many resources.*
- *Follow through with the promise of a curriculum.*

4. Teachers have limited time for teaching and for development of their own teaching units and curricula.

Comments from many teachers expressed the desire for ready-made teaching materials. The following comments capture this idea:

- *Provide me with solid factual basic information. I have a lot of material but I have to sort through it. I have limited time to teach and need the basics.*
- *Tell me what the state specifically wants taught and give a time frame. I keep receiving things to enhance the curriculum. There is no time to teach it all and I don't know what I should choose.*

5. Teachers need current and up-to-date instructional materials.

Many teachers expressed a strong interest in more up-to-date materials for instruction:

- *Give more up-to-date information. I have a lot of materials from the 1960s.*
- *Give us an interesting up-to-date curriculum.*
- *I have a lot of different resources. I would like a better guideline/curriculum of what needs to be taught--more current information.*

6. Teachers want direction regarding what should be taught.

Teachers lack the confidence that they are teaching what “should be” taught in the area of Iowa history as the following comment suggest:

- *They could support it by maybe setting up guidelines or benchmarks that each 4th grade student should know when finished. Right now there is just so much information about the state, our unit needs to be streamlined. We need to know what are the critical objectives and have more materials to work from.*
- *I would like a curriculum guide that included the key people, places and major concepts for the state of Iowa.*
- *I was really lost when I started teaching because the materials were scattered, there was an ancient textbook, and I wasn't sure what I was suppose to teach. Currently, we have one standard and benchmark that involves our Iowa Studies, so that is not a guideline.*

7. Teachers need and want an up-to-date textbook.

Survey data regarding teaching perceived instructional needs ranked an up-to-date textbook above all other teaching resources (Table 19). The following comments reflect this sentiment:

- *I sure could use a more up-to-date textbook for my class and me.*
- *By creating a current Iowa History textbook and workbooks. I am strictly teaching from worksheets I find and from other items. Some of the worksheets are severely outdated.*
- *I would like to see an up-to-date Iowa history book.*
- *I do not think our text [Iowa Past to Present] is published any longer. When it wears out, I will want another one similar to this one.*

8. Teachers are eager for the support of almost any materials related to Iowa history instruction.

Teachers expressed the need for myriad materials including but not limited to the following (Table 21):

- Curriculum Guide
- Textbook
- Updates on new materials
- General reference materials
- Videos
- History Kits
- Websites
- Primary source materials
- Poster sets

9. Teachers are eager for in-service or workshop support for teaching Iowa history.

Many teachers expressed the need for background information on Iowa history as the following comments indicate:

- *Continue with summer classes and workshops with grad credit from Drake.*
- *Hold classes on what/how to teach Iowa history.*
- *Awareness of Iowa workshops and in-services.*
- *It would be nice to attend an Iowa history class.*
- *I know sometimes Iowa history classes are offered but more choices of times would be great.*
- *Hold classes like you did five years ago.*
- *I would love to attend Iowa history workshops.*
- *Help develop an in-service class with the cooperation of the AEA.*
- *I'd like to see some teacher-training courses in or out of college that would help new teachers learn how and what to teach.*
- *Require that all current teachers or possible teachers take a class in Iowa history similar as to when the DE required all of us to take "Human Relations" a few years ago.*
- *Offer more courses pertaining to social studies through the AEA (2-3 day summer courses for credit or weekend during school year.)*

10. Teachers are acutely aware of the budgetary limitations of the districts.

Many teacher comments reflect the need for affordable resources for teaching about Iowa as the following comments indicate:

- *Our school is on a very limited budget. Therefore it would greatly help if we could receive free or discounted instructional materials.*

- *Perhaps offer a video of the neat items on display at the Historical Society, Living History Farms, Capitol Building, Terrace Hill, and Salisbury House—since they are beyond our field trip distance. It would be nice if it was very cheap as we have very limited budgets any more.*
- *Provide us resources that are affordable. Several groups offer touring trunks but we can't afford the cost.*
- *Advice regarding affordable, worthwhile, well-planned field trips in NE Iowa.*

SURVEY RESULTS BY ITEM

Grade Levels of Buildings

Table 1 reports the grade levels served in buildings of respondents. Over half of the responses came from teachers in K-6 settings (54%). Other respondents taught in middle schools, in schools that enrolled students at the elementary and middle level and some in K-12 settings.

Table 1
Grade Levels Served in Buildings
of Respondents

Grade Levels	N	%
K-6	112	54
K-12	34	16
MS	32	15
K-8	24	12
MS/HS	3	1
HS	1	<1

Highest Degree Attained

Table 2 reports the highest degree attained by survey respondents. Approximately two-thirds had a bachelors degree with one-third having attained the masters degree.

Table 2
Highest Degree Attained

Degree	N	%
BA	132	63
MA	70	33
Ph.D.	0	0

Grade Level Presently Teaching

Table 3 reports the grade level currently taught. Sixty-eight percent of teachers responding to this survey teach at the 4th, 5th or 6th grade level. When combined with teachers in multiple-grade elementary or middle level settings, 93 % of respondents are accounted for. In terms of individual grade levels, 36% of respondents identified fifth grade as their current teaching assignment.

Table 3
Survey Item: What grade do you presently teach?

Grade(s)	N	%*
1	0	0
2	2	1
3	4	2
4	28	14
5	74	36
6	38	18
7	2	1
8	4	2
9	0	0
10	0	0
11	0	0
12	0	0
Multiple elementary	29	14
Multiple middle school	22	11
Multiple high school	4	2
TOTAL	207	100

*Rounded to nearest whole percentage point.

Grade Level of Iowa History Instruction

Table 4 reports the grade level at which Iowa history instruction is delivered in the buildings for which the respondents reported. The only significant difference between the data reported on Table 3 and that on Table 4 is the number of responses in the “Multiple Middle Level” category. Clearly, some Iowa history teachers instruct at the middle school level but Iowa history instruction is taught almost exclusively at the elementary level. This is likely attributable to the state requirement that Iowa history be placed at the K-6 level.

Table 4
Survey Item: At what grade level(s) is
Iowa history taught in your school?

Grade(s)	N	%*
1	0	0
2	0	0
3	1	1
4	33	16
5	71	35
6	54	27
7	4	2
8	7	3
9	0	0
10	0	0
11	0	0
12	0	0
Multiple elementary	28	14
Multiple middle school	4	2
Multiple high school	1	<1
TOTAL		100

*Rounded to nearest whole percentage point.

Years of Teaching Experience

Table 5 reports the number of years of teaching experience reported for the 208 respondents. Clearly teachers who responded to this survey have much experience with the average reaching 18 years and the range extending from 1 to 40 years.

Table 5
Survey Item: How many years of teaching
experience do you have including present year?

Mean	Range
18 years	1 – 40 years

Years of Iowa History Teaching Experience

Table 6 reports the average number of years of Iowa history instruction. The average number of years of teaching Iowa history is significantly below the average total number of years of teaching (see Table 5).

Table 6
Survey Item: How many years have you taught Iowa history?

Mean	Range
10 years	1 – 38 years

Table 7 reports quartile distribution data for years of teaching experience (Table 5) and years of Iowa history teaching experience (Table 6).

Table 7
Quartile Distribution for Years of Iowa History Instruction and Total Teaching Experience

	IOWA HISTORY TEACHING			TOTAL TEACHING EXPERIENCE		
	Years	%*	n	Years	%*	n
1st Quartile	1 – 9	55	113	1 – 10	25	51
2nd Quartile	10 – 19	28	58	11 – 20	24	49
3rd Quartile	20 – 28	9	20	21 – 30	36	73
4th Quartile	29 – 38	7	15	31 – 40	15	29
TOTALS		100	206		100	202

*Rounded to nearest whole percentage point.

Table 7 suggest that Iowa history teachers are likely to have many fewer years of Iowa history teaching experience than total teaching experience. With a range of 1 to 38 years for Iowa history teachers, 83% fall within the first two quartiles of that range which represents between 1 and 19 years of experience teaching Iowa history.

With a range of 1 to 40 years of teaching experience, 49% of teachers fall within the first two quartiles. This constitutes a normal distribution. Data for the third quartile of total teaching experience (36%) is consistent with demographic data for Iowa teachers. The NEA reports that nearly 40% of the population of Iowa teachers will be eligible for retirement in 10 years. Most of those teachers in the population of respondents for this survey would be included in the data for the third quartile.

This data also suggest that teaching Iowa history is not a career-long commitment. This may be explained by the fact that most Iowa history instruction occurs at the upper elementary levels. Over the course of a career, many teachers change grade levels, which in turn may place Iowa history instruction outside the limits of their teaching assignment.

College or University Iowa History Course

Table 8 reports data on the number of teachers having completed an Iowa history course at the university or college level. Thirty-nine (18%) of 208 teachers reported having completed such a course.

Table 8
Survey Item: Have you completed a college or university Iowa history course?

Response	N	%*
Yes	39	18
No	169	72
TOTAL	208	100

*Rounded to nearest whole percentage point.

Iowa History Workshop or In-service Session

Table 9 reports the percentage of teachers who have attended an in-service or workshop session on Iowa history. The combined data on Tables 8 and 9 suggest that survey respondents were twice as likely to have attended a workshop than a university or college level course on Iowa history.

Table 9
Survey Item: Have you attended an Iowa history workshop or in-service session?

Response	N	%*
Yes	73	35
No	135	65
TOTAL	208	100

*Rounded to nearest whole percentage point.

Table 10 reports the sponsoring organizations for Iowa history workshops. Of the 73 respondents who had attended a workshop or in-service session, approximately one-third of these workshops were hosted by the local AEAs. The State Historical Society of Iowa sponsored another 25% followed by the UNI Explorations in Iowa History Project (15%) and the Iowa Council for the Social Studies (11%).

It should be noted that while survey respondents identified these organizations separately, the AEAs, State Historical Society of Iowa, the Iowa Council for the Social Studies and the Explorations in Iowa History Project personnel have all collaborated on Iowa history events for which some survey respondents would have participated. The survey data should therefore be interpreted with this collaboration in mind.

See **Appendix B** for a complete list of sponsoring agencies cross-referenced to individual survey identification numbers.

Table 10
Survey Item: If so, who sponsored the workshop or in-service?

SPONSORING AGENCY	n	%*
Area Education Agencies	24	32
11—Heartland AEA, Johnston	6	8
4—AEA-4, Sioux Center	5	7
10—Grant Wood AEA, Cedar Rapids	4	5
13—Loess Hills AEA, Council Bluffs	2	3
14—Green Valley AEA, Creston	2	3
16—Great River AEA, Burlington	2	3
5—Arrowhead AEA, Fort Dodge	1	1
7—AEA-7, Waterloo	1	1
15—Southern Prairie AEA, Ottumwa	1	1
State Historical Society of Iowa	18	25
UNI Explorations in Iowa History Project	11	15
Iowa Council for the Social Studies	8	11
Dubuque Public Schools	3	4
Living History Farms	2	3
Putnam Museum, Davenport	1	1
Burlington Tourism	1	1
Cedar Rapids Schools	1	1
Des Moines Schools	1	1
Sioux City Schools	1	1
UNI Correspondence	1	1
Iowa State University	1	1
TOTAL	73	100

*Rounded to nearest whole percentage point.

Instructional Time Devoted to Iowa History

Table 11 reports the number of weeks of instruction devoted to Iowa history and the number of minutes per week. The pattern of time devoted to Iowa history instruction varies widely and fits into no particular pattern. As the data on these table indicate, some teachers devote as little as one week to Iowa history where others teach Iowa history for some time every week throughout the school year.

Table 11
Survey Item: How much instructional time do you devote to Iowa history?

	Weeks of Instruction	Minutes Per Week
Mean	12	177
Range	1-36	40-360
N	197	192

Iowa History Textbook

Table 12 reports data regarding textbook usage for Iowa history. Of the 208 survey respondents, 57 indicated no use of a textbook for Iowa history instruction. Among the 151 surveys where a response was found for this item, there were 167 responses because some respondents identified more than one textbook for this item. Copyright dates ranged from 1951 through 1996. See **Appendix C** for a listing of textbooks and identification numbers for each survey response.

Table 12
Survey Item: What Iowa history textbook do your primarily use?

TEXTBOOK	FREQUENCY	
	N	%*
Dorothy Schwieder, Thomas Morain, Lynn Nielsen, <u>Iowa Past To Present : The People And The Prairie</u> Ames IA: Iowa State University Press, 1991.	103	50
Angela and Richard Sjolund, <u>Iowa</u>, Fenton MI: McRoberts Publishing Inc. 1975.	21	10
Bernice Reida and Ann Irwin, <u>Hawkeye Adventure</u>, Lake Mills IA: Graphic Publishing Company, 1966.	9	4
T.H. Mathre and W.E. Rosenfelt, <u>Iowa Its People and Culture</u>, Minneapolis MN: T.S. Denison and Company, 1983.	7	3
Margaret L. Posten <u>This Is The Place—Iowa</u>, Ames IA: Iowa State Press, 1970.	4	2
O. J. Fargo, <u>A History of Iowa</u> Creston IA: Green Valley AEA, 1983.	4	2
Deborah Kent, <u>America the Beautiful, Iowa</u> Chicago IL: Children’s Press, 1991.	3	1
Dennis Brindell Fradin, <u>Iowa in Words and Pictures</u>, Chicago IL: Children’s Press, 1994.	3	1
Carl Herman Erbe, <u>Text and Workbook on the History of Iowa</u>, Cedar Falls IA: Holst Printing, 1939-1960.	3	1
Herbert V. Hake, <u>Iowa Inside Out</u>, Ames IA: Iowa State University Press, 1968.	2	<1
Don Doyle Brown, <u>Tell A Tale of Iowa</u>, Des Moines IA: Wallace-Homestead Company, 1965.	2	<1
Don Doyle Brown, <u>Iowa, The Land Across the River</u>, Des Moines IA: Wallace-Homestead Company, 1963.	2	<1
Jessie Dwelle, <u>Iowa Beautiful Land, A History of Iowa</u>, Mason City IA: Klipto Loose Leaf Company, 1951.	1	<1

Allen Carpenter, <u>The New Enchantment of America, Iowa</u>, Chicago IL: Children's Press, 1979.	1	<1
Schwieder, <u>Iowa the Middle Land</u>, Ames IA: Iowa State University Press, 1996.	1	<1
Kathleen Thompson, <u>Portrait of America, Iowa</u>, Milwaukee WI: Raintree Publishers, 1986.	1	<1
No Textbook Indicated	57	27
NUMBER OF RESPONSES ON 151 SURVEYS	(167)	
TOTAL NUMBER OF RESPONSES	(224)	
TOTAL NUMBER OF SURVEYS	208	100

*Rounded to nearest whole percentage point.

Non-Textbook Iowa History Teaching Resources

Table 13 reports the responses to a survey item asking teachers to identify non-textbook resources used in teaching Iowa history. The most frequently cited category for this item was videotapes followed by Prairie Voices and children's literature/resource books. For purposes of summarizing this data, responses were placed in the categories found on Table 13. For a complete listing of responses to this item cross-referenced to survey identification numbers, see **Appendix D**.

Table 13
Survey Item: Identify one non-textbook Iowa history teaching resource you regularly use in your teaching

Item Category	Frequency	
	N	%*
Videotapes	38	18
Prairie Voices	28	14
Children's Literature/Resource Books	27	13
Iowa Maps (road, desk, wall)	15	7
The Internet	13	6
The Goldfinch Magazine	9	4
Booklets and Pamphlets	9	4
Local District Curriculum Guides	6	3
Self-Made Materials	5	2
UNI Explorations in Iowa History Project	3	1
Field Trips	3	1
Filmstrips	2	1
Iowa Folklife	2	1
Miscellaneous (ten different items)	10	5
No resources cited	37	18
TOTAL	207	100

*Rounded to nearest whole percentage point.

Iowa History Teaching Topics

Table 14 reports the rankings of Iowa history topics. Respondents were asked to rank eleven topics according to the relative emphasis they receive in their teaching. Table 14 reports the number of responses for each item and the percentage of the total relative to the number of surveys (208) completed. Although teachers were asked to rank all 11 topics, many ranked only a limited number. Presumably, those items were ones they actually taught in their curriculum.

The data for Table 14 clearly identifies *Pioneer Settlement*, *Native People of Iowa* and *Iowa Geography* as the most frequently taught topics. These topics not only received the highest rankings but were also ranked with greater frequency than other topics. Each received greater than 190 responses. In addition, it should be noted that those topics receiving a lower numerical ranking also received a lower frequency of response.

Table 14
Survey Item: Rank order the following Iowa history topics
according to the emphasis they receive in your teaching:

IOWA HISTORY TOPICS (1=High, 11=Low)	Mean	N	%*
Pioneer Settlement (1833-1870)	3.2	191	92
Native People of Iowa	3.2	196	94
Iowa Geography	3.4	195	94
Early European Exploration (1763-1833)	4.0	176	85
Prehistory of Iowa	4.2	178	86
Iowa Government	4.4	176	85
Iowa in the Civil War (1861-1865)	5.3	151	73
Modern Iowa (1945-Present)	6.6	128	61
The Great Depression in Iowa (1919-1940)	6.9	117	56
Post-Civil War Economic and Social Development of Iowa (1870-1919)	7.0	114	55
Iowan's and WWII (1941-1945)	7.4	109	52

*Rounded to nearest whole percentage point.

Access to Prairie Voices: An Iowa Heritage Curriculum

Tables 15 and 16 report the frequency of access to Prairie Voices and the level of use of this curriculum resource. Out of 208 responses, 130 (62%) indicated they had access to Prairie Voices. Of the 208 responses, 111 (53%) indicated they used it in their teaching (Table 16).

Table 15
Survey Item: Do you have access to a copy of
Prairie Voices: An Iowa Heritage Curriculum?

Response	N	%*
Yes	130	62
No	78	38
TOTAL	208	100

*Rounded to nearest whole percentage point.

Table 16
Survey Item: If so, do you use
this resource in your teaching?

Response	N	%*
Yes	111	58
No	97	42
TOTAL	208	100

*Rounded to nearest whole percentage point.

Field Trips as Instructional Support

Table 17 reports the frequency of using field trips as instructional support for the Iowa history curriculum. Of 208 responses, 177 (84%) indicated they took students on field trips that support their Iowa history instruction.

Table 17
Survey Item: Do you take your students on field trips
that support your teaching of Iowa history?

Response	N	%*
Yes	177	84
No	31	16
TOTAL	208	100

*Rounded to nearest whole percentage point.

Table 18 lists the field trips identified and the frequency for each. For this item, 177 of 208 surveys included responses for this item. There were a total of 238 field trips identified distributed across 60 individual destinations.

The most frequently visited field trip sites are in the Des Moines area followed by the Iowa City area. Five respondents indicated they took multiple-day overnight field trips. See **Appendix E** for a complete listing of field trips cross-referenced to survey identification numbers.

Table 18
Survey Item: If so, please identify the field trip
that is the most significant to your teaching:

FIELD TRIP DESTINATION	n
Living History Farms, Des Moines IA	59
State Capitol, Des Moines IA	49
State Historical Museum, Des Moines	33
Old Capitol, Iowa City IA	14
Terrace Hill, Des Moines	11
Herbert Hoover Library, West Branch IA	10
Museum of Natural History, Iowa City IA	8
Effigy Mounds, Marquette IA	6
Jordan House, West Des Moines IA	4
Mississippi River Museum, Dubuque IA	4
Neal Smith National Wildlife Refuge--Prairie Learning Center, Prairie City IA	4
Bily Brothers Clocks, Spillville IA	3
Fort Musuem, Fort Dodge IA	3
Montauk—Governor Larrabee’s Home, Clermont IA	3
Sgt. Floyd Monument ,Sioux City IA	3
Amana Colonies	2
Country School and Stage Coach House, Ida Grove IA	2
Desoto Bend, Missouri Valley IA	2
Grout Musuem, Waterloo IA	2
Ham House Museum, Dubuque IA	2
Old Fort Madison Museum, Fort Madison IA	2
Old Thresher’s, Mount Pleasant IA	2
Spirit Lake Massacre Memorial, Arnold’s Park IA	2
Annette Nature Center, Indianola IA	1
Boone County Historical Sites—Kate Shelley Museum, Mamie Eisenhower Birthaplace, Boone County Museum, Boone IA	1
Czech Museum, Cedar Rapids IA	1
Danish Museum, Elkhorn IA	1
Ft. Atkinson Museum, Ft. Atkinson IA	1
General Grenville Dodge House, Council Bluffs IA	1
Grotto, West Bend IA	1
Historic Museum, Missouri Valley IA	1
Historical Center for Country School Day, Greenfield IA	1
Historical Museum of Jackson County, Maquoketa IA	1
Historical Museum, Indianola IA	1
History Museum, Cedar Rapids IA	1
Hitchcock House, Lewis IA	1
Indian Burial Ground (Loess Hills Area), Pisgah IA	1

Indian Creek Nature Center, Cedar Rapids IA	1
Iowa Children’s Museum, Coralville IA	1
Iowa’s Oldest School Site, Montrose IA	1
Kalona Area	1
Kate Goldman Theatre, Des Moines	1
Linn County History Center, Cedar Rapids IA	1
Local Museum--Glenwood Lake Park, Glenwood IA	1
Loess Hills Nature Center, Sioux City IA	1
Mormon History, Mt. Pisgah IA	1
National Cemetery, Keokuk IA	1
One Room School House, Greenfield IA	1
Osborne Nature Center, Elkader IA	1
Plum Grove, Iowa City IA	1
Prairie Heritage Days, Rockford IA	1
Railroad Museum, Oelwein IA	1
River Boat Trip, Dubuque IA	1
Rock Island Depot, Council Bluffs IA	1
Silver Sioux Park, Quimby IA	1
Sod house, School House, Post Office, West Bend IA	1
Springbrook Conservation Education Center	1
Trails West Museum, Council Bluffs IA	1
Vesterheim, Decorah IA	1
Weigert Farm, Palmer IA	1
Woodbury County Court House, Sioux City IA	1

Greatest Instructional Needs

Table 19 reports the rankings of Iowa history instructional resources according to perceived need. Respondents were asked to rank order seven categories. Table 19 also reports the number of responses for each item and the percentage of the total relative to the number of surveys completed (208).

Responses indicate that an up-to-date textbook, a teaching unit and a curriculum guide are perceived to be the most important needed resources.

Table 19
Survey Item: Rank order the following instructional resources according to your greatest needs when teaching Iowa history:

INSTRUCTIONAL RESOURCES	Mean	n	%*
Up-to-date Iowa history textbook	2.5	176	85
Iowa history teaching unit	2.8	175	84
Iowa history curriculum guide	3.1	169	81
Iowa history videos	3.4	184	88
Iowa history instructional websites	4.1	169	81
Children’s literature (fiction and non-fiction) related to Iowa	4.2	171	82
Other	3.1	24	11

*Rounded to nearest whole percentage point.

Instructional Strategies

Table 20 reports the frequency of use of selected instructional strategies. The use of the Iowa history textbook is the most frequently cited teaching resource (80%) followed by field trips (77%) and creative projects (76%).

Table 20
Survey Item: Which of the following instructional strategies do you use when teaching Iowa history?

INSTRUCTIONAL RESOURCES	n	%*
Reading From A Textbook	169	80
Taking Field Trips	162	77
Completing Creative Projects	160	76
Writing Reports	133	63
Reading Primary Source Materials	117	55
Researching Local History	105	50
Developing Iowa History Scrapbooks	101	48
Listening To Guest Speakers	97	46
Collecting Oral Histories	69	33
Other	42	20

*Rounded to nearest whole percentage point.

Support from the State Historical Society of Iowa

Of the 208 surveys received, 172 contained responses to this open-ended item. Many responses contained more than one suggestion. In analyzing this data, the responses were categorized by topic. Table 21 identifies the categories and frequency of response for each category.

Appendix F provides specific comments transcribed from returned surveys and cross-referenced to survey identification numbers.

In general, teacher comments clustered around two general themes. First, teachers asked for **curriculum leadership**. This included a curriculum guide, guidance regarding what to teach and an updated textbook. Second, teachers asked for **instructional support**. This involved field trip information, teacher workshops and suggestions for guest speakers.

Table 21
Survey Item: How could the State Historical Society of Iowa support your teaching of Iowa history?

SHSI Support for Teaching Iowa History	N	%*
CURRICULUM LEADERSHIP	163	71
Curriculum Guide/Teaching Units Providing Guidance Regarding What to Teach	39	17
Textbook	24	10
Updates on New Materials	22	10
General Reference Materials and Resources	19	8
Videos	19	8
History Kits	11	5
Iowa History Content Material	10	4
Websites/Technology	8	3
Primary Source Materials	6	3
Teaching Activity Ideas	4	2
Poster Sets	1	<1
SUPPORT SERVICES	67	29
Field Trip Support	19	8
Teacher Workshops/Graduate Credit Courses	16	7
Guest Speaker Support	15	7
Teacher Support And Outreach Services From SHSI	9	4
Financial Support	4	2
Connections With Other Teachers	4	2
TOTAL	230	100

*Rounded to nearest whole percentage point.

APPENDIX A

**IOWA HISTORY SURVEY
INSTRUMENT**

IOWA HISTORY TEACHER SURVEY

DIRECTIONS: Please respond to the following items. Place your completed survey in the enclosed envelope. Should you prefer to complete this survey electronically, email Lynn.Nielsen@UNLEDU Request "Iowa History Survey."

Name _____ Date _____

School _____

Address _____

Circle all grade levels of your school: K 1 2 3 4 5 6 7 8 9 10 11 12

Your Email Address: _____

1. Highest Degree Attained (circle one): BA BS MA MS Ph.D. Ed.D.
2. How many years of teaching experience do you have including present year? _____
3. What grade do you presently teach? _____
4. How many years have you taught Iowa history? _____
5. Have you completed a college or university Iowa history course? _____
6. Have you attended an Iowa history workshop or inservice session? _____
If so, who sponsored the workshop or inservice? _____
7. At what grade level(s) is Iowa history taught in your school? _____
8. How much instructional time do you devote to Iowa history?
Number of weeks of instruction _____
Number of minutes per week _____
9. What Iowa history textbook do you primarily use?
Author(s): _____
Title: _____
10. Identify one non-textbook Iowa history teaching resource you regularly use in your teaching. _____
11. Rank order the following Iowa history topics according to the emphasis they receive in your teaching (1=High, 11=Low). Only rank those you actually teach. Leave blank those you do not teach.
_____ Iowa Geography
_____ Iowa Government
_____ Prehistory of Iowa

- Native People of Iowa
- Early European Exploration (1763-1833)
- Pioneer Settlement (1833-1870)
- Iowa in the Civil War (1861-1865)
- Post-Civil War Economic and Social Development of Iowa (1870-1919)
- The Great Depression in Iowa (1919-1940)
- Iowa's and WWII (1941-1945)
- Modern Iowa (1945-Present)

12. Do you have access to a copy of *Prairie Voices: An Iowa Heritage Curriculum*?

If so, do you use this resource in your teaching?

13. Do you take your students on field trips that support your teaching of Iowa history?

If so, please identify the field trip that is the most significant to your teaching:

Field Trip: _____

Location: _____

14. Rank order the following instructional resources according to your greatest needs when teaching Iowa history:

- Up-to-date Iowa history textbook
- Iowa history curriculum guide
- Iowa history teaching unit
- Children's literature (fiction and non-fiction) related to Iowa
- Iowa history instructional websites
- Iowa history videos
- Other (specify): _____

15. Which of the following instructional strategies do you use when teaching Iowa history? Check all that apply:

- taking field trips
- collecting oral histories

- _____ developing Iowa history scrapbooks
 - _____ listening to guest speakers
 - _____ reading from a textbook
 - _____ completing creative projects
 - _____ reading primary source materials
 - _____ researching local history
 - _____ writing reports
 - _____ other (please specify): _____
-

16. How could the State Historical Society of Iowa support your teaching of Iowa history?

APPENDIX B

RESPONSES TO SURVEY ITEM 6:

**Have you attended an Iowa history
workshop or in-service session?**

**If so, who sponsored
the workshop or in-service?**

Item 6: Have you attended an Iowa history workshop or inservice session? If so, who sponsored the workshop or inservice?

SPONSORING AGENCY	SURVEY ID NUMBERS	N
AEA-11	8, 114, 136, 175, 179, 186	6
AEA-4	48, 67, 90, 100, 121	5
AEA-10	34, 39, 63, 207	4
AEA-13	181, 210	2
AEA-14	105, 106	2
AEA-16	26, 108	2
AEA-5	87	1
AEA-7	82	1
AEA-15	173	1
State Historical Society of Iowa	20, 28, 64, 73, 94, 128, 143, 145, 147, 153, 155, 161, 172, 179, 187, 189, 194, 205	18
UNI--Explorations in Iowa History Project Presentation	14, 23, 28, 54, 60, 98, 118, 135, 153, 158, 209	11
ICSS/NCSS	18, 62, 99, 119, 122, 123, 133, 182	8
Dubuque Public School	139, 140, 141	3
Living History Farms	54, 166	2
Cedar Rapids School District	69	1
Des Moines Public Schools	130	1
Sioux City Public Schools	156	1
Burlington Tourism/Chamber of Commerce (workshop on school architecture)	199	1
Putnam Museum, Davenport IA	110	1
Iowa State University	89	1
UNI Correspondence Course—Leland Sage	148	1

APPENDIX C

RESPONSES TO SURVEY ITEM 9:

What Iowa history textbook do you primarily use?

Survey Item 9: What Iowa history textbook do you primarily use?

TEXT	SURVEY ID NUMBERS	N
NONE	1, 3, 5, 6, 7, 9, 22, 28, 30, 31, 32, 33, 34, 37, 38, 40, 41, 43, 44, 52, 61, 73, 74, 75, 81, 84, 91, 99, 114, 115, 117, 127, 130, 134, 139, 140, 141, 145, 150, 156, 160, 163, 164, 165, 167, 168, 172, 178, 183, 190, 192, 195, 196, 200, 206, 210, 211	57
Dorothy Schwieder, Thomas Morain, Lynn Nielsen, <u>Iowa Past To Present : The People And The Prairie</u> Ames IA: Iowa State University Press, 1991.	8, 10, 16, 18, 19, 20, 21, 24, 25, 27, 29, 35, 39, 42, 45, 47, 48, 50, 51, 54, 55, 56, 57, 58, 60, 62, 63, 64, 65, 68, 69, 70, 71, 77, 79, 80, 83, 85, 86, 87, 88, 89, 90, 92, 93, 94, 98, 100, 101, 102, 104, 106, 107, 109, 110, 112, 116, 118, 119, 120, 122, 123, 124, 126, 129, 131, 133, 136, 138, 142, 143, 144, 146, 148, 149, 152, 153, 154, 155, 157, 158, 159, 161, 162, 166, 170, 171, 173, 175, 176, 179, 180, 182, 185, 186, 188, 189, 194, 197, 202, 204, 205, 207	103
Angela and Richard Sjolund, <u>Iowa</u> , Fenton MI: McRoberts Publishing Inc. 1975.	4, 15, 17, 23, 26, 66, 78, 82, 95, 97, 98, 105, 106, 108, 135, 151, 184, 198, 199, 201, 209	21
Bernice Reida and Ann Irwin, <u>Hawkeye Adventure</u> , Lake Mills IA: Graphic Publishing Company, 1966.	12, 46, 49, 59, 67, 82, 132, 137, 147	9
T.H. Mathre and W.E. Rosenfelt, <u>Iowa Its People and Culture</u> , Minneapolis MN: T.S. Denison and Company, 1983.	46, 60, 66, 125, 128, 174, 193	7
Margaret L. Posten <u>This Is The Place—Iowa</u> , Ames IA: Iowa State Press, 1970.	66, 72, 98, 162	4
O. J. Fargo, <u>A History of Iowa</u> Creston IA: Green Valley AEA, 1983.	2, 14, 187, 208	4

Deborah Kent, <u>America the Beautiful, Iowa</u> Chicago IL: Children's Press, 1991.	177, 181, 191	3
Dennis Brindell Fradin, <u>Iowa in Words and Pictures</u>, Chicago IL: Children's Press, 1994.	4, 17, 113	3
Carl Herman Erbe, <u>Text and Workbook on the History of Iowa</u>, Cedar Falls IA: Holst Printing, 1939-1960.	11, 53, 121	3
Herbert V. Hake, <u>Iowa Inside Out</u>, Ames IA: Iowa State University Press, 1968.	13, 103	2
Don Doyle Brown, <u>Tell A Tale of Iowa</u>, Des Moines IA: Wallace-Homestead Company, 1965.	82, 111	2
Don Doyle Brown, <u>Iowa, The Land Across the River</u>, Des Moines IA: Wallace-Homestead Company, 1963.	173	1
Jessie Dwelle, <u>Iowa Beautiful Land, A History of Iowa</u>, Mason City IA: Klipto Loose Leaf Company, 1951.	66	1
Allen Carpenter, <u>The New Enchantment of America, Iowa</u>, Chicago IL: Children's Press, 1979.	203	1
Schwieder, <u>Iowa the Middle Land</u>, Ames IA: Iowa State University Press, 1996.	76	1
Kathleen Thompson, <u>Portrait of America, Iowa</u>, Milwaukee WI: Raintree Publishers, 1986.	181	1

APPENDIX D

RESPONSES TO SURVEY ITEM 10:

Identify one non-textbook Iowa history teaching resource you regularly use in your teaching.

Survey Item 10: Identify one non-textbook Iowa history teaching resource you regularly use in your teaching.

For each category below, the number of responses and the percentage of the total are reported followed by specific responses indicated by survey identification numbers.

CATEGORY	N	%
VIDEOS	38	18

- 4—Videos**
- 8—Videos from Living History Farms and Iowa Heritage Series**
- 11—Videos, Iowa Heritage Series, IPTV**
- 15—Videos, Iowa An American Portrait and Iowa Heritage Series**
- 16—Videos, IPTV**
- 21—Videos**
- 34—Videos—Land Between Two Rivers**
- 37—Videos, Iowa Heritage Series**
- 40—Videos**
- 47—Videos, Iowa Heritage Series**
- 63— Videos—Land Between Two Rivers**
- 67—Videos from the AEA**
- 80—Videos, Iowa Heritage Series**
- 89—Videos, Iowa Heritage Series**
- 98—Video, Sights and Sounds of Historic Iowa**
- 99—Videos, Iowa Heritage Series**
- 110—Videos, IPTV**
- 120—Videos, Iowa Heritage Series**
- 122—Videos, Iowa Heritage Series**
- 125—Videos, Iowa Heritage Series**
- 138—Videos, Iowa Heritage**
- 139-- Videos, Iowa Heritage**
- 140-- Videos, Iowa Heritage**
- 141-- Videos, Iowa Heritage**
- 155—Videos**
- 166—Videos, Iowa Heritage Series**
- 168—Videos**
- 171—Videos**
- 174—Videos**
- 179—Videos, Iowa Heritage Series**
- 186—Videos, Iowa Heritage Series**
- 187—Videos, Iowa Heritage Series**
- 191—Videos from AEA**
- 194—Videos, Iowa Heritage Series**
- 195—Videos, Archeology**
- 197—Video: Land Between Two Rivers**
- 198—Video, Iowa Heritage Series**
- 204—Videos, Iowa Heritage Series**

CATEGORY	N	%
PRAIRIE VOICES	28	14

Survey Identification Numbers: 13, 18, 20, 24, 28, 48, 54, 62, 66, 85, 91, 95, 100, 121, 124, 131, 134, 142, 143, 145, 153, 163, 178, 180, 189, 193, 200, 207

CATEGORY	N	%
CHILDREN'S LITERATURE /RESOURCE BOOKS	27	13

- 9—Boone County History by Francis Hurst
17—Book, I is for Iowa by Mary Ann Gensicke, 1995.
32-- The Fox Wars : The Mesquakie Challenge To New France by R. David Edmunds and Joseph L. Peyser, 1993.
33—Iowa City History
35—Iowa Old And New, by John Ely Briggs, 1939.
49—Book, I is for Iowa by Mary Ann Gensicke, 1995.
57—Iowa : A Celebration Of Land, People & Purpose / Iowa Sesquicentennial Commission, 1995.
61—Book boxes from the AEA
64—Memories Of A Former Kid by Bob Artley, 1979.
65—Book, I is for Iowa by Mary Ann Gensicke, 1995.
71—Laura Ingalls Wilder books
76—Iowa History Reader by Marvin Bergman, 1996.
78—Tradebooks
84—Iowa: Portrait of America Series, Kathleen Thompson, 1996.
94—Teacher's Guide, A History of Iowa, by O. J. Fargo, 1983.
105—A Cartoon History of Iowa, by Herb Hake, 1968.
133—Iowa Land Across the River, by Don Brown, 1963.
135—Hawkeye Adventure, by Bernice Reida and Ann Irwin, 1964.
154—Book, I is for Iowa by Mary Ann Gensicke, 1995.
161—Text and Workbook on the History of Iowa, by Carl Herman Erbe, 1939-1960.
175—Books from library
184—Book: Iowa in Words and Pictures, by Dennis Brindell Fradin, 1994.
185—Tell a Tale of Iowa, by Don Brown, 1965.
188—Celebrate the States: Iowa, by Polly Morrice, 1998.
202---From Ackley to Zwingle, by Harold Dilts, 1975.
203—Iowa Inside Out, by Herb Hake, 1968.
209--Book, I is for Iowa by Mary Ann Gensicke, 1995.

CATEGORY	N	%
IOWA ROAD MAPS	15	7

5—Desk Map
 25—Hearne Brothers Study Guide
 27—Iowa Road Map
 53—Iowa Road Maps
 55—Iowa Road Map Math
 72—Road Maps
 77—Desk maps and activity worksheets
 90—Iowa Road Map
 107—Iowa Road map
 108—Iowa Road map
 123—Iowa Road Map Math
 128—Iowa Road Map
 137—Iowa Maps
 170—Iowa Map
 205—Iowa Road Map

CATEGORY	N	%
INTERNET	13	6

Survey Identification Numbers: 6, 12, 45, 46, 59, 74, 92, 112, 132, 136, 157, 167, 182

CATEGORY	N	%
GOLDFINCH MAGAZINE	9	4

Survey Identification Numbers: 26, 43, 56, 69, 88, 118, 126, 152, 172

CATEGORY	N	%
BOOKLETS/PAMPHLETS	9	4

3—Pamphlets handed down from other teachers.
 22—Materials from the State Capitol
 30—Materials from the Iowa Legislature
 41—Materials from Keystone AEA
 51—The Iowa Quick Facts Book
 73—Materials from the Iowa Legislature
 106—Booklet, Let's Take a Tour Through Greenfield, Iowa
 111—Iowa Travel Guide Booklets
 159—Materials from Iowa Capitol

CATEGORY	N	%
DISTRICT CURRICULUM GUIDES	6	3

- 31—School District Curriculum Guide—Cedar Rapids And Marion
 113—District Social Studies Curriculum Guide
 119—District Curriculum Guide—Mason City
 156—Curriculum Guide, Sioux City Schools
 177—School District Curriculum Guide, Council Bluffs
 196—School District Curriculum Guide, Bettendorf IA

CATEGORY	N	%
SELF-MADE MATERIALS	5	2

- 79—Materials I have collected
 130—Self-made materials
 147—Self-made materials
 148—Primary source materials, self-collected
 173—Self-collected materials

CATEGORY	N	%
EXPLORATIONS IN IOWA HISTORY PROJECT	3	1

Survey Identification Numbers: 14, 39, 158

CATEGORY	N	%
FIELD TRIPS	3	1

- 2—One Room School House, Greenfield IA
 7—Field trip to Desoto Bend
 97—Trip to Living History Farms

CATEGORY	N	%
FILMSTRIPS	2	1

Survey Identification Numbers: 151, 165

CATEGORY	N	%
IOWA FOLKLIFE KIT	6	3

Survey Identification Numbers: 81, 176

CATEGORY	N	%
MISCELLANEOUS	10	5

10—CD Rom, Iowa Treasures from the Archives

68—Newspapers

208--Newspapers

87—Living History Farms Outreach Program

101—Guest speaker

114—Graphic Learning Kit

162—Local historical society

192—Worksheets

201—Iowa Who's Who

211—We have borrowed and copied from many different ones.

CATEGORY	N	%
NONE	37	18

Survey Identification Numbers: 1, 19, 23, 29, 36, 38, 42, 44, 52, 58, 60, 70, 75, 83, 86, 93, 96, 102, 103, 104, 109, 115, 117, 127, 129, 144, 146, 149, 150, 160, 164, 169, 181, 183, 190, 199

APPENDIX E

RESPONSES TO SURVEY ITEM 13:

Please identify the field trip that is most significant to your teaching.

Survey Item 13: Please identify the field trip that is most significant to your teaching:

Following each field trip location, survey identification numbers are listed.

DES MOINES AREA

Living History Farms

Des Moines IA

8, 14, 21, 22, 36, 39, 40, 50, 52, 54, 60, 65, 67, 69, 70, 71, 77, 81, 87, 95, 97, 100, 102, 103, 107, 114, 122, 124, 127, 133, 134, 136, 137, 138, 145, 152, 158, 160, 161, 163, 164, 166, 168, 176, 179, 182, 187, 188, 189, 191, 192, 193, 194, 196, 198, 201, 206, 210, 211

State Capitol

Des Moines IA

8, 10, 12, 14, 22, 27, 39, 40, 48, 50, 52, 54, 60, 62, 65, 67, 78, 79, 83, 84, 87, 89, 95, 100, 102, 103, 104, 112, 118, 121, 122, 131, 142, 145, 150, 153, 154, 159, 160, 163, 166, 169, 172, 174, 185, 188, 193, 194, 201, 203, 206, 210,

State Historical Museum

Des Moines

10, 22, 27, 32, 40, 50, 52, 60, 62, 65, 78, 79, 80, 83, 89, 100, 103, 104, 118, 131, 133, 142, 143, 152, 159, 163, 166, 169, 172, 188, 193, 194, 204

Terrace Hill

Des Moines

10, 40, 50, 52, 54, 79, 95, 103, 118, 122, 193

Kate Goldman Theatre

Des Moines

1

Jordan House

West Des Moines IA

92, 123, 158, 166

Neal Smith National Wildlife Refuge--Prairie Learning Center

Prairie City IA

129, 130, 136, 194

SIOUX CITY AREA

Sgt. Floyd Monument

Sioux City IA

30, 98, 184

Loess Hills Nature Center
Sioux City IA
44

Silver Sioux Park
Quimby IA
49

Woodbury County Court House
Sioux City IA
44

DUBUQUE AREA

Ham House Museum
Dubuque IA
31, 41

Mississippi River Museum
Dubuque IA
31, 41, 125, 203

River Boat Trip
Dubuque IA
69

IOWA CITY AREA

Herbert Hoover Library
West Branch IA
11, 34, 38, 43, 52, 57, 110, 115, 135, 163

Amana Colonies
11, 52

Kalona Area
11

Old Capitol
Iowa City IA
11, 23, 33, 38, 42, 43, 57, 63, 72, 108, 116, 139, 140, 141

Museum of Natural History
Iowa City IA
11, 34, 42, 63, 108, 139, 140, 141

**Plum Grove
Iowa City IA
43**

CEDAR RAPIDS AREA

**Czech Museum
Cedar Rapids IA
11**

**Indian Creek Nature Center
Cedar Rapids IA
135**

**History Museum
Cedar Rapids IA
203**

**Linn County History Center
Cedar Rapids IA
148**

**Iowa Children's Museum
Coralville IA
116**

NORTHEAST IOWA

**Effigy Mounds
Marquette IA
19, 20, 55, 126, 146, 171**

**Montauk—Governor Larrabee's Home
Clermont IA
111, 121, 171**

**Osborne Nature Center
Elkader IA
20**

**Vesterheim
Decorah IA
21**

Bily Brothers Clocks
Spillville IA
21, 120, 146

Ft. Atkinson Museum
Ft. Atkinson IA
21

MISCELLANEOUS OTHER

National Cemetery
Keokuk IA
94

Iowa's Oldest School Site
Montrose IA
94

Fort Musuem
Fort Dodge IA
61, 197, 205

Old Thresher's
Mount Pleasant IA
199, 209

Springbrook Conservation Education Center
Iowa Department of Natural Resources
46

Annette Nature Center
Indianola IA
165

Historical Museum
Indianola IA
165

Spirit Lake Massacre Memorial
Arnold's Park IA
98, 134

Grout Musuem
Waterloo IA
28, 195

**Railroad Museum
Oelwein IA
28**

**Country School and Stage Coach House
Ida Grove IA
144, 211**

**One Room School House
Greenfield IA
2**

**Historical Center for Country School Day
Greenfield IA
105**

**Weigert Farm
Palmer IA
85**

**Danish Museum
Elkhorn IA
5**

**Local Museum--Glenwood Lake Park
Glenwood IA
6**

**Desoto Bend
Missouri Valley IA
7, 157**

**Historic Museum
Missouri Valley IA
66**

**Historical Museum of Jackson County
Maquoketa IA
74**

**Indian Burial Ground (Loess Hills Area)
Pisgah IA
66**

Mormon History
Mt. Pisgah IA
106

Boone County Historical Sites—Kate Shelley Museum, Mamie Eisenhower Birthplace, Boone County Museum
Boone IA
9, 52

Old Fort Madison Museum
Fort Madison IA
26, 180

Prairie Heritage Days
Rockford IA
56

Hitchcock House
Lewis IA
89

Rock Island Depot
Council Bluffs IA
177

General Grenville Dodge House
Council Bluffs IA
177

Trails West Museum
Council Bluffs IA
181

Sod house, school house, post office
West Bend IA
88

Grotto
West Bend
13

Multiple Day Trips (overnights)
11, 50, 52, 68, 133

APPENDIX E

RESPONSES TO SURVEY ITEM 16:

**How could the State Historical Society of Iowa support
your teaching of Iowa history?**

Item 16. How could the State Historical Society of Iowa support your teaching of Iowa history?

The following responses to this survey item have been transcribed and numbered according to the survey identification number. For purposes of analysis, responses have been categorized according to the general theme.

CURRICULUM LEADERSHIP

Curriculum Guide/Lesson Plans/Units/Curriculum Leadership for Iowa History

1—Age appropriate materials

10—I would love to have a unit on Iowa history. As it is, the unit I do tends to drag on and I never feel quite sure that I am teaching what's really important.

11—Could they possibly offer up-to-date material for teaching the Iowa history curriculum? I would appreciate current material, as mine is accurate but rather old material.

18—Guidelines as to what should be taught.

19—Follow through with the promise of a curriculum.

21—Provide a variety of real interesting resources and activities.

22—Offer materials to help unit study. Provide resources etc. for teacher use.

27—I have felt that Iowa history is my weakest area of study. Each year I try something new and the past few years I have used units I have created to go with several Goldfinch magazines. Several years ago K-6 put together an Iowa curriculum so we wouldn't overlap each other but it involved only basic Iowa concepts. I am glad to see that someone is bringing this topic to the forefront!

29—A real brief unit or short lesson plans to touch on each topic from page 1.

32—To possibly send an Iowa history teaching unit or a history curriculum guide.

45—I would like a curriculum guide that included the key people, places and major concepts for the state of Iowa.

50—Develop hands-on activities students can easily use in the classroom.

55—Any curriculum would be much appreciated.

56—Provide me a list of grade appropriate Iowa history resources and lesson ideas. Everything now seems primarily geared to 5th and 6th grade instruction.

58—More resources, ready-made lesson plans.

63—Prepare units (wars, current ethnic trends, Lincoln Highway, architecture, Buxton, Mesquakie)

68—Curriculum guides.

84—Provide copies of existing curriculum.

88—Provide me with solid factual basic information. I have a lot of material but I have to sort through it. I have limited time to teach and need the basics.

101—Help develop more materials. It is hard to find textbooks and materials.

108—Possibly a unit to follow Pioneer Life; maybe Industrial Growth, Transportation Advances, Change of Careers, Agriculture to...?

- 124—I don't know what is best practice to 1) teach Iowa history with other topics covered in social studies (US History) 2) teach as a separate subject.
- 128—More materials that are easy to use in a 9-week unit.
- 138—Do they have any written materials they could share?
- 144—Give more up-to-date information. I have a lot of materials from the 1960s.
- 146—Tell me what the state specifically what's taught and give a time frame. I keep receiving things to enhance the curriculum. There is no time to teach it all and I don't know what I should choose.
- 160—Give us an interesting up-to-date curriculum.
- 164—A good complete curriculum.
- 165—Any new teaching units at my level would be helpful.
- 180—Highlight the most important topics of Iowa history. I would love to have the luxury of time in teaching all topics but we all know that is not possible.
- 184—Providing teaching units for each grade from 1st through 5th grade.
- 188-- I would love to have a teacher curriculum guide or teaching unit to help me plan. I was really lost when I started teaching because the materials were scattered, there an ancient textbook, and I wasn't sure what I was suppose to teach. Currently, we have one standard and benchmark that involves our Iowa Studies, so that is not a guideline.
- 196--I'd like a curriculum that schools could implement to fit their particular grade level.
- 198—Possibly provide an Iowa history unit which could be taught each quarter.
- 199—Compact the curriculum. Make it easy to manage in about four weeks.
- 200—I have a lot of different resources. I would like a better guideline/curriculum of what needs to be taught--more current information.
- 206—Some specific, orderly units. I currently pull from many, many, many resources.
- 209—Provide a unit on Iowa history.
- 211-- They could support it by maybe setting up guidelines or benchmarks that each 4th grade student should know when finished. Right now there is just so much information about the state, our unit needs to be streamlined. We need to know what are the critical objectives and have more materials to work from.

Textbook

- 8—A revised text Iowa Past to Present.
- 13—Find a current textbook. Right now I have a variety of sources and know where to send students for information. I “copy” and share interesting information and stories as I find them.
- 18—Easy to read textbook—not too detailed.
- 47—New up-to-date textbook with activities.
- 58—Up-to-date textbook.
- 59—I sure could use a more up-to-date textbook for my class and me.
- 62—Develop a new textbook written at a lower reading level with teacher support activities.
- 67—Textbooks seem to be difficult to come by.

- 72—We are also trying to find new texts for students or additional teaching materials.
- 81—Textbook and workbook with it—perhaps overheads, art activity ideas, tapes as one unit.
- 84—Recommend textbooks.
- 88—My text is old. There is no support material and no teacher’s guide. I have to create everything.
- 91—Develop a current Iowa history textbook.
- 95—Create a good text.
- 101—Help develop more materials. It is hard to find textbooks and materials.
- 110—I really like our textbook as a basic resource, but I have been unable to purchase extra and replacement ones. Are they still in print?
- 131—I really need more Iowa Past to Present books for Iowa history. I really like the way it is written. But my superintendent doesn’t want to pay \$30 a book with a 1991 copyright.
- 178—Promote the research and development of an Iowa history textbook.
- 192--By creating a current Iowa History textbook and workbooks. I am strictly teaching from worksheets I find and from other items. Some of the worksheets are severely outdated.
- 193--I would like to see an up-to-date Iowa history book.
- 194--I do not think our text [Iowa Past to Present] is published any longer. When it wears out, I will want another one similar to this one.
- 196--I'd like funding for some actual textbooks that kids can read and understand. I've seen some textbooks that are suitable for Jr. High or High School and are being used in a fourth grade classroom since that was all that was available.
- 197--Need more up-to-date text.
- 204—Develop an updated textbook.

Updates On What New Materials Are Available

- 15—Continue sending any new materials or updated materials you have.
- 19—Publish more visibly what’s available.
- 21—Definitely lack resources (up-to-date) and guidance.
- 30—Supplemental information sent to us.
- 35—I would appreciate any information regarding resources about Iowa.
- 51—Send up-to-date information, Websites, new interesting books.
- 64—List of programs and resources.
- 65—I wish they would copy and send out information we could use when teaching Iowa history.
- 71—Supply lists of current textbooks and where to find curriculum guides and units.
- 72—Providing a list of resources to be used and state where they can be located.
- 74—More information as to what is available.
- 87—Keep in contact through email or have a teacher Website to share ideas.
- 89—I would like to see what new resources are available.
- 98—Provide us with more information like the new CD Treasures from the Archives (which is great).

- 100—By keeping me informed of new things on Iowa. I would like to see the Goldfinch continue to be a magazine that is offered.
- 105—Bibliography of children’s literature that I could form a library.
- 116—Make sure we know of new and /or beneficial materials.
- 125—Keep us updated on all new resources.
- 147—New updated resources—even a list of what is available and where it can be located.
- 156—We definitely need new Iowa materials!
- 157—The biggest need I have is anything curriculum-based that is up-to-date. Everything I have is at least eight years old.
- 190--Would like to have information that is updated from what I have now. Ideas on a text or information I could use in class.

General reference materials/Resources

- 3—I would love to receive some information on books to use, information I could use in Iowa history for my students.
- 4—Help acquire materials.
- 6—More reference materials kids could use for research
- 24—Resources, ideas, videos available.
- 44—Send materials.
- 46—Updated resources...books.
- 48—Provide supplemental resources to use in our curriculum.
- 70—Develop more instructional resources.
- 114—The items listed in survey item 14—textbook, curriculum guide, teaching unit, children’s literature, videos, Websites.
- 119—Provide supplemental materials on famous Iowans.
- 129—Provide literature.
- 132—Our school is on a very limited budget. Therefore it would greatly help if we could receive free or discounted instructional materials.
- 134—Send us some resources and references/recommendations.
- 135—Materials on modern Iowa. Bibliographies of recommended books.
- 152—Send teachers articles and information that could be used in our classes.
- 154—Send information of their resources for teachers who teach Iowa history (business, industry, government).
- 165—I’d like to see a copy of Prairie Voices.
- 181—Teaching materials need to be updated. They also need to be “meaty” and not watered down. Many times as I look at the school supplied text, I ask myself, “so what?” What will by students be excited to learn? What will they remember? Materials need to be relevant, student friendly and engaging.
- 196--I'd like some resources that would have information for the teacher as well as reproducible worksheets for the students.

Videos

- 8—We need more resources—new video tapes like the Iowa heritage series made 20-25 years ago but IPTV
- 15--Videos are also great to use.

24—Resources, ideas, videos available.
28—My videos are wearing out. Any new ones?
29—Maybe videos of historic sites from around Iowa that we will never see while on field trips because of cost factors for my private school.
46--Videos
68—Up-to-date videos and resources.
78—Provide videos on explorers, Native Americans of Iowa, immigration to Iowa, statehood.
111—Perhaps offer a video of the neat items on display at the Historical Society, Living History Farms, Capitol Building, Terrace Hill, and Salisbury House—since they are beyond our field trip distance. It would be nice if it was very cheap as we have very limited budgets any more.
135—Videos.
151—More videos.
156—Some decent videos would be a big help.
158—Perhaps help finding or making good videos for Iowa history.
163—We are in need to a video to replace worn out filmstrips on Iowa's 3 branches of government.
164—Good interesting videos.
165—Many of our filmstrips are becoming outdated. Videos would help.
173—Make available teaching packets of different areas.
184—Providing videos for each grade from 1st through 5th grade.
197—Videos

History kits

1—History kits
53—Do you have traveling materials that can be used at our school?
121—Hands-on exhibits shipped at teacher's request.
126—Some kind of hands-on activity/artifacts kit. AEA has had some but are in poor shape.
148—Provide us resources that are affordable. Several groups offer touring trunks but we can't afford the cost.
151—Construction kits.
167—Maybe creating mobile artifact cases which could be sent to AEAs for checkout.
185—It would be great if a traveling museum were available to come to your school.
186—Ideally it would be nice to have modules or kits by topics on Iowa studies. I realize this would probably be too costly. A lot of this many of us already have but not put together and organized. Time to plan and organize in this sort of detail doesn't present itself very often in public schools. Things that would be helpful to me in a kit would be:

- booklet about the optic at 5th grade readability;
- video or computer program
- hands-on student activities
- bulletin board or display materials

- map/geography activities.
- 207—Traveling historical museum Van.
208—Develop teaching kits that could be checked out by schools that go with a particular unit.

Information/Materials About Iowa History Content

- 2--Information about ethnic groups would be helpful.
9—Items of interested related to Boone Country history.
31—Current Iowa facts typed out for students to study: population, size, rank, famous people.
92—I would like the kids to write to the major cities of Iowa asking them for brochures and pamphlets on anything historical. So I need addresses of court houses, historical buildings, whatever.
102—Provide materials on different subjects on Iowa history.
106—New materials about famous Iowans so children can make reports.
153—I would like information about Iowa agriculture in 1990-2000—data like bushels/acre, etc. Also information about important businesses/industries in the state today.
170—Any information you could send me regarding Iowa history would help greatly.
182—Information on famous Iowans, geological sites of interest, corn/soybean production, Native Americans, interesting historical sites.
203—Just send me information I can share with the class.

Websites/Technology

- 12—Websites, suggest textbooks.
34—List of websites or books.
37—I would appreciate a list of websites and places I could call.
50—Compile a list of Internet sites related to Iowa and develop Webquests students can go to using these sites.
87—Have a teacher Website to share ideas.
112—Help with information on Websites.
151—You could transfer photos etc. onto a CD that students could retrieve to put into a presentation project done on computer. Original documents like journals could be done on CDs.
193--I would like to see Internet locations that I could show the class, perhaps including an aerial view of Iowa's farms and state capitol.

Primary Source Materials

- 43—Provide packets of primary source materials, photos, newspapers reproduced, articles like those in the Goldfinch.
55—Any curriculum and primary sources would be much appreciated.
65—Diaries and journals.
76—Providing diaries and other primary sources.
80—Articles that students could read about history of Iowa particularly primary source type of information.

151—Original documents like journals could be done on CDs.

Teaching Activity Ideas

2—New or innovative ideas would be helpful.

24—Ideas

90—We have a team of teachers that teach Iowa history. We'd appreciate any ideas and suggestions.

112—Teaching ideas from others.

Posters

31—Posters of Iowa past and present.

SUPPORT SERVICES

Field Trip Support

8—I used to take students to the Iowa Historical Building but have stopped because you no longer provide tour guides.

17—Funding for field trips.

48—Provide opportunities for ICN Field Trips.

65—I wish they took more time with us when doing a field trip.

85—More tours by ICN of sights in Iowa—Herbert Hoover and State Capitol were great!

92—I would like a suggestion on where we should go on a field trip.

103—A student guide to the museum on which the students find information throughout the museum.

110—I sure could use more "virtual" field trips to bring history alive to my classes. We love the ICN tour of the Capitol!

123—List of field trips places available for different parts of Iowa history by region of the state.

133—Give presentations at the State Historical Building.

143—Keep being so nice when we come up on field trips. New exhibits would be great.

148—Our two field trips are excellent but they cost and have depleted our funds. Luckily our local historical society helps.

161—By being more user-friendly. On trips to the museum in Des Moines students have been treated like convicted felons and the docents don't make them welcome. Luckily this experience isn't the usual case.

166—Provide interactive opportunities when taking field trips there. Example: I really like the treasure hunt activity for small groups.

169—The Historical Museum is excellent.

174—Guided tours of the building.

196—I'd like a listing of field trips related to IA History that we could take students on.

202—Advice regarding affordable, worthwhile, well-planned field trips in NE Iowa.

211—I know one year our grade level took a virtual tour of the capital on the ICN. This was great. I would like to see this used in other areas of Iowa history.

Teacher Workshops/Grad Credit

- 20—Continue with summer classes and workshops with grad credit from Drake.
- 22—Hold classes on what/how to teach Iowa history.
- 34—Workshops on different time periods.
- 51—Awareness of Iowa workshops and inservices.
- 66—It would be nice to attend an Iowa history class.
- 83—I know sometimes Iowa history classes are offered but more choices of times would be great.
- 87—Hold classes like you did five years ago.
- 89—I would love to attend Iowa history workshops.
- 91—Help develop an inservice class with the cooperation of the AEA.
- 129—Offer inservice opportunities.
- 135—Workshops.
- 178—Provide an inservice or CEU class through the AEAs.
- 189--I really enjoyed the workshop that the Historical Society held a few years ago. I learned much at this workshop.
- 196--I'd like to see some teacher-training courses in or out of college that would help new teachers learn how and what to teach.
- 197--Require that all current teachers or possible teachers take a class in IA hist. similar as to when the DE required all of us to take "Human Relations" a few years ago.
- 210—Offer more courses pertaining to social studies through the AEA (2-3 day summer courses for credit or weekend during school year.)

Guest Speaker Support

- 17—Send out/provide speakers.
- 63—Speakers about archaeology and bring artifacts.
- 105—Provide list of speakers who could come to speak.
- 123—Provide lists of speakers available on different topics.
- 126—A list of speakers and the topic they would present.
- 127—Who would come and talk with my class?
- 136—List of speakers available on various topics.
- 139—Send Michael Zahs to our school.
- 140—Send Michael Zahs.
- 141—Send Michael Zahs.
- 149—Guest speaker to explain history of the SHSI, present function would be a good start.
- 166—Suggest resource people as speakers.
- 172—Provide names of local speakers who can come to my building to talk about Iowa history and maybe bring artifacts with them.
- 196--I'd like a list of possible speakers from the State Historical Society and other places that we could call to have them present information to classes.

205—I would appreciate a list of people who would be willing to come and speak to my students on different Iowa topics.

Outreach Programs From SHSI/Teacher Support

1—Provide outreach programs

69—Eulenspiegel Puppeteers have a puppet show called “Sal Fink” which is very rooted in Iowa geography and folklore—support to bring them to schools.

138—Do they have any outreach programs that could come out us?

145—Innovative ways and strategies and lessons demonstrated to us with materials currently available.

148—Provide e-mail address to be used if we have questions or need to verify data. The print information about Iowa history is often contradictory. I’d like to be able to talk to someone.

159—Do a preview at our schools before we visit the buildings.

162—More local communication with rural schools.

166—Are materials ever available to borrow from there (SHSI)?

197—“Entice” students and their teachers to take field trips in their areas by sending classrooms brochures about what is available in their area to see and do. This should include Iowa's natural areas and not just museums, etc.

Financial Support

29—Maybe videos of historic sites from around Iowa that we will never see while on field trips because of cost factors for my private school.

148—Provide us resources that are affordable. Several groups offer touring trunks but we can’t afford the cost.

168—Are there any grants to help support teaching Iowa history?

177—Get us funds for textbooks and related children’s literature.

Connections With Other Teachers For Sharing Ideas

87—Have a teacher Website to share ideas.

112—Teaching ideas from others.

127—What works with other teachers?

196--I'd like a listing of good resources that other teachers use and find valuable.

New Teacher Comments

3—I am a new teacher to this area and really could use some resources.

7—Hard to say. As a first year teacher I have not spent much time on Iowa history. But would love to.

21—This is my first year taking on all the Iowa history responsibilities. It took so many hours to compile something.

37—This is hard to answer as this is only my second year. I’m trying to show my tapes in relation to American history topics we are covering. It is hard to get everything in that I am supposed to. I must admit that the American history has a higher priority. I think that Iowa history could be taught at an older grade with an actual textbook. In 5th grade it is more of a survey course; I don’t have the time to

do a lot of projects. Perhaps teaching it longer will inspire better use of the materials that are out there.

74—More information as to what is available—especially for those of us who are just beginning to instruct in this.

93—I only taught this for one year. I know the new teacher who will be teaching Iowa history from now on would appreciate lots of materials.

187--Help beginning teachers become aware of various Iowa history teaching resources. As a beginning teacher 5 years ago I had no idea where to start and few materials in my classroom to use for Iowa history. My sister also teaches Iowa history, so she has been my greatest asset.

196--I'd like to see some teacher-training courses in or out of college that would help new teachers learn how and what to teach.