

2010

## Sheldon community history traveling trunk project

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#### Abstract

National, state, and local standards guide education in what is taught in the classrooms today. A lack of resources is often a problem in teaching these standards, especially at the local level. The Sheldon third grade teachers needed resources to fulfill the teaching expectations about their local community. The purpose of this project was to develop a traveling trunk filled with primary and secondary resources to be used in the teaching of a social studies unit on the community of Sheldon. Deciding what people, places, and events to include in these resources is often a concern. Another concern was what primary sources to use and where to locate them. Finally, the researcher questioned if a hands-on project would meet the differentiated learning needs of students and the instructional needs of different teachers. The Sheldon Community Traveling Trunk is a 32 gallon plastic storage tub filled with eight separate plastic boxes containing the following units about Sheldon, Iowa: geography, history, family life, people, government, agricultural and industry, schools, and churches. Included inside the trunk are lesson plans, activities, and artifacts for each unit. The information for the trunk was gathered with the assistance of the Sheldon Historical Society. The type of information determined its availability through local sources. Through an evaluation survey completed by the Sheldon third grade teachers, it was determined the traveling trunk was successful in meeting both the students' differentiated learning needs and the teachers' instructional needs.

SHELDON COMMUNITY HISTORY  
TRAVELING TRUNK PROJECT

A Graduate Research Project  
Submitted to the  
Division of School Library Studies  
Department of Curriculum and Instruction  
In Partial Fulfillment  
Of the Requirements for the Degree  
Masters of Arts  
UNIVERSITY OF NORTHERN IOWA

by

Jan M. Kinderknecht

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This Research Project by: Jan M. Kinderknecht

Titled: Sheldon Community History: Traveling Trunk Project

has been approved as meeting the research requirement for the Degree of Master of Arts.

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Head, Department of Curriculum and Instruction

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## CHAPTER 1

### INTRODUCTION

“One generation plants the trees; another gets the shade.”

Chinese Proverb (Lewis, 2009)

As one drives down the tree-lined streets of a community, thoughts often wander to who lived in the grand old homes built years ago? Who planted those stately trees that provide us with summer shade? What businesses once occupied the tall brick buildings in the downtown area? How did this town grow to be the thriving, growing community it is today? This research project will provide historical information for third graders about the community of Sheldon, Iowa.

#### History of Sheldon

Sheldon owes its existence to the railroad. It brought the town's name, its people, and the necessities of life. The first white settlers started arriving in Northwest Iowa in the late 1850's but it wasn't until Congress set apart land to encourage and aid the building of railroads in 1864 that towns were founded. In the spring of 1871, railroad surveyors laid out the proposed route of a railroad from St. Paul, Minnesota to Sioux City, Iowa. The railroad company proposed town sites along the way, naming each of them. Thus Sheldon was named after a stockholder in the railway company before the railroad and town were even established. That stockholder was Israel Sheldon who lived in East Orange, New Jersey. He never was a resident of Sheldon. Israel Sheldon did, however, send his grandson to the town of Sheldon to manage the land he had acquired through his position with the railroad (Sheldon Historical Society, 1972).



The construction train arrived at the Sheldon town site on July 3, 1872, and a trainload of lumber followed it. Construction of buildings began immediately with a saloon being the first building in town. Three lumber yards, a general store, and a hardware store soon followed. By January of 1873, Sheldon was six months old and was inhabited by thirty people (Sheldon Historical Society, 1972).

The main industry in Sheldon is based on agriculture. In the early years, wheat was the most widely grown grain. The growing of wheat led to the Prairie Queen Mills being one of the largest businesses in Sheldon from 1880 to 1927. In later years, farmers turned to corn which contributed to the raising of hogs and cattle. With the addition of soybeans as a local crop, twelve cooperative elevators in the area organized to establish a soybean processing plant in 1943 (Sheldon Historical Society, 1972). This plant is still operating today.

Due to Sheldon's location in the far northwestern corner of the county, it is not the county seat even though it is the largest city in O'Brien County. In 1879 and again in 1911, the residents of Sheldon battled through petitioners' ballots to have the county seat moved from Primghar to Sheldon. Both times they failed and the county seat remains to this day in Primghar (Sheldon Historical Society, 1972).

Through the years, Sheldon has had some famous people and events connected to its name. From 1888 to 1929, Sheldon became known as a good circus town for its ability to attract crowds and the ease of railroad connections. The Ringling Brothers, Barnum and Bailey Combined Circus performed in Sheldon each year. Buffalo Bill's Wild West Show also performed in Sheldon. In 1961, Burnice Geiger was arrested for the largest bank embezzlement in United States history when she stole two million

dollars from her father's bank (Sheldon Historical Society, 1972). Sheldon is also the home to three Olympians. Tom Brands was a gold medalist in freestyle wrestling at the 1996 Olympics in Atlanta, Georgia. His brother, Terry Brands won a bronze medal in the same event at the 2000 Olympics in Sydney, Australia. A.G. Kruger was a track and field competitor in the hammer throw at both the 2004 Olympics in Athens, Greece and the 2008 Olympics in Beijing, China. Sheldon High School hosts the only high school summer theater program in the state of Iowa. Since 1972, the repertory company, consisting of current high school students as well as alumni, has produced six full-length shows during June and July (Iowa Department of Economic Development, 2008).

Sheldon is located at the crossroads of Iowa Highway 60 and U.S. Highway 18. It straddles the O'Brien and Sioux County line. The Floyd River flows on the northern edge of Sheldon. As of the 2000 census, there were 4,914 people. The racial makeup of the city was 97.48% White, 2.56% Hispanic or Latino, 0.43% African American, 0.06% Native American, 0.77% Asian, 0.81% other races, and 0.45% which includes individuals claiming two or more races as their ethnicity. It is the home to 1285 families (U.S. Bureau of the Census, 2000).

Just as Dorothy searched for her home in *The Wizard of Oz*, people have a sense of belonging and pride for the community in which they grow up and/or live. One way to instill this belonging and pride is to help children learn what makes their community special. The National Council for the Social Studies explains why the studies of the past are important for children to connect to their lives today:

Social studies provide a sense of history, a sense of existence in the past as well as the present, a feeling of being in history. Even though young children find the concept of time difficult, they need to understand how the present has come about

and to develop an appreciation for the heritage of this country. (National Council for the Social Studies, 2008, section 3)

When children read and hear about the past, especially in context of their own community, they recognize commonalities between historical events and places and their own lives. They begin to understand that all people have interesting stories and a particular place in time. Social studies comes alive and interesting for them because it is not just about someone else, it is about them too. The National Center for the History in Schools supported their position for the teaching of history in grades K-4:

For young children, history-along with literature and the arts-provides one of the most enriching studies in which they can be engaged. . . . History connects each child with his or her roots and develops a sense of personal belonging in the great sweep of human experience. (National Center for History in the Schools, 2005)

## Justification

### *Standards and Benchmarks*

The nation's educators are recognizing the importance of history in the K-4 grades of school. Standards and benchmarks for social studies have been developed at all levels of education. They include learning expectations that show what students at all grade levels should develop as a result of an effective social studies program. At the national level, the National Council for Social Studies has developed a set of standards based on ten themes:

Culture

Time, Continuity, and Change

People, Places, and Environments

Individual Development and Identity

Individuals, Groups, and Institutions

Power, Authority, and Governance

Production, Distribution, and Consumption

Science, Technology, and Society

Global Connections

Civic Ideals and Practices

(National Council for the Social Studies, 2008)

Six of the themes have more relevance to a unit on local communities. *Time, Continuity, and Change* is the theme where children learn what happened in the past and how it connects to today. The theme of *People, Places and Environments* involves children drawing upon their own personal experiences in their own neighborhoods, towns, and state. With the theme of *Individual, Development, and Identity*, children develop their personal identities in relationship to their families, peers, schools, and communities. *Individuals, Groups, and Institutions* involves children studying how churches, schools, health care, and other community institutions relate to their lives. The theme of *Power, Authority, and Governance* includes studying about local governments. Finally with the theme of *Civic Ideals and Practices*, children learn about becoming active, involved citizens in their communities and what opportunities are available to them in the future (National Council for the Social Studies, 2008).

The National Center for History in the Schools has also developed the following national standard for grades K-4 regarding learning about local community histories:

Topic 1 - Living and Working Together in Families and Communities, Now and Long Ago

1. Understands family life now and in the past and family life in various places long ago.

2. Understands the history of a local community and how communities in North America varied long ago. (National Center for History in the Schools, 2005, National Standards Section, para. 1)

The state requirements for history in Iowa can be found in the *Iowa Education Code* 281:12.5(3)b. This code states,

Social studies instruction shall include citizenship education, history and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other peoples and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program. (Nielsen, 2008, para. 1)

In the spring of 2008, the Iowa legislature passed the Iowa Core Curriculum which is implemented in the elementary schools by 2014. Knowledge and skills have been identified and defined in terms of detailed understandings that students should be able to apply. The social studies curriculum includes content in the areas of behavioral sciences, economics, geography, history, and political science/civic literacy.

The Sheldon Community School District also has adopted district-wide standards for each grade level. These standards are general in terminology and closely match the national standards. The teaching about communities and specifically Sheldon history is expected as a part of the third grade curriculum.

#### *Limited Resources*

At this time, there are limited resources on Sheldon history. All the books written to date are targeted to an adult audience. The most recent book published was the *Sheldon Area Centennial* in 1972. The local historical society publishes an annual newsletter which includes articles on past history events or people. It does include some events from the past thirty-five years, but additional research using resources such as the

local newspaper and individual interviews will be needed to fill in the gaps. Copies of the local newspaper are in the public library on micro-fiche from the 1930's to the present. The local library does have three books on O'Brien County where Sheldon is located. However these three books were published in 1897, 1914, and 1979. A search of *Books in Print* found no listings for Sheldon, Iowa or O'Brien County. Rod Library at the University of Northern Iowa only has the same 1897 and 1914 books about O'Brien County and nothing on Sheldon, Iowa.

### Significance

There is a wide gap in years from 1972 when the *Sheldon Area Centennial* (Sheldon Historical Society, 1972) was completed to the present time. Also, the third grade teachers of Sheldon Community Schools would like to develop a Sheldon history unit to meet the Iowa Core Curriculum and local standards and benchmarks. It is an excellent time to be completing this research project.

### Problem Statement

It is the expectation in the national, state, and local standards to learn about communities. Sheldon elementary teachers are in need of resources to fulfill these expectations.

### Purpose Statement

The purpose of this project is to develop an elementary third grade level traveling trunk filled with primary and secondary resources to be used in the teaching of a social studies unit on the community of Sheldon.

### Research Questions

1. What people, places and events should be a part of these resources?

2. What types of primary resources would need to be located? Where would these resources be found?
3. Will a hands-on project meet the learning needs of different students?
4. Will a hands-on project meet the instructional needs of different teachers?

#### Audience

This project is being developed for use by the third grade teachers in Sheldon, Iowa. In the community, there are six third grade classrooms. Four teachers are located at the East Elementary public school. There is also a third grade teacher at the Sheldon Christian School and a third grade teacher at St. Patrick's Catholic School. The East Elementary teachers will be assisting in the design of the various lessons contained within the trunk. During the first meeting with these teachers, they expressed the desire to have interdisciplinary lessons that would incorporate social studies, math, reading, and science skills.

It is also anticipated that throughout the summer months, the traveling trunk will be utilized by the Sheldon Public Library and Sheldon Prairie Queen Historical Museum for use in their programs.

#### Assumptions

An assumption made before this project begins is that the third grade teachers will actually start teaching Sheldon history if they have the resources available to them. The assumption is also made that after creating this project, it will be approved by the Sheldon school board for use in the district. Finally, the assumption is made that the local community and Sheldon Historical Society will cooperate in providing information, artifacts, and pictures for use in the project.

### Limitations

One limitation of this project is that it does pertain only to the community of Sheldon, Iowa. Thus its impact will be limited to a small group of people each year. Another limitation is the amount of published resources available to create the historical information for the trunk. More time will be required on the part of the researcher to do personal interviews, access newspapers from the past, and work with the local historical society at the Sheldon History Museum.

### Definitions

Archival primary sources	“Unique and unpublished materials, such as official records, manuscripts, scientific documentation, still and moving images, and oral history. They are preserved by repositories such as archives, historical societies, and library special collections in the form in which they were originally created, maintained, and used” (Kafai & Gilliland-Swetland, 2000, p. 350).
Benchmarks	“Detailed learning targets across a span of grades related to the individual standards” (Iowa Department of Education, 2008, para. 11).
Civic Literacy	“Participating effectively in civic life through knowing how to stay informed and understanding governmental processes” (Partnership for 21st Century Skills, 2004, para. 1).
Primary resources	“Primary sources of information are those that provide first-hand accounts of the events, practices, or conditions you are



researching. In general, these are documents that were created by the witnesses or first recorders of these events at about the time they occurred, and include diaries, letters, reports, photographs, creative works, financial records, memos, and newspaper articles” (Board of Trustees at the University of Illinois, 2006, p. 1).

Secondary resources

“A secondary source of information is one that was created *later* by someone who *did not* experience first-hand or participate in the events or conditions you’re researching. For the purposes of a historical research project, secondary sources are generally scholarly books and articles. Also included would be reference sources like encyclopedias” (Board of Trustees at the University of Illinois, 2006, p. 2).

Standards

“Broad knowledge and skills students should acquire in the classroom” (Iowa Department of Education, 2008, para. 4).

Learning Styles

“Composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment” (Griggs, 1991, para. 1).

Traveling trunk

“Contextual resource kits that educators can check out to use in their classrooms. All kits contain lesson plans and activities” (Kentucky Library and Museum, 2009, Traveling Trunk section, para. 1).

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### Introduction

The purpose of this project is to develop an elementary third grade level traveling trunk filled with primary and secondary resources to be used in the teaching of a social studies unit on the community of Sheldon. The following review of research and literature focuses on these three areas involving the teaching of history: teaching local community history, using different instructional methods, and utilizing primary sources.

#### Teaching Local Community History

Learning about familiar places in which people live and work combined with direct teaching has always been a part of educational theory. However, students and their teachers usually function in near total isolation with little interaction outside of their school buildings. “A place-based approach reacquaints teachers and learners with the environments and communities that make their living and learning possible and worthwhile” (Gruenewald, Koppelman, & Elam, 2007, p. 232). A three-year, federally funded professional development institute was designed to help deepen the participating teachers’ knowledge of history, to gain an appreciation of their local places, and to be able to inspire their students to become historians.

This project by Gruenewald et al. (2007) focused on two specific areas. The first area was place-based education with the participants of the project exploring how knowledge developing from experience within a particular place fosters learning of other places near and far, both now and in the future.

The second area of the project involved the study of social history. Social history is connecting circumstances, conflicts, experiences, and interpretations of the outcomes of human interaction. In this project, participants explored how anonymous Americans and their everyday experiences are important to history (Gruenewald et al., 2007).

Twenty teachers of Educational Service District #113 (ESD113) in southwestern Washington along with local and regional museums, Evergreen State College, and Washington State University were partners in this project. Throughout the first year, workshops were held at the various museums to examine their collections in regards to the themes of place and social history. During the project's first year, the teachers produced oral histories using digital voice recorders and library resources. They each chose an elder from their home communities and conducted interviews. The purpose of the oral interview was to look for the connections between place and social history. Combining the oral histories and their research, each teacher created a tri-fold presentation board and/or multimedia presentation. The final two years of the project were spent in continuing visits to museums and gathering knowledge and resources for lesson development to enliven their teaching with their own students (Gruenewald et al., 2007).

Before this program, the teachers had not been aware of the insights of social history and how it related to place-based history. Museums have been combining the two through their oral history exhibits. Through the project and the partnerships with local and regional museums, teachers discovered a new way to teach history. "‘This is how I want to teach history’ has become a familiar refrain from the teachers who are benefiting from the grant" (Gruenewald et al., 2007, p. 238). The teachers learned about resources

available to them in local museums. In addition because many of the teachers live in isolated rural areas, they now are able to connect their students' rural everyday life to the larger picture of United States history.

Just as Gruenewald et al. (2007) discovered that a student's learning about one place in history can further learning of other places, a similar research project was designed to educate students in two different places to better understand each other's communities. Nye and McConville's (2008) research project resulted from discussions of the racial issues in their two communities. The cities of St. Joseph and Benton Harbor in southwest Michigan are separated by a river. Even though they are called the "Twin Cities," they are different in both racial makeup and socioeconomic levels. After receiving national attention for civil unrest in 2003, both communities wanted to better the relationships between the two towns. These two fourth grade teachers developed a research project titled "Voices of Twin Cities Past" which used video conferencing in learning about the history of both communities.

Two questions were raised in the planning of the project. The first question was what should be the focus of the history lessons. The second question was how to help fourth graders understand research sources written for adults (Nye & McConville, 2008).

A team was composed of a fourth grade teacher from both communities, a media specialist, technology coordinators from each school district, the social studies chair, the technology facilitator from Benton Harbor, and parent volunteers was created. The first question was answered when the team decided the focus would be on schools and parks named after important individuals who had made a difference in each of the community's history (Nye & McConville, 2008).

The project began with the team researching possible names and collecting information from local public libraries and the historical museum. The Big6 model was chosen for both schools to use during the research portion of the project. The team's media specialist used video conferencing to teach both classes the first three steps of the Big6 research process which involved defining the task, deciding on information seeking strategies, and locating and accessing information. Parent volunteers assisted with the next steps of using, organizing, and presenting the information. Parent volunteers also assisted with the difficult reading levels of the research materials. The final product was historical postcards featuring selected sites. These postcards included information written in fourth grade language with pictures taken by the students. To complete the final step of the Big6 process, the students shared their research through video conferencing between the two schools (Nye & McConville, 2008).

This is an on-going project. The postcards were the final product of the first year. In the second year of the project the students combined their research and pictures into a hardbound photo book. "We have worked on this project for 2 years, and there have been struggles. However, the successes have outweighed the difficulties, and each year the project gets better" (Nye & McConville, 2008, p. 7). Interviewing activities as well as connecting remotely for other projects have been added. In addition, the culturally diverse classes have met for a real time field trip. Each year, new fourth graders get to participate in the project and expand the list of the names researched. Another goal is to publish the project as a Web page to make it accessible to both communities.

As technology becomes easier to use and field trip budgets get cut, these types of projects may become more common. "Although the river that separates Benton Harbor

and St. Joseph is often cited as the divider of the communities, we have found that technology and collaboration form an exciting and vital bridge” (Nye & McConville, 2008, p. 7).

Both Gruenewald et al. (2007) and Nye and McConville (2008) agreed that learning about local place history creates connections for further learning about neighboring communities and United States history.

#### Using Different Instructional Methods

With the federal mandate of the *No Child Left Behind Act* (NCLB), schools today are focusing heavily on the curriculum areas of reading and writing. These are the two areas where test scores are used to determine if schools are making adequate yearly progress in closing the achievement gap. Due to this pressure, teachers spend more time teaching to these areas and students have deficits in their knowledge in the other areas of the curriculum including social studies (Busby & Hubbard, 2007).

With teachers spending less time on history, science, and the arts, it becomes more difficult for pre-service teachers to observe and experience powerful education and learning based on best practice models in those curriculum areas. “They have limited exposure to exemplary instructional strategies, which, in turn, affects social studies teaching efficacy” (Busby & Hubbard, 2007, p. 372).

The purpose of the Busby and Hubbard’s (2007) study was to determine the impact of using the specific instructional strategy of oral histories when implemented by a group of pre-service teachers. The first main area of investigation was the pre-service teachers’ attitudes towards teaching history. The second area of investigation was the development of elementary students’ content knowledge when using oral history as a

strategy for social studies instruction. “This study attempted to uncover and examine the lived experiences, perceptions, attitudes, and opinions shared by teachers and students” (Busby & Hubbard, 2007, p. 372).

Participants in this study involved fifty-seven elementary education undergraduate pre-service teachers enrolled in a social studies methods course at a southern Alabama university. Also involved were two fourth-grade classes of forty students and three teachers plus five community members who served as interviewees. Purposeful sampling was used with all participation being voluntary (Busby & Hubbard, 2007).

The students traveled to the university to meet with the pre-service teachers and to conduct the interviews. Qualitative methods were used to gather data, including videotaped interviews and transcriptions, reflection papers, investigator’s notes, and meeting notes (Busby & Hubbard, 2007).

Constant comparative analysis was utilized in which as data was recorded and analyzed, the emerging information was then used to determine the resulting themes. The data from the pre-service teachers indicated positive attitudes about using the oral history strategy with elementary students as well as an increased confidence in teaching social studies. An additional result of the study was the pre-service teachers having a renewed interest in history, developing or remembering forgotten content knowledge, and becoming interested in independently pursuing the subject further (Busby & Hubbard, 2007).

The findings also indicated that the students gained and retained content knowledge about the topic. Even though none of the students indicated a change in

attitude about social studies in particular, they did express an overall enjoyment of the oral history project (Busby & Hubbard, 2007).

Another study that focused on instructional methods targeted the use of visual imagery and historical narratives. In their paper, Fallace, Biscoe, and Perry (2007) described how two teachers used historical thinking methods in teaching second grade students about famous Americans. Historical thinking has many meanings but this study focused on two specific elements: historical empathy and the construction of historical narratives. “Historical empathy includes being able to view history through the eyes of those who lived it, while understanding the limitations of trying to do so” (Fallace et al., 2007, p. 45). Before historical empathy can occur, students must have temporal understanding, or the ability to understand people, places, artifacts, or events using time language. The second element of historical thinking is the understanding that multiple narratives of events or people can coexist. Both teachers wanted to answer this question: can students as early as second grade understand these history concepts?

The two second grade classes each consisted of 23 students and took place in a middle-class suburban/rural elementary school in East Central Virginia. The projects were designed and implemented in consultation with the first author, Dr. Fallace. Ms. Biscoe and Ms. Perry were the two teachers involved in the data collection. All three authors worked on the data analysis (Fallace et al., 2007).

Biscoe’s unit focused on the temporal thinking of her second grade students. She created a class timeline with the images of six famous Americans and included a historical context for each figure with visual images of cultural universals such as schools, transportation, and clothing. The first lesson introduced the timeline and its



structure. Timelines were color-coded according to century. Pictures were either in black and white or color depending on their historical period. Students were asked to actively look at the images and clues within each picture. Two to three days were then spent studying each of the famous Americans using discussion of the timeline images and additional readings. The final lesson on each famous American consisted of a follow-up discussion and the completion of a page in each student's Famous Americans booklet. After studying about each of the six people, a paper-and-pencil test was given for the unit assessment. One part of the test was multiple-choice questions similar to the state-mandated test. The second part of the test was a matching section of names to the corresponding pictures used in class discussions (Fallace et al., 2007).

After the test, Biscoe selected six students as a representative sample of the class to test temporal understanding. They were given three performance tasks over a period of twelve days. Based on the students' performance and explanation during the tasks, a continuum was developed. The results of this study showed that when using visual images from the unit, four of the six students could draw upon their memory of class discussions to fulfill the tasks. When using new pictures with a media format related to the time period, two of the students could place these pictures within the correct time period based on picture clues and media format, but they did so inconsistently. None of the students could consistently use new pictures with only the picture clues to distinguish between two similar images in the same media showing different time periods (Fallace et al., 2007).

Biscoe determined, "the images helped the students create a historical context for the famous Americans they were studying" (Fallace et al., 2007, p. 49). Through

thoughtful instructional design, even students at the lowest level were able to make connections. If history is introduced in a systematic way, second graders can engage in temporal thinking (Fallace et al., 2007).

Perry wanted her students to understand the idea that multiple narratives can coexist and that an author must decide what facts to include in a story. Each day, Perry would read three different biographies on one of the famous Americans. At the end of each day, students were asked to draw a single picture with an explanatory caption showing what they thought was the most important part of that person's life. Each day the concept of multiple narratives was discussed with examples given from the biographies read to the students. With each new person studied, the number of pictures and captions assigned the students increased. The final project of the unit was a five page biography of Susan B. Anthony (Fallace et al., 2007).

The students' biographies were analyzed and coded for common responses and temporal references. A continuum was developed and students were placed at one of three levels. Two of the 20 students wrote only basic facts they had retained from the storybooks without any time references. At level two, 15 of the 20 students demonstrated retention of the information and included some time references. Their narratives were in the beginning stages of development because the temporal references were inconsistent or not in chronological order. Only 3 of the 20 students were at level three in which all three criteria were met including retention of information from the storybooks, temporal references, and events in chronological order (Fallace et al., 2007).

Perry determined "that teaching using a narrative format proved to be very beneficial for the students" (Fallace et al., 2007, p. 51). Most of the students were able to

give details about a person's life rather than just generalizations. The attention to detail increased with each lesson. However, misconceptions were still a part of their responses. An example of this is the idea of Washington chopping down a cherry tree, which 10 of the students included in their reports. This was never mentioned in any of the storybooks or lesson by Perry.

The results of these two studies showed that second graders can comprehend historical content, but often their understanding is incomplete and/or inconsistent. "Nonetheless, Ms. Biscoe and Ms. Perry both observed substantial growth in most of their students in these respective areas. Thus, teaching these concepts was a rewarding and worthwhile endeavor" (Fallace et al., 2007, p. 52). Another conclusion of the studies was that using visual images enables young students to participate in historical thinking in a non-verbal/non-linguistic manner. By using visual images in both instruction and assessment, both teachers had a more accurate sense of their students' abilities.

Bolgatz (2007) was also interested in the concept of historical thinking:

"When students learn about history in elementary schools across the United States, they take tests and write essays explaining what happened in the past. It is not clear, however, that students necessarily *think about* history" (p. 1p. 1). Therefore, it is up to the teacher to help students think about history. One way to think about history is to learn to reason critically and morally about the actions and ideas of people in the past. Instead of just accepting textbook truisms about the past, learning to think about history helps students understand that every story can be examined. Students begin to understand that the same historical events can be told through multiple differing narratives.

The study of race relations in history lends itself to multiple interpretations and thus to the possibility of students thinking more about history. Bolgatz (2007) identified four problems in teaching the history of race relations in United States history. First, teachers often don't teach race relations at all. Second, rather than studying the relationships among racial groups, they just focus on the victims of discrimination. A third problem is that they ignore the political aspects and only address the morality of the issue. The fourth problem is that students do not look at how the idea of race came to be or how its meaning has changed through the years.

In this study, the researcher wanted to answer the following questions:

1. In what ways did fifth grade students discuss the complexity of race relations in history?
2. What processes or approaches might help the students comprehend, analyze, and interpret the history of race relations? (Bolgatz, 2007, p. 2)

This research project took place in a public elementary school in New York City with a group of approximately 25 students over a two-year period. The class reflected the general makeup of the school with almost 57% Hispanic, almost 43% black, and less than 1% Asian or Native American. The students within this school were not successful students. The school did not meet the language arts expected level of performance established by the state in 2001, and as a result there was an increased emphasis on preparing students for the state standardized testing. The researcher was a participant observer in the classroom taught by Lorena Agosto, a fourth year Hispanic teacher with a master's degree in education (Bolgatz, 2007).

Data were collected through audiotapes, videotapes, and transcriptions of class discussions. The researcher's personal reflections, the setting, and the participants' interactions were written both during and after class in a journal. The students' lunch and

free period discussions were also formally taped. Interviews with individual students, the teacher, and small groups of students were conducted. The researcher went through all the data and identified places where historical thinking could be seen and also where the teacher seemed to be pursuing a “best story” approach (Bolgatz, 2007, p. 6). The “best story” approach is when students do not make historical interpretations; they simply accept the account of the past as it is being told to them. Data was categorized related to the research questions.

Bolgatz (2007) observed the teacher, Agosto, as she used the “best story” approach to lead students to conclusions about a particular interpretation of history. However, Agosto also challenged her students to pursue ambiguous sections in the readings and allowed students’ to ask interesting questions or make provocative comments. “In those discussions, she gave students opportunities to talk and pushed them to think for themselves” (Bolgatz, 2007, p. 9). Agosto helped students hypothesize about possible meanings within the readings. Hypothesizing allowed the students to learn there is more than one way to interpret sources of evidence and that those interpretations may change given more evidence. As students began to question the historical information presented, they also learned to look at the credibility and authority of the text they were reading. Agosto asked students to clearly state their reasoning and then she followed up with more probing questions. She asked them to give evidence from the text to justify their answers. Making connections between what they were learning and what they already knew was a skill Agosto reinforced with the students. Making these connections is a form of critical historical thinking.

This study demonstrated that all students can practice historical thinking skills. “The dialogue reveals that students at all levels were beginning to imitate what historians do as they try to make sense of historical documents” (Bolgatz, 2007, p. 17). Students were able to make hypotheses and connections about history. Using historical thinking skills, students were engaged in understanding the ambiguity of history. State assessments had determined the students in Agosto’s class were below average learners. Yet, the discussions in class on race relations showed these students were capable of high-level thinking through the use of lessons about history.

One conclusion drawn by the researcher was that even if teachers often tell a “best story” to teach a history lesson, the students can still develop historical thinking skills through the follow-up class discussion. Historical thinking skills can be built through the shared process of talking together about the complexity and moral ambiguity of history. Another conclusion was that rather than let the teaching of historical thinking skills happen randomly, teachers continually need to learn to teach these skills. Teachers need a “clear vision of what it takes to analyze and interpret historical sources” (Bolgatz, 2007, p. 18).

These three research studies presented four different ways to teach social studies concepts. Busby and Hubbard (2007) used oral history projects; Fallace, Biscoe and Perry (2007) used timelines with photographs and biographies; and Bolgatz (2007) used related content reading enhanced with whole class discussions. These studies demonstrated the importance of instructional design for the needs of the students. It also showed that using a variety of strategies and visual elements does make a difference in student learning.

## Utilizing Primary Sources

Primary sources and visits to museums have been used for years in learning about history. There is a variety of primary sources that may be used for teaching the social studies curriculum. These sources can be journals, speeches, diaries, letters, autobiographies, government records, photographs, audio or video recordings, and artifacts such as tools and toys.

Museums are the caretakers of many of these historical primary sources. One way to share primary sources with students is to go on field trips to local museums or historical sites. However, there is a lack of research showing if there is long-term knowledge retention from a field trip experience that includes primary source content (Farmer, Knapp, & Benton, 2006).

In their study, Farmer et al. (2006) focused on the long-term knowledge retention of students who participated in a one-half-day field trip to a national monument site devoted to a multicultural message. This field trip was taken to the George Washington Carver National Monument, near Diamond, Missouri. It involved a fourth-grade class from a rural town near Diamond, Missouri. The students were middle class and of Caucasian heritage. The field trip consisted of an interactive game and ranger talk at an on-site classroom, a science discovery center, and an interpretive walk. Students were given time to examine displays in the visitor center and access to the gift shop.

Farmer et al. (2006) utilized a qualitative approach with individual interviews of ten randomly-selected students. These interviews were done at least twelve months after the field trip to analyze the students' long-term recollection. After an initial question asked of all the students, the interviews were open-ended and unstructured with no pre-

planned agenda. The interviews ended when no further new information was forthcoming from the students.

A phenomenological analysis was conducted of the students' responses. The raw interview data was coded into categories, and then the clusters of data were organized for emergence of themes. The themes and categories were then reviewed and compared with each other (Farmer et al., 2006).

The long-term recollections of the students revealed two major themes. First, the recollections were stronger when connected with activities incorporating action and student involvement. Students used action verbs to describe their activities of crushing soybeans and crunching peanuts. Second, all 10 students retained content knowledge. This content knowledge included information on topics such as Carver's life, slavery, and soybeans. "Not only was such knowledge present, but detailed descriptions of major themes and concepts from the experience were collected" (Farmer et al., 2006, p. 30). For example, students were able to discuss in detail one of Carver's speeches about slavery. The results indicated that using primary sources in a field trip experience to a historical site promoted knowledge retention.

While the above statement may be true, students' access to primary resources has traditionally been very limited. Museums and historical archives are hesitant to open their entire collections to the hands of visiting students. With the internet, primary historical sources are now much more accessible online. "As K-12 teachers inevitably turn to rich resources like these, they must determine how best to incorporate primary sources and provide the meaningful context students need to enhance their historical comprehension and sense making" (Harris, 2001, para. 1).



In this research study, Harris (2001) wanted to discover how students develop history-sense making skills through the use of primary sources. She also wanted to determine how much, if any, of the bibliographic content from the primary source was used in the follow-up writing of a creative story and how much historical learning was expressed through the story.

The research was conducted through an informal action research study with a group of 53 academically gifted eighth-grade students in an inquiry-based history classroom. The project involved using historical photographs of farming starting with the Dust Bowl era. Even though the school was located in the middle of Midwestern farm country, most of the students had little connection to farming in their personal lives.

The project started with the teacher presenting lessons on the history of farming up to present-day family farms. The lectures were supplemented with readings about modern farm life from newspapers, magazines, and books. The school library media specialist introduced the students to the photographs from the Library of Congress American Memory collections. She also taught online searching skills and visual literacy skills. Then the students chose a photograph to base a creative story around connecting the Depression years to the current status of family farming. The main focus of the study was the students' lessons with the school library media specialist. In her lessons, the students had to answer six questions about the photograph. Three of the questions needed observation-based description answers. The other three questions needed the students to analyze and interpret what they observed. "One purpose of these questions was to hone students' visual literacy skills by directing them to carefully read the photograph as a piece of primary historical evidence" (Harris, 2001, para. 19). After

doing a visual analysis of their photographs, the students had the task of writing a plausible creative story that would take place from the time of the photo to the present. They were instructed to write stories that included historical context and realities.

To determine the results of the project, the visual analysis task and student-created stories were analyzed. The visual analysis task was studied to determine how students differentiated between the observational tasks and the interpretative tasks. The students had difficulty separating the two types of answers needed to fulfill the tasks. “Only 63% of the observation task questions were answered in strictly descriptive terms, while 91% of the interpretive questions were answered appropriately” (Harris, 2001, para. 24). In making sense of the historical information, the students’ answers were often connected to their own personal experiences rather than just describing just what was in the photograph. Sometimes students drew overreaching conclusions or embellished their explanations.

The creative stories were first examined to determine how much of the bibliographic content, including the photograph’s caption from the archive, was used within the story content. “Thirteen of the twenty-seven stories included factual information from the bibliographic records” (Harris, 2001, para. 45). Seven stories used a general story structure to fit the subject of the photograph. Five stories selected some of the bibliographic record, and invented other details that contradicted the photograph’s caption. The researchers also examined if the students used any background information from adjoining images on the online collection. Only two student groups mentioned additional photographs in the visual analysis task.

Finally, the creative stories were examined to see what historical information students were able to convey through their stories. Each story was examined for at least the mention of three specific historical benchmarks of the Depression era. “Of the 27 stories, only 5 did not mention at least one of these factors” (Harris, 2001, para. 48). These five stories were more personal rather than political which would account for their lack of one of these historical factors. The stories also contained historical error, either a misunderstanding of the material or a speculation of information without possessing adequate background in the subject. Ten of the stories also contained information based on the students’ own life experiences rather than on historical information they were given.

Two main observations resulted from this project:

- With instruction, the students were able to successfully navigate this online archive and make selections that met the historical criteria of the assignment. However, in their analysis, the students tended to view the artifacts from the vantage point of their personal experiences and contemporary time frame, indicating a need for further classroom modeling and discussion.
- The students enjoyed creative writing as a technique for learning history. But their efforts needed guidance. Without sufficient background knowledge and directed feedback, they often masked the gaps in their knowledge by inserting unrelated information or inappropriate writing devices such as melodrama. (Harris, 2001, para. 83)

The project led to conclusions by the researcher on how to better conduct this unit the next time. Students needed a more structured framework with possible story prompts. Students needed a second photo from contemporary archives to make the historical connection from past to present. This would have kept the stories grounded in historical content rather than straying to personal connections. Teacher assistance is needed when students use primary sources. “But the potential rewards of teacher-assisted student engagement with primary sources are great. Access to multiple representations of events

allows students to directly observe that reality is often in the eye of the beholder” (Harris, 2001, para. 85).

In their research study, Kafai and Gilliland-Swetland (2001) used a comparison of historical primary sources and contemporary archives as suggested by Harris (2001). The purpose of their study was to first observe students’ use and understanding of existing primary sources and to second examine how students create, select, and document their own primary sources. Researchers wanted to know what elementary students could learn from engaging with primary sources to improve their understanding of scientific inquiry. Do the archival practices of selection, documentation, and preservation of primary sources overlap with the scientific practices of recording data, documenting experiments, and presenting results?

The research involved an integrated fourth and fifth grade class consisting of 29 students and their science teacher. None of the students or the teacher had any prior experience working with primary sources in connection with science activities. Students were introduced to the life of Donald R. Dickey, an early twentieth century naturalist in Southern California. “Dickey photographed wildlife, habitats, and general landscapes; built a collection of taxidermy specimens; and kept extensive field notebooks together with topographical maps” (Kafai & Gilliland-Swetland, 2001, p. 353). The students used Dickey’s collection as well as participated in a field trip to the Ballona Wetlands. The research started with planning meetings between the teacher and the researchers to discuss classroom activities and how to introduce and integrate the primary source historical materials. At least one researcher was present in the classroom during all of the classroom activities.

The project lasted about two weeks and was divided into three parts: archive creation, analysis, and comparison. During archive creation, teams of two to three students received notebooks and disposable cameras. They visited the Donald R. Dickey archival repository and examined the collection. They learned to use the Dublin Core Elements which provide a systematic set of categories to describe digital resources. The next day during a visit to the Ballona Wetlands, the students took pictures and created field note sheets using the Dublin Core Elements. The following day, the students received their developed photographs and decided which photographs to include in their digital archive and to explain why they excluded the other photographs. Students then read a biographical essay on John Muir and discussed the similarities and differences between their own approaches and those of Dickey and Muir (Kafai & Gilliland-Swetland, 2001).

During the archive analysis part, students first analyzed the web-based archive of Dickey's collection and compared it to the printed versions of his photographs and field notes. Students were also asked what relevance the photographs have for today. Finally, the archive comparison part involved the students comparing the student created digital archive to the historical photographs of the Dickey archive. The project concluded with a writing activity evaluating the students' experiences working with both print and digital primary source materials (Kafai & Gilliland-Swetland, 2001).

To analyze the results of the research study, coding categories were established to code the students' answers. Two independent coders analyzed all the materials and their numbers were averaged so a single data set was created. For the archive creation, the coding indicated students provided fairly accurate and complete descriptions of the

information elements including picture number, date, author, subject, and title. However responses containing descriptive information such as relationship to other pictures or why pictures were taken were often incomplete or left blank (Kafai & Gilliland-Swetland, 2001). Also during the archive creation part, 80% of the 101 available photographs were selected for the digital archive. Students gave a variety of reasons for excluding photographs from their digital collections including information value, technical problems, and other subjective criteria.

In the archive analysis part, students identified Dickey's rationales and purposes in taking photographs. "These results indicate that the students were able to identify appropriate rationales as to why photographs had been taken for naturalistic purposes (Kafai & Gilliland-Swetland, 2001, p. 362). Seventy percent of the students listed comparative reasons showing a past to present connection. Students also compared their own photographs with Dickey's collection. The answers show students used environmental markers to identify change over time. Seventy percent of the students commented on the difference in black and white photography of the past to color photography of today.

The results of this study indicated elementary students can work successfully with primary sources with little difficulty understanding simple elements and understanding time-sensitivity when evaluating photographs. However, students had difficulty supplying relevant information themselves. The researchers stated this may be due to a lack of familiarity with working with primary sources. Students also had difficulty with deciphering words and technical terms. Because of this, the availability of supporting materials, the visual content, and the local relevance were critical to the success of the

research study. Kafai and Gilliland-Swetland (2001) believed the use of primary sources in the elementary classroom was beneficial and engaging for the students:

The opportunity to bring a different, yet important, view on the creation and use of scientific documentation, and the potential to integrate historical context with naturalistic activities were promising aspects about introducing the archival component into the elementary science classroom. In our case, we were also able to create a link to the present time by thinking of documentary practices not only in historical terms, but also as an activity that scientists can engage in at the present moment. (Kafai & Gilliland-Swetland, 2001, p. 366)

Farmer et al. (2006), Harris (2001), and Kafai and Gilliland-Swetland (2000) agree access to primary sources is limited for students. They also agree the use of primary sources promotes knowledge retention. The three studies emphasize the need for teaching students how to best use and understand primary sources. They also suggest connecting historical primary sources with present day sources to increase student comprehension.

### Summary

Through this literature review, the following conclusions have emerged. Teaching local history helped students gain an appreciation of their community. Students were able to make connections from the past to their lives today (Gruenewald et al., 2007; Nye and McConville, 2008).

Effective methods for teaching history include the use of oral histories, field trips to museums, photographs, and other primary sources (Bolgatz, 2007; Busby and Hubbard, 2007; Fallace et al., 2007).

Primary sources were often difficult to locate. They were also at a much more difficult reading level than the abilities of the students. However all of the findings agreed that the use of primary sources was motivating and rewarding for all age levels

(Farmer et al., 2006; Harris, 2001; Kafai and Gilliland-Swetland, 2000). When designing projects, keeping the instructional needs of the students in mind aided in choosing the appropriate methods or tools in the teaching of history (Gruenewald et al., 2007; Kafai and Gilliland-Swetland, 2000). Incorporating hands-on activities, using technology, and researching through a model such as the Big6 were shown to enhance the learning about local communities and increase the historical thinking of students (Bolgatz, 2007; Busby and Hubbard, 2007; Fallace et al., 2007; Farmer et al., 2006; Gruenewald et al., 2007; Harris, 2001; Kafai and Gilliland-Swetland, 2000; Nye and McConville, 2008). The use of technology was a part of almost every project, from the research stage to the presentation part.

The findings in this literature review will be used in the development of the traveling trunk on the community of Sheldon.



## CHAPTER 3

### PROCEDURES

Before this project, there were no appropriate resources to teach the local community unit for the third grade curriculum. The purpose of this research project was to develop an elementary third grade level traveling trunk filled with primary and secondary resources to be used in the teaching of a social studies unit on the community of Sheldon. This project involved only the third grade teachers in the Sheldon schools and was focused on the lack of resources to teach the narrow topic of the Sheldon community.

#### Project Parameters

The project is a traveling trunk. Traveling trunks are “contextual resource kits that educators can check out to use in their classrooms. All kits contain lesson plans and activities” (Kentucky Library and Museum, 2009, Traveling Trunk section, para. 1). The Sheldon Community Traveling Trunk contains lesson plans, activities, and artifacts that the classroom teachers and librarian can adapt to their own personal teaching styles.

Information and lesson plans within the trunk were organized according to the Social Studies Essential Concepts and Skills of the Iowa Core Curriculum. The related National Social Studies Standards were also identified within the lesson plans. The first unit in the trunk contains information about the geography of Sheldon and includes a city map. The map of Sheldon was enlarged on a white plastic tablecloth to provide a large floor activity map. Three possible lesson plans were written for the geography unit.

The second unit in the trunk relates to the history of Sheldon. A history booklet was created to adapt the historical information in the Sheldon Area Centennial book to a

third grade level. Thirty copies of the booklet were created so a class set is available to the teachers. A pretest and post test was written to provide the teachers an evaluation instrument for this unit. Pictures were found of early day homes and then present day pictures were taken of the same locations. These pictures were developed into a PowerPoint presentation.

People from Sheldon who have achieved national recognition in their careers have been inducted into the Hall of Fame at the Sheldon Prairie Queen Museum. Twenty-three of these individuals were selected for inclusion in the Noteworthy People unit of the trunk. Their pictures and information were developed into laminated biography cards.

For the Family Life unit of the trunk, members of the Sheldon community were asked through personal contacts for artifacts related to home life. Nine unique artifacts were gathered and tagged. Background information was researched for each artifact and included in a PowerPoint presentation. A recording sheet was created for the class activity.

The fifth unit involved information on the history of the schools in Sheldon. A list of interview questions was developed about going to school in Sheldon (see Appendix A). Then two sisters who grew up in Sheldon were contacted by telephone and asked to participate in the interview (see Appendix B). The interview was conducted in their home and digitally recorded. A chart was created for use by each student to compare the interview from the trunk, the student's interview of his or her parents, and the student's personal experience of school. Also included in the trunk was a PowerPoint presentation about the history of the schools in Sheldon.

The sixth unit was about the government and city services in Sheldon. A PowerPoint presentation was created to provide background information about the city government and services. A fact sheet about Sheldon was also created as a reproducible handout for the students. The classroom activity involves a set of fact cards created about the city services and their locations throughout Sheldon. A set of mini symbols were created for the students to mark on the large Sheldon floor map the locations of these services.

Thirty small objects were gathered for the Agriculture and Industry unit of the trunk. Each object connects to a specific business or industry in Sheldon and teaches about goods and services. In addition to the class activity, a PowerPoint presentation was created on the history of the business district. Historical photographs were compared to current photographs of the same buildings.

The churches in Sheldon and their history is the final unit of the trunk. Photographs of the churches in Sheldon were taken. Historical information about each church was gathered in a PowerPoint presentation and individual picture cards were created for use in a timeline activity.

Three final project ideas were developed for consideration by the teachers upon completion of their Sheldon unit. Each idea focuses on a different aspect of the trunk. The Personal Memory Box targets the concept of primary sources. The My Thoughts of Living in Sheldon paper relates to the concept of personal experiences. The Sheldon Museum Display relates to the concept of historical significance.

With the exception of the photographs taken by the researcher, all of the historical photographs were the property of the Sheldon Historical Society which owns the Sheldon

Prairie Queen Museum. Permission was granted to use these photographs in the project by the historical society. All of the resources used for the project were listed on the reference pages in the Teacher's Guide (see Appendix E).

An issue considered due to the hands-on activities was the durability of the photographs and artifacts. With many small hands touching and handling the components of the trunk, there was a need for durable exhibits. "They must be designed to stand up to this kind of abuse and fabricated with quality, durable materials" (Brown & Power, 2006, p. 173). A thicker, heavy-duty lamination was used for all the fact cards and photographs. Another issue was the accuracy of the information. As each piece of information was collected, its source was evaluated to ensure its validity and the final products were checked for accuracy.

Finally to evaluate the usability and effectiveness of this project, an evaluation survey was created (see Appendix C). This survey was completed by the third grade teachers using the trunk. A University of Northern Iowa Human Participants Review Committee Application was filed with the Office of Sponsored Programs in the University of Northern Iowa Graduate College. This form allowed the researcher to conduct the oral school interviews and the evaluation surveys.

#### Project Format

The format of this traveling trunk is a large, plastic tub with a lid. Inside the trunk are separate, smaller plastic containers for each of the eight topics. Inside each of the containers are laminated photographs, related artifacts, activity pieces, and informational cards. Both primary and secondary resources are included. The size of each container depended on the amount of material included for each topic. Also included in the trunk

are a teacher guide with suggested lesson plans (see Appendix E) and a CD containing the related PowerPoint files. An inventory and photograph of each container's specific contents (see Appendix D) was included in both the individual unit container as well as the teacher's guide to help keep the trunk organized and intact.

The topics in the trunk correlated to the Iowa Core Curriculum's Social Studies Essential Concepts and Skills. The geographical information covered the essential concept of understanding the use of geographical tools to locate and analyze information about people, places, and environments. The history of Sheldon, family life, church, and school lessons fulfilled the essential concept of understanding historical patterns, periods of time, and the relationships among these elements. The essential concept of understanding the role of individuals and groups within a society as promoters of change or the status quo was covered through the noteworthy people lesson. Government and city services fulfilled the essential concepts of understanding how governments throughout the world influence economic behavior and understanding the rights and responsibilities of each citizen and demonstrating the value of lifelong civic action. The essential concept of identifying the goods and services that the local school and community provide and the people who provide them was covered through the agricultural and industry lesson (Iowa Department of Education, 2009).

#### Procedures

The researcher began the project by meeting with the third grade teachers to insure that all of the major topics were covered in the project. The meeting also included discussions on individual teaching styles. Next, a meeting was held with the members of the Sheldon Historical Society to determine resources available through their museum as

well as individuals to interview for the project. The necessary IRB institutional approval letters were completed. Permission for the use of photographs was obtained from the Sheldon Historical Society.

Once specific topics were determined, resources were gathered for each topic. Photographs, artifacts, and activity pieces were gathered, labeled, and packaged in their specific topic containers. The oral interviews were recorded. Suggested lesson plans were created for each unit and placed in a three ring binder. PowerPoint files of background information were created and then copied to a CD for inclusion in the trunk. Print copies of the PowerPoint files were also included in the three ring binder. An inventory card of each container was created to assist teachers in keeping the trunk organized. To help with the creation of the lesson plans and individual containers, the researcher used the following resources:

1. *Inquiry-based learning using everyday objects* by Amy Edmonds Alvarado and Patricia R. Herr (2003).
2. *Best practices for teaching social studies: What award-winning classroom teachers do* by Randi Stone (2008).
3. *50 social studies strategies for K-8 classrooms* by Kathryn M. Obenchain and Ronald V. Morris (2007).
4. *Social studies for the elementary and middle grades: A constructivist approach* by Cynthia Szymanski Sunal and Mary Elizabeth Haas (2005).
5. *Visualizing elementary social studies methods* by John K. Lee (2008).
6. *Exhibits in libraries: A practical guide* by Mary E. Brown and Rebecca Power (2006).

The final step was the evaluation survey completed by the third grade teachers in Sheldon. The purpose of this survey was to evaluate the trunk for usefulness, differentiated learning needs, student interest, and level of difficulty for third grade students. There was also a preview by three members of the Sheldon Historical Society to check for accuracy of information.

With the traveling trunk completed and ready, its first use in the classroom will be during the 2010-2011 school year. The traveling trunk will also be shared with the Sheldon Public Library and Sheldon Historical Society during the summer months.

## CHAPTER 4

### PROJECT

The project is a traveling trunk filled with primary and secondary resources organized into eight different units with corresponding lesson plans. Due to the size of the project, pictures of the trunk and its contents were taken (see Appendix D). A teacher's guide is included in the trunk in a three ring binder (for a copy see Appendix E). In the teacher's guide are the lesson plans; master copies of all needed worksheets; printed copies of all PowerPoint presentations, picture cards, and fact cards; lists of the related trunk contents along with a picture for each lesson's artifacts or activity pieces; and a separate reference list of resources used to create the traveling trunk.



## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### Summary

Even the Wizard of Oz knew the importance of community when he directed Dorothy to chant, “There’s no place like home, there’s no place like home, there’s no place like home.” To instill this sense of belonging and hometown pride in children today, it is important to learn what makes their community special. Through the use of hands-on activities involving primary resources, teachers can bring learning about communities into the classroom. These same activities also promote student learning. According to a study by Farmer et al. (2006), long-term recollections were stronger when connected with activities incorporating action and student involvement.

The purpose of this project was to develop an elementary third grade level traveling trunk filled with primary and secondary resources to be used in the teaching of a social studies unit on the community of Sheldon. Lessons in the trunk also included hands-on activities.

As discovered in the research process, there are no resources available at an appropriate reading level for this age group. During an interview with the Sheldon third grade teachers, it was discovered they have used a community guide published by the local newspaper to teach this unit in the past. Due to this publication’s adult targeted audience, it failed to capture the interest of the students. Another revelation of the interview was students were motivated during other curriculum units involving hands-on activities. To fulfill the need for more engaging teaching materials for the social studies unit on communities, the researcher chose to create a traveling trunk which could be used

in all three schools in the community. Studies by Busby and Hubbard (2007); Fallace, Biscoe, and Perry (2007); and Bolgatz (2007) demonstrated the importance of instructional design in meeting the needs of the students. A variety of strategies and visual elements makes a difference in student learning.

One of the first questions of the researcher was what people, places, and events should be a part of the traveling trunk's resources. Through interviews with members of the Sheldon Historical Society and reading the Sheldon Area Centennial book, specific topics and people were identified. The most difficult aspect of this part of the research was determining the limitations of the project. Just as Nye and McConville (2008) found in their research project, finding the focus of the history lessons and how to help elementary aged students understand sources written for adults was a challenge. With almost 140 years of Sheldon history, it was necessary to focus on specific time periods and events. This focus was decided by the type of information available through local resources. A benefit of working with the Sheldon Historical Society was the availability of these resources through the Prairie Queen Museum. Furthermore, this working relationship also provided the opportunity for connecting the learning from the classroom use of the trunk to future visits to the local museum. An example of this was in the choice of the noteworthy people chosen for this unit of the trunk by using individuals featured in the museum's Hall of Fame exhibit. A limitation of using this exhibit was its gender imbalance. Only three women are included in the museum's Hall of Fame exhibit. Another consideration in selecting information was trying to find connections from the past to the students' lives today. For instance, students enjoy going to the local movie theater so the history of theaters in Sheldon are included in the project.

Adjusting the reading levels of the educational information in each unit to an age appropriate level was also important. The researcher met this challenge by first creating the PowerPoint presentations. These will either be used as background information for the teacher or will be presented to the students by the teacher in the classroom. Thus reading levels of this information is higher than third grade, yet they still needed to be simplified due to the visual format of the media. Once the original information had been simplified for the PowerPoint presentation, it was easier to adapt the student materials to the appropriate third grade reading level.

A second question to be answered regarded the use of primary sources. The researcher needed to determine what type and where to find primary sources for the project. The nature of the specific units determined if primary sources matched the lesson needs. The family life unit matched perfectly with the use of antique objects. Finding the objects involved asking my contacts through the Sheldon Historical Society. The researcher also utilized a local antique store to find a few unique items such as the egg scale and rolling biscuit cutter. Likewise, the Sheldon Historical Society through the resources of the Prairie Queen Museum provided access and permission to use their photograph files. Fallace et al. (2007) stated in their study that using visual images enables young students to participate in historical thinking. The use of primary sources also added to the historical feel and significance of the overall project.

The last questions asked by the researcher involved the nature of a hands-on traveling trunk meeting the learning needs of different students and the instructional needs of different teachers. In regards to the learning needs of different students, the eight units within the trunk were created to meet different learning styles. Examples of

this differentiation included the large Sheldon floor map; the agriculture and industry objects; the family life antique objects; the fact cards for government and city services; and the videotaped school oral history interview. The researcher provided the students several hands-on experiences with this project.

With hands-on activities often creating more lesson preparation time for the teachers, another goal of the researcher was to meet the instructional needs of the different teachers thus motivating the teachers to use the traveling trunk. This need was met by having each of the eight units that could be used independently. Teachers are able to choose exactly what units they want to use, and may adapt the lesson and materials to their individual time frame. The researcher has also provided the teachers three different options for final projects that will match their individual teaching styles.

Through the evaluation surveys (see Appendix C), the researcher discovered the teachers felt the materials did meet the needs of the students as well as met their teaching needs. The surveys also showed the teachers believed their students would like the types of activities included in the traveling trunk. However, the final question of the survey regarding the level of difficulty of the activities revealed that some of the reading material may still be too hard for third graders. The teachers did comment that this problem could easily be solved by having the students work in groups to assist each other. Overall, the comments by the teachers were favorable towards the trunk and they looked forward to using it next fall for their Sheldon community unit.

### Conclusions

The Sheldon Community Traveling Trunk provides an overview of Sheldon, Iowa through the eight different units and their hands-on activities. The researcher believes the

format of the trunk will motivate both the teachers and third grade students involved to learn more about the community in which they live and go to school. Social studies comes alive and becomes more than just words in a book when hands-on experiences are a part of the learning. Through the use of primary sources and artifacts, even elementary students make the connections from historical events and places to their own lives. Even though the traveling trunk project could not include everything there is to know about Sheldon and its history, it does involve a variety of units that teach most of the ten themes developed by the National Council for the Social Studies (2008). Through the different activities, the traveling trunk also meets the differentiated learner styles of students today and is adaptable to the different teaching styles of the teachers who will use it. In conclusion, the researcher believes the trunk's purpose has been met in providing a grade appropriate resource for the Sheldon community unit.

#### Recommendations for Further Study

Traveling educational trunks have been a tool museums across the nation have developed to get their message to students and teachers in the classrooms. However due to the time and expense of shipping these trunks from museums, usually located in different cities, teachers will often not request their use. In addition, the types of trunks available do not always match the specific curriculum needs of the teachers. Through the development of traveling trunks targeted to a specific state or local district curriculum, teachers would have hands-on, primary and secondary resources to use with their students. With a trunk developed and stored locally, it would be readily available for use by the teachers. Also through the involvement of the teacher-librarian in the creation of the trunk, available library resources could easily be included thus creating a connection

between the library and classroom teachers. Another alternative to local development would be the involvement of the regional area educational associations (AEAs).

An additional area needing further research is the comparison of different teaching methods on student achievement. Research was found showing the effectiveness of specific teaching methods such as using oral histories or historical photographs. However, the researcher could not find studies comparing different types of hands-on methods to determine which was most effective.

It is recommended by this researcher that local school districts and AEA's explore the creation of traveling trunks to benefit their teachers with hands-on curriculum-specific learning resources. It is also recommended by this researcher that further studies be completed on comparing the effect of different teaching methods on student achievement.

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## APPENDIX A

## ORAL HISTORY INTERVIEW QUESTIONS

1. Where did you grow up? What was it like there?
2. Describe a typical school day in your elementary school.
3. What did you study? What subjects did you like best?
4. What was the school room like? How many students were in your class?
5. How did you get to school?
6. What games and activities did you do at recess?
7. Did you take your own lunch? What was a typical or favorite lunch?
8. Did you ever get in trouble at school? What was the punishment?
9. What was your greatest honor?
10. Did you read for fun? What was your favorite book or type of book?
11. What did you want to be when you grew up?
12. What is your best memory of growing up in Sheldon?

## APPENDIX B

## RECRUITMENT SCRIPT FOR INTERVIEWS

Hello Mr. or Mrs. \_\_\_\_\_.

My name is Jan Kinderknecht. I live here in Sheldon and I am doing a research project for a college class I am taking at the University of Northern Iowa. The project is developing a "Traveling Trunk" ...like a large plastic tub...filled with background information and hands-on materials on the history of the Sheldon community.

This trunk will be available to the third grade teachers at all three of the elementary schools. One topic in the trunk is the history of the schools in Sheldon. I am looking for four people to interview about their grade school experiences and your name came up in my research on past Sheldon graduates.

The interview involves twelve questions and will take no more than an hour. I will be recording the interview but your name will not be used in the final product. The interview can take place at your home or we can meet at the Sheldon Public Library. You will be able to see the questions before the actual interview.

Would you be interested in being interviewed for this project?

IF THEY SAY YES: I will need to send you a consent form that gives you information about the project as well as the questions. It will need to be signed and returned to me in the included stamped return envelope. After I get it back, I will be in touch to set up a time and place for the interview.

Do you have any questions or concerns?

Thank you for agreeing to participate. Have a good day.

IF THEY SAY NO: Thank you for your time today. Have a good day.

APPENDIX C  
EVALUATION SURVEY

<b>Sheldon Community History Traveling Trunk Project Evaluation</b>				
<b>Usefulness of Materials</b>				
How useful will the materials meet your teaching needs?				
<i>5 is most useful to 1 is not useful</i>				
5	4	3	2	1
Comments:				
<b>Differentiated Learning</b>				
Will the materials meet the differentiated needs of your students?				
<i>5 will meet their needs to 1 will not meet their needs</i>				
5	4	3	2	1
Comments:				
<b>Student Interest</b>				
Will your students like or dislike the activities in the units?				
<i>5 will like the activities to 1 will not like the activities</i>				
5	4	3	2	1
Comments:				
<b>Level of Difficulty</b>				
How easy or difficult will the activities be for third grade students?				
<i>5 very easy to 1 very difficult</i>				
5	4	3	2	1
Comments:				

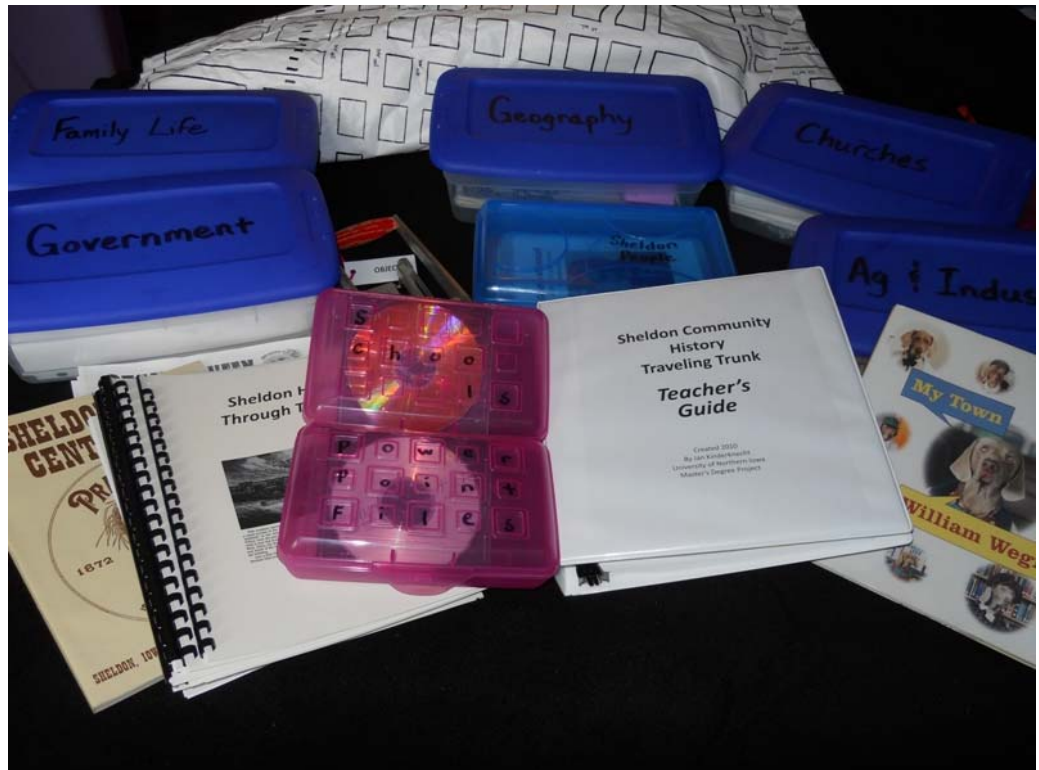
## APPENDIX D

## PICTURES OF TRAVELING TRUNK AND CONTENTS

The traveling trunk, a 32 gallon plastic tub.



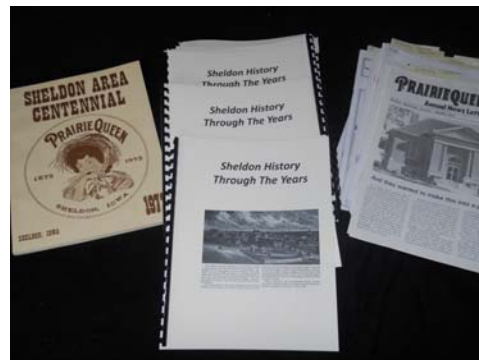
Boxes containing each unit, teacher's guide, history booklets, Sheldon floor map, and other resources.



Geography Unit



History Unit



Noteworthy People Unit



Family Life Unit



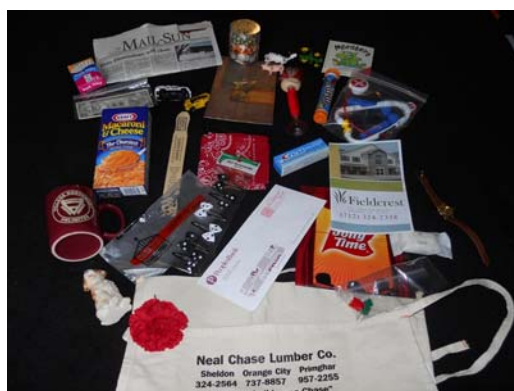
Schools Unit



Government Unit



Agriculture & Industry Unit



Churches Unit



## APPENDIX E

## TRAVELING TRUNK TEACHER'S GUIDE

The following is a copy of the original teacher's guide. Included in the teacher's guide is a separate list of references for those resources used in developing the lessons and activities. Also included are detailed lists of each unit's contents.

# **Sheldon Community Traveling Trunk**

## ***Teacher's Guide***

Created 2010  
By Jan Kinderknecht  
University of Northern Iowa  
Master's Degree Project



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## **Sheldon Community Trunk Introduction**

This trunk is targeted to third graders in the three elementary schools of Sheldon, Iowa as a part of their Social Studies instruction.

### ***Learner Goals:***

1. To understand the history of Sheldon, Iowa.
2. To learn about noteworthy people connected to Sheldon's history.
3. To make a connection between the students' home addresses in relationship to an overall map of Sheldon.
4. To compare and contrast the differences in family and school life from the past to today.
5. To understand the local government and services available within their community.
6. To understand the relationships of the various agricultural, industrial, retail, and service regions of the community.
7. To understand through a timeline the changes in churches in Sheldon.

### ***Strategies, Procedures, and Resources:***

The trunk is organized into eight different areas. The areas are numbered in a suggested teaching order, but are independent of each other and can be taught in any order. Each area includes background information and a hands-on or small group activity. Each area's materials are stored in separate containers. The teacher resource notebook contains the suggested lesson plans, background information, and master copies of handouts. Some materials will need to be copied by the teacher. A CD also includes the PowerPoint presentations. Some areas include more than one lesson idea. Directions for three different final projects at the end of the unit are included.

The eight areas are:

1. Geography/Community Maps
2. History
3. Noteworthy People
4. Family Life
5. Sheldon Schools
6. Government and Services
7. Agriculture and Industry
8. Churches of Sheldon

Culminating Product: Three options are included for a possible final project.

1. Personal Memory Box
2. My Thoughts on Living in Sheldon
3. Sheldon Museum Display

***Standards Addressed:***

The State of Iowa Core Curriculum Standards and the National Social Studies Standards are noted in the lesson plans for each of the areas.

***Sources Consulted:***

The Reference page includes sources consulted for both the historical information as well as the lesson ideas.

***Additional Information:***

The Sheldon Prairie Museum will conduct tours for school groups. To schedule a tour, contact the Sheldon Historical Society through either of the individuals listed below or through email at the following address: sheldonprairiemuseum@hotmail.com.

Millie Vos  
712-324-3235

Raeanne Tatsumi  
712-324-3769

A sample copy of the museum's scavenger hunt is included in the Traveling Trunk to provide teachers an idea of what is on exhibit at the museum. However as exhibits change throughout the museum each year, the scavenger hunt also changes. The newest scavenger hunt will be provided to the students during the class's scheduled tour.

## Final Project Ideas

### Personal Memory Box

Create a memory box that tells your personal life history as a resident of the Sheldon community. Nine items should be included in the box with the following areas represented:

- A map showing where you have lived
- Biography card showing complete name, birth date and place, hobbies and activities
- Something connected to school (friends, subjects, teachers, projects, etcetera)
- Something about your family
- Something connected to your friends
- Something connected to your church if this is important to you

Memory boxes can be presented orally to the class.

### My Thoughts on Living in Sheldon

Using complete sentences, write your answers to the following questions.

1. When someone mentions Sheldon, what do you think of?
2. What makes Sheldon special? Is it the history? The people? The businesses, government, and schools? Write the answer on what you feel strongest about.
3. What don't you like about Sheldon?
4. How is Sheldon changing? Is it a positive (good) change or is it a negative (bad) change?
5. Pretend the mayor has requested that you design a city sign showing what Sheldon is all about. Draw and color your sign on the back of your page.

City signs could be displayed for the class to view.

### Sheldon Museum Display

Pretend you have been selected to create a museum display to represent Sheldon. Select a theme or topic, create your display, and label each item. Be sure to include interesting facts related to your theme or topic showing your understanding about Sheldon and its history.

Displays could be set up for parents and/or other classes to view.

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*Note:* All photographs in this booklet are the property of the Sheldon Historical Society and were reprinted with permission.



## Geography/Community Maps

**Lesson Title:** My place in this community

**Standards:**

*Iowa Core Curriculum – Iowa Department of Education  
Geography*

Essential Concept and/or Skill: Understand the use of geographic tools to locate and analyze information about people, places, and environments.

*National Standards – Social Sciences*

*NSS-G.K-12.1*

The World in Spatial Terms: Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

**OPTION 1:**

**Materials needed:** One milk carton for each student, construction paper, large map and example house from traveling trunk.

**Objective:** Each student will use a map of Sheldon to locate their home address and then relate their home’s location to other places in Sheldon.

Teacher’s Role	Student’s Role	Assessment
<ol style="list-style-type: none"> <li>1. Lay out the large map and discuss various areas of Sheldon. Find specific points students can connect to where they live.</li> <li>2. Show the example of a house and explain how they will make their own home to represent where they live.</li> <li>3. Assist students in placing their homes on the map. Students outside of Sheldon should try and place their homes as close as possible to their actual location around the map.</li> <li>4. Give examples of written relationship statements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create their “house” from a milk carton and construction paper.</li> <li>2. Write their address on a label and attach it to the roof.</li> <li>3. Place their houses on the large map.</li> <li>4. Write relationship statements about their houses.</li> </ol> <p>Examples:            My house is four blocks from the public library.            I live south of the downtown area.            The elementary school is close to my home.            My house is between Tom’s and Mary’s.</p>	<p>Check home placements according to addresses.</p> <p>Write relationship statements about their houses. The number of statements needed is determined by the teacher.</p> <p>Either as a class or in pairs, the students can check each other’s statements for accuracy.</p>

**OPTION 2:**

**Materials needed:** Small page protector maps and overhead transparency map from traveling trunk, dry erase markers.

**Objective:** Each student will use a map of Sheldon to locate their home address and then relate their home's location to other places in Sheldon.

Teacher's Role	Student's Role	Assessment
<ol style="list-style-type: none"><li>1. Hand out a map and marker to each pair of students.</li><li>2. Using the overhead map, discuss various areas of Sheldon. Find specific points students can connect to where they live.</li><li>3. After students mark on their maps, assist each pair as they mark the master map.</li><li>4. Lead discussion in relationship statements.</li></ol>	<ol style="list-style-type: none"><li>1. Each pair of students works together to mark where they live on their maps.</li><li>2. Then, each student marks on the master overhead map where they live.</li><li>3. Using the master map, students then participate in relationship discussion.</li></ol> <p>Examples: My house is four blocks from the public library. I live south of the downtown area. The elementary school is close to my home. My house is between Tom's and Mary's.</p>	<p>Check home placements according to addresses.</p> <p>Write relationship statements about their houses. The number of statements needed is determined by the teacher.</p> <p>Either as a class or in pairs, the students can check each other's statements for accuracy.</p>

**OPTION 3:**

**Materials needed:** Computers, Online satellite imagery (through programs such as Google Maps)

**Objectives:**

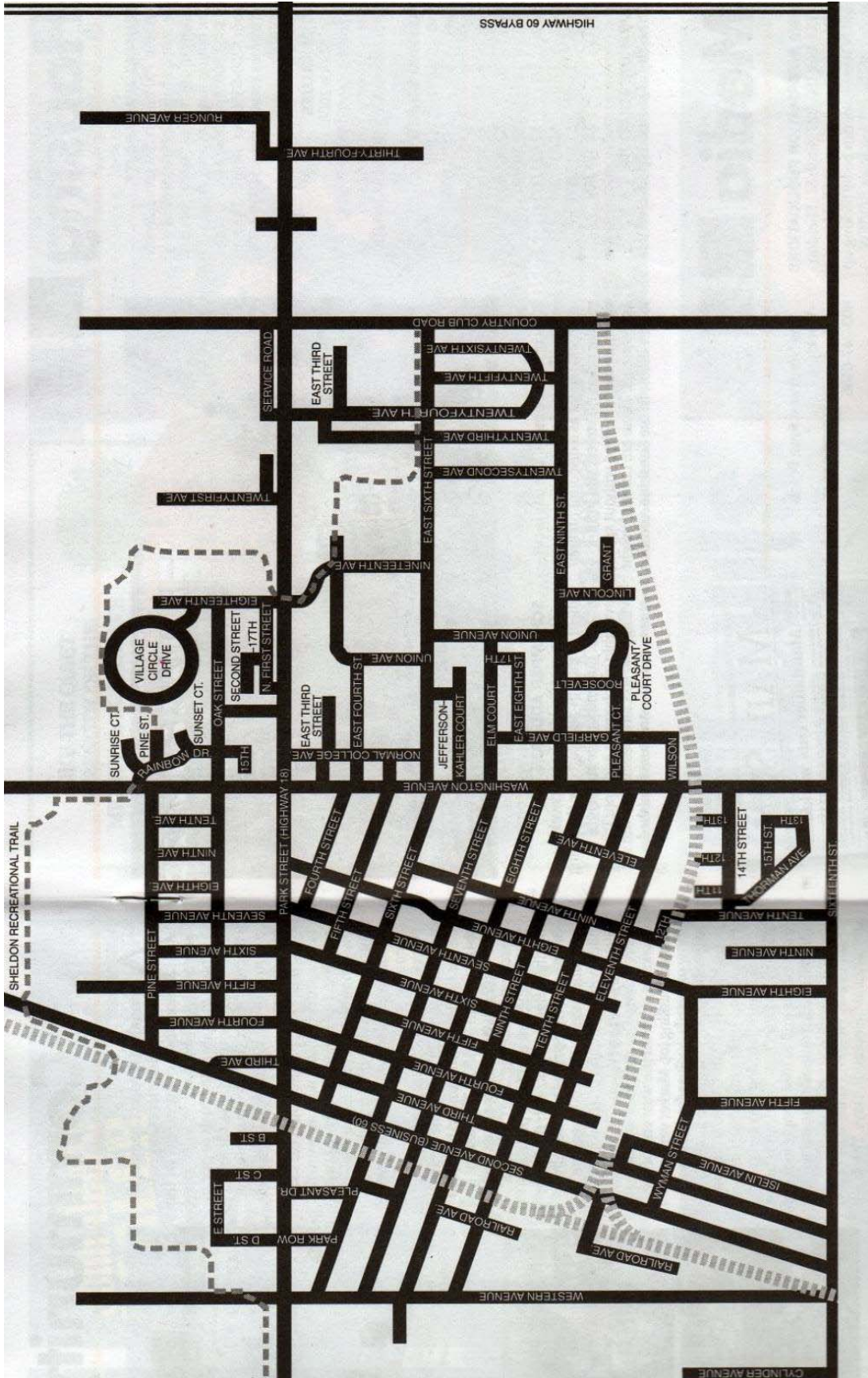
Using online satellite imagery, students discover the absolute location of their home by searching with their address. Students use the satellite image to discover other geographic and manmade features that are close to their home.

Analyze how and why Sheldon was settled in this area in connection to geographic and physical features.

Teacher's Role	Student's Role	Assessment
<ol style="list-style-type: none"><li>1. Demonstrate to the students how to use the online satellite imagery program.</li><li>2. Demonstrate how to find their home address and zoom out to see the surrounding regional area.</li><li>3. After students have explored, lead a discussion on how and why the settlements of cities occurred in various regions. Relate the discussion to the Sheldon area.</li></ol>	<ol style="list-style-type: none"><li>1. Find their home address on the online satellite imagery program.</li><li>2. Zoom out to explore the entire town and regional area.</li><li>3. Write a hypothesis on why Sheldon was located in this particular spot.</li></ol>	<p>Visual assessment to determine if student found their address and were able to use the program.</p> <p>Collect hypothesis from each student.</p>

***To access a free online satellite imagery program, go to Google.***

1. Go to Google, and choose Maps from the options at the top.
2. At the top of the map on the right, choose the Satellite tab.
3. In the search box, type the address, city, and state separated by commas and click on Search Maps.
4. Address is located by the lettered bubble on the map.
5. Zoom in with + symbol and zoom out with the – symbol to explore the map image.
6. Click on the lettered bubble. Other options may pop up in a separate window such as Street View. Larger cities have this option available, but you may not be able to do this with a city the size of Sheldon.



Sheldon Iowa Community Map  
Printed from the  
2009 Sheldon  
Community Guide

# GEOGRAPHY

## Related Trunk Contents

- Large Sheldon floor map
- Example of student created house from a milk carton
- Set of 25 Sheldon maps in page protectors
- Transparency Map of Sheldon







## THE BUILDING OF A TOWN

- Railroad carloads of lumber arrived a few days later and building of homes and businesses started.
- Railroad built the depot for future passengers and freight.
- First building was a saloon.
- The next three buildings were all lumber yards and they were ready for business by mid-July.
- By January 1, 1873, Sheldon was 6 months old and 30 people lived here.



North side of 9th Street in 1879

## Railroad Fun Facts

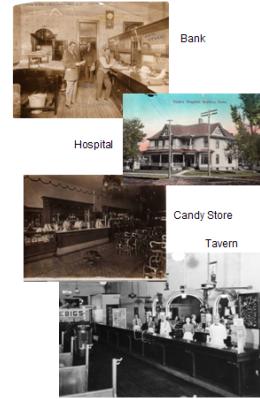
- At the peak of rail travel, a train left Sheldon every 30 minutes, year-round – a total of 18 trains each day.
- In 1910, 400 tickets were sold for passengers to ride from Ashton to Sheldon to attend a circus.
- A "Shopper's Special" train took Sheldon people to Sioux City each day – leaving at 9:00 AM and returning at 4:30 PM.
- Sheldon people also rode the train to the Lakes.



President Teddy Roosevelt visits Sheldon by train.

## THE FIRST BUSINESSES

- General store
- Hardware store
- Bank
- Pool hall
- Law office
- Warehouse
- Drug store
- Farm machinery
- Hotel
- Harness shop
- Boots and shoes store
- Men's clothing
- Coal yard
- Newspaper
- Doctor
- Restaurant
- Blacksmith
- Grain, flour, feed & coal store



Bank

Hospital

Candy Store

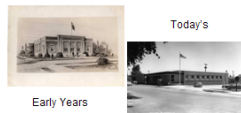
Tavern

## Sheldon Post Office

- Started in Summer of 1872.
- Mail through the years was transported by trains.
- Now it is transported by truck and air.



Postal employees early 1900's



Today's

Early Years

## Electricity, Water & Telephones

- By the mid 1880's, Sheldon had water wells located throughout the town, electricity available in the city, and monthly telephone service cost \$2.00 for businesses and \$1.50 for homes.
- The first paved streets in Sheldon were in the business district in 1913.



Telephone switchboard



## OTHER FIRSTS IN SHELDON

- Benjamin Jones built the first home.
- First marriage was in 1872 between Tom DeLong and Samantha Jones
- First child born in Sheldon was Inez Wykoff on July 11, 1873.
- First school teacher was Columbia Robinson.
- First sermon preached was by Elder Brashears in August 1872 in the depot.
- First published newspaper was the Sheldon Mail in January 1873.
- First death was Christmas morning 1872. M.G. McClellan died of diphtheria.



Mr. & Mrs. Benjamin Jones and their family, the first family in Sheldon. Nellie and E.F. are in the back row. Margaret is on the left.



Their home, the first built in Sheldon.

## SHELDON SCHOOLS

- First classroom located in the Bradley Lumber Company office on 2<sup>nd</sup> Avenue
- A small one-room school was built in 1873 and used till 1879.
- The first brick school was built in 1894, but burned to the ground in 1903.
- Another brick school was built in 1903, and it was used until 1970.

Location of first school was in the lumber yard office.



First school building, built in 1880 for 117 students.



An addition was built in 1886 as the town grew.



First brick school built in 1894, burned down in 1903.



Rebuilt in 1903 and used until 1970 when the high school was built.

## PRAIRIE QUEEN MILL

- Built by John & Harry Iselin in 1879.
- Employees lived in company houses. That part of town was Iselinville.
- Ownership of the mill was held by several different people through the years.
- Operated until the 1920's when they could no longer compete with the big mills in the cities.
- It burned to the ground in 1932.



## THE GRASSHOPPERS

- On June 5, 1873, dark clouds of grasshoppers came to Sheldon and ate all the green wheat in the fields.
- In the spring of 1874, the eggs laid the year before hatched and more grasshoppers invaded Sheldon.
- The grasshoppers stayed for seven years, and the only thing that could kill them was prairie fires.
- Many of the original settlers left the town.



## PRAIRIE FIRES

- Feared by the early settlers as there was no fire department.
- Fought fires by plowing fire breaks around the town, their homes, and farm buildings.
- First fire department started in May of 1884.
  - Hook and Ladder Company & two Hose Companies
  - Carts pulled by the firemen or horses
- On July 2, 1888 one entire block with 12 of the town's businesses was burned down (where Ben Franklin & Dollar General stores are today).
  - Buildings rebuilt on this same block burned down again in March 1958.

First hose cart used in Sheldon. Now at the Sheldon Fire Station.



## FUN TIMES TOO!

- Town held a celebration July 4, 1872, the day after the train had arrived.
- 4 county Sheldon District Fair was held from 1900 to 1922.
  - A big part of the fair was the Horse Racing.
- The boys formed the Sheldon Grasshopper baseball team. They played the Primghar Skyscrapers and won the game 32 to 6.
- The Sheldon Clown Band performed on Saturday nights around the business district in the 1930's.



Trotter race horse & harness cart



Sheldon Clown Band

## Sheldon's Theatres

- The first show was "The Birth of a Nation", a silent movie. It cost 50¢ for adults and 10¢ for children.
- Around 1900, traveling plays, silent movies, and town talent shows were put on at Sleeper's Opera House.
- The Royce Opera House was built as the fanciest theatre in the area, but had to be torn down before it was ever used because it was not safely constructed.
- The Iowa Theatre opened in 1929 and showed the first sound movie in Sheldon. It also had a full stage and lights and could be used for plays. It was three floors tall.
  - 1<sup>st</sup> floor was the theatre
  - 2<sup>nd</sup> floor was apartments
  - 3<sup>rd</sup> floor was a ballroom
- Ballroom was closed in late 1950's and the apartments were closed in the 1970's.
- In the 1980's, a smaller theatre and pizza restaurant were built within the walls of the original theatre.
- The Iowa Theatre burned down in 2002.

Royce Opera House



The Marching Orats go past the Iowa Theatre.



Iowa Theatre Fire in 2002

## RINGLING BROTHERS CIRCUS

- First came to Sheldon in 1888.
  - Mr. George Hudson Sr., the Sheldon Marshall, was a friend of the Ringling Brothers.
- Sheldon known as a circus town because of location of three railroads.
  - Circus arrived by train & paraded down 9<sup>th</sup> Street & 3<sup>rd</sup> Avenue to the fairgrounds. Largest circus train was 125 cars.
  - Circus fans would come by train too. 400 people came from Ashton by train one year.
  - Always filled the "Big Top" with people from the area.



Circus Parade through Sheldon.

Performing elephants under the big top.



Circus Ad

- Other circuses visited too
  - Barnum & Bailey Circus
  - Buffalo Bill's Wild West Show
  - Wallace Hagenbeck Animal Circus
- Sheldon boys would get free tickets for helping put up the big tent and watering the animals.
- In 1910, lots of rain caused muddy streets and the circus wagons had to be pulled back to the train by the elephants.
  - City paved the streets by 1913 so the circus would keep coming to Sheldon.
- Last circus came to Sheldon in 1929.



Circus traveled by train to Sheldon.

## 50th Anniversary Jubilee

- Sheldon celebrated its 50<sup>th</sup> Anniversary on July 3<sup>rd</sup> and 4<sup>th</sup> in 1922.
- A play was held with a cast of 300 people, streets were decorated, downtown windows had special displays, ball games were played, and people attended an "old settlers picnic".
- A huge parade featured decorated cars like the one shown below.



## Sheldon's Centennial 1872 - 1972

- Sheldon Historical Society published its 100-page booklet chronicling Sheldon's first 100 years.
- Sheldon's "Miss Prairie Queen" becomes official emblem and seal of the Centennial. It was drawn by Hal Tuttle of Sheldon.
  - This is an authentic reproduction of the pretty gal printed on the Prairie Queen flour sacks shipped from Sheldon all over the world.



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Note: All photographs in this booklet are the property of the Sheldon Historical Society and were reprinted with permission.

**SHELDON HISTORY  
PRETEST**

\_\_\_\_\_  
**Student Name**

*Circle either AGREE OR DISAGREE for each statement.*

1. The city of Sheldon was named for a man who never actually lived here.

AGREE DISAGREE

2. The town's streets were named by the first people who lived here.

AGREE DISAGREE

3. Houses in Sheldon did not get telephones until 1950.

AGREE DISAGREE

4. During the early 1900's, 18 trains each day stopped in Sheldon to bring freight and passengers.

AGREE DISAGREE

5. The first school in Sheldon was in a lumberyard office.

AGREE DISAGREE

6. The first fire hose cart used in Sheldon was destroyed in a prairie fire.

AGREE DISAGREE

7. Horse racing was a big part of the Sheldon Fair for 22 years.

AGREE DISAGREE

8. The first movie in Sheldon cost \$2.00 for children to see.

AGREE DISAGREE

9. The circus arrived in Sheldon by railroad, unloaded and parade through town to get to the fairgrounds.

AGREE DISAGREE

10. Sheldon paved its roads so the circus wagons would not get stuck in the muddy streets.

AGREE DISAGREE

**SHELDON HISTORY**

**POST TEST**

\_\_\_\_\_  
**Student Name**

*Circle either TRUE or FALSE for each statement. Correct each FALSE statement to make it TRUE.*

11. The city of Sheldon was named for a man who never actually lived here.

TRUE                      FALSE

12. The town's streets were named by the first people who lived here.

TRUE                      FALSE

13. Houses in Sheldon did not get telephones until 1950.

TRUE                      FALSE

14. During the early 1900's, 18 trains each day stopped in Sheldon to bring freight and passengers.

TRUE                      FALSE

15. The first school in Sheldon was in a lumberyard office.

TRUE                      FALSE

16. The first fire hose cart used in Sheldon was destroyed in a prairie fire.

TRUE                      FALSE

17. Horse racing was a big part of the Sheldon Fair for 22 years.

TRUE                      FALSE

18. The first movie in Sheldon cost \$2.00 for children to see.

TRUE                      FALSE

19. The circus arrived in Sheldon by railroad, unloaded and parade through town to get to the fairgrounds.

TRUE                      FALSE

20. Sheldon paved its roads so the circus wagons would not get stuck in the muddy streets.


TRUE                      FALSE

# Housing Then & Now

Check out how the early homes of  
Sheldon look today!


## 301 11<sup>th</sup> St.

<p><b>Then...</b></p> <p>The first home built in Sheldon by Benjamin Jones.</p>	<p><b>...And Now</b></p> <p>This is now an empty lot across the street from the Post Office.</p>
---	--





## 9<sup>th</sup> St. & 4<sup>th</sup> Ave

<p><b>Then...</b></p> <p>James Wykoff built the second home in 1872. It was located where the city parking lot by the Sheldon Community Building and across from the current movie theatre.</p>	<p><b>...And Now</b></p>
---	--------------------------



## 6<sup>th</sup> St. & 5<sup>th</sup> Ave

<p><b>Then...</b></p> <p>The third home was built by H.B. Wyman. It burned down in 1895. He then built this larger home.</p>	<p><b>...And Now</b></p>
--	--------------------------

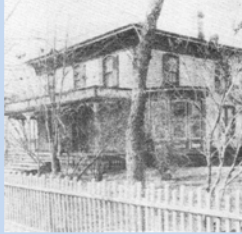




Two homes are now there across from the City Park

## 701 8<sup>th</sup> St.

<p><b>Then...</b></p>  <p>Sheldon was known for its large, spacious homes. This early home was built by W. C. Hagy.</p>	<p><b>...And Now</b></p>  <p>It was torn down and a new home built on the lot.</p>
--	---

## 503 7<sup>th</sup> St.

<p><b>Then...</b></p> 	<p><b>...And Now</b></p>  <p>The home built by D.F.W. Cram still stands today. Note the changed front and side porches and added dormer on top.</p>
--	--

### 620 4<sup>th</sup> Ave

**Then...**



This home was built by C.L. Soyster. William Jennings Bryan, a famous politician, was a guest in this home.

**...And Now**



Located across the street from the City Park, this home was replaced by an apartment complex.

### 6<sup>th</sup> St. & 6<sup>th</sup> Ave.

**Then...**



Scott Logan, owner of the Prairie Queen Mill, built this large home. It still stands across the street from the City Park.

**...And Now**



### 724 6<sup>th</sup> Ave.

**Then...**



H.C. Lane built this two-story home in 1903. It is now the location of the Vander Plaag Funeral Home.

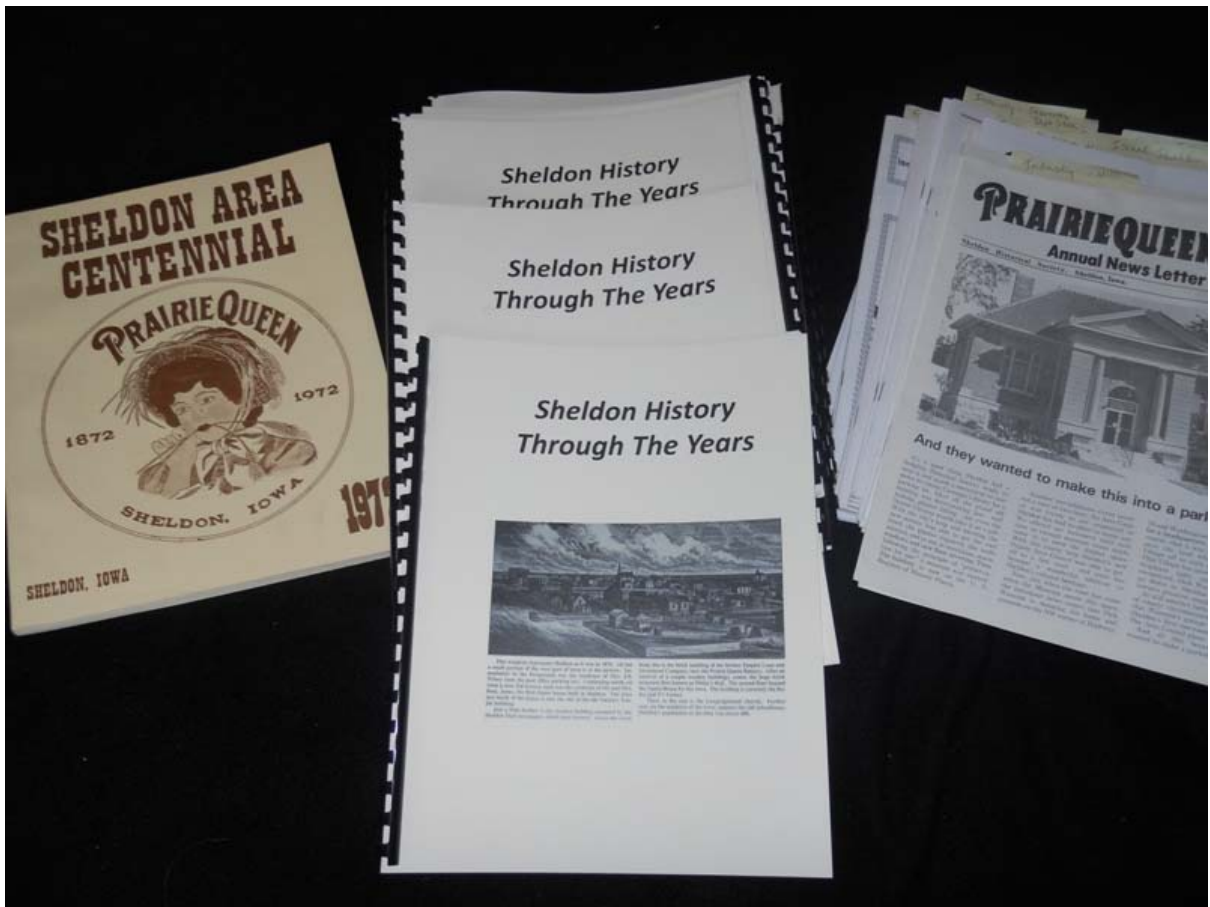
**...And Now**



# HISTORY

## Related Trunk Contents

- Set of 20 History Booklets
- Sheldon Centennial Book
- Prairie Queen Annual Newsletters





## Noteworthy People from Sheldon’s History

**Lesson Title:** Take Note of Who I Am

**Standards:**

*Iowa Core Curriculum – Iowa Department of Education  
History*

Essential Concept and/or Skill: Understand the role of individuals and groups within a society as promoters of change or the status quo.

*National Standards – Social Sciences*

*NSS-USH.K-4.1*

Living and Working Together in Families and Communities, Now and Long Ago:  
Understand the history of the local community and how communities in North America varied long ago

**Materials needed:** Twenty-three Biography cards in the traveling trunk

**Objectives:** Identify and evaluate the contributions of individuals in various eras of Sheldon history.

Teacher’s Role	Student’s Role	Assessment
<p>9. List the names of the noteworthy people from the cards on the board.</p> <p>10. Assign or have students select one of the Sheldon people to read a biography card on and prepare a report back for the class.</p> <p>11. During the reports, add in interesting details students may have missed in their reports.</p>	<p>Select either individually or in small groups/pairs, one of the Sheldon people to read and report on back to the class.</p> <p>Possible Questions: Who is your person? When did they live in Sheldon? Why were they included in this list? What were some of the things they will be remembered for? Where are they now?</p>	<p>Individual reports could be evaluated.</p>

- He was born October 4, 1897.
- He graduated from Sheldon High School in 1914 and was considered the "brainiest" in his class.
- He majored in Chemistry at Grinnell College graduating in 1918.
- He then enlisted in the Chemical Warfare Service during World War I.
- After the war he enrolled at the Massachusetts Institute of Technology (MIT) to learn about metallurgy.
- He became involved in metal research at Harvard University and the United States Steel Corporation.
- The stainless steels we now use are a result of his research. He received many awards for his continued research in this field.
- He is the great grandson of Sheldon's founder, Israel Sheldon.
- He died March 17, 1958 and was 41 years old.

**Robert H. Abom**  
Metallurgical Research  
Expert



- He grew up in Sheldon and graduated from Sheldon High School in 1984.
- He graduated from Luther College in Decorah, Iowa and the Mayo Clinic College of Medicine & Medical School in Rochester, MN.
- He started Taekwondo when he was 14 or 15 and has been awarded a Fifth Degree Black Belt.
- He is currently a Pediatric Cardiologist (children's heart doctor) at the Mayo Clinic.
- He also teaches at the Mayo Clinic College of Medicine.

**Dr. Michael Ackerman**  
Pediatric Cardiologist



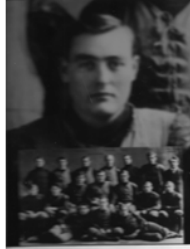
- He was born in Waterloo on October 24, 1912 and attended schools in Cedar Rapids. He later was a student at Sheldon Junior College.
- He graduated from the University of Iowa, where later he taught in the English department. He also taught at Colorado State University and Michigan Tech.
- He moved to Sheldon to be its first Chamber of Commerce secretary but then his job was eliminated due to World War II.
- He entered the U.S. Army Air Force in 1944.
- After the war, he opened an office supply business in Sheldon.
- In 1972, he started writing books about growing up in Iowa. He also wrote books on literature about Chicago and Michigan.
- Several of his books were donated to the Sheldon Public Library.
- He died January 2, 2002 in Oregon.

**Clarence Andrews**  
Iowa Literary Historian



- He was born on October 17, 1882 in Sheldon.
- He attended the University of Notre Dame from 1903 to 1907 and majored in Pharmacology and Chemistry.
- He played football for Notre Dame. Newspapers said he was the "greatest guard the West ever knew" and that he was the "best lineman in the country, tower of strength, indispensable, and mainstay of his team".
- He played professional football for the Tigers in Massillon, Ohio in 1908.
- He then worked in steel mills in Colorado, Alabama, and Indiana.
- He married Maude Cashman in Sheldon in 1917. They lived in Charles City for two years, finally moving to Peoria, Illinois where he worked as a chemist with the Keystone Steel and Wire Company.
- He died on April 11, 1924 at 42 years old.

**Patrick Beacom**  
1905 Captain of  
Notre Dame Football Team



- He was born in Sheldon on August 5<sup>th</sup>, 1909.
- He grew up on a purebred livestock farm south of Sheldon.
- He graduated from Sheldon High School in 1927 and attended Iowa State University for two years.
- His career in insurance began in 1929 in crop-hail insurance. He worked for Farmers Mutual Hail Insurance Company until he retired in 1978.
- He held many national insurance association positions including being elected as President of the National Association of Mutual Insurance Companies.
- He was also named Manager of the Crop Insurance Research Bureau and served for seven years in this position.
- He died on July 31, 2000 at the age of 90 years old.

**Fred W. Benson**  
National Insurance Leader

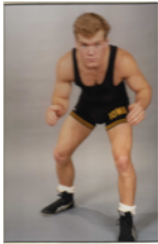


- He was born in Boone County, Illinois January 5, 1857 and attended a one-room country school house through eighth grade.
- He lived with relatives in Belvidere, IL so he could graduate from high school.
- He graduated from the University of Iowa Law School.
- He started his law practice in Sanborn, but moved to Sheldon because it was a more central point between four county seats.
- He mostly specialized in land-title cases mostly between the railroads and the homesteaders.
- In 1912, he was appointed a judge in the Fourth Judicial District of Iowa.
- In 1918, he ran for the United States Congress and held that position for 12 years.
- He died in Sheldon on May 31, 1932.

**William D. Boies**  
Republican Congressman &  
Judge

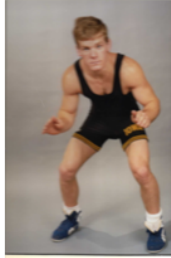


**Terry Brands**  
Olympic Wrestler




- He won the Gold medal in Freestyle Wrestling at the 1996 and 1999 World Championships, and the bronze medal at the 2000 Olympics.
- He was the 1994 U.S. National champion.
- His college career record was 137-7-0. He was a NCAA Champ in 1990 and '92.
- He was an Iowa High School State champion in 1985 and 1986 and runner-up in 1987.
- His high school career record was 109-10.
- He started wrestling in fifth grade and wrestled year-round.
- He was inducted into the National Wrestling Hall of Fame in 2006.
- He is a twin brother to Tom Brands. He is married and has two children.
- He was born in Omaha and grew up in Sheldon.
- He currently is the assistant wrestling coach at the University of Iowa.
- He majored in Human Development at the University of Iowa.

**Tom Brands**  
Olympic Wrestler



- He won the Gold medal in Freestyle Wrestling at the 1996 Olympics and at the 1999 World Championships.
- He was the '93, '94, '95, and '96 U.S. National champion.
- His college career record was 185-7-2. He was a NCAA Champ in 1990, '91, and '92.
- He was an Iowa High School State champion in 1986 and runner-up in 1985.
- His high school career record was 110-9.
- He started wrestling in fifth grade and wrestled year-round.
- He was inducted into the National Wrestling Hall of Fame in 2001.
- He is a twin brother to Terry Brands. He is married and has three children.
- He was born in Omaha and grew up in Sheldon.
- He currently is the wrestling coach at the University of Iowa.
- He majored in Physical Education at the University of Iowa.

**Connie Ver Hoef**  
**Denton**  
Miss Iowa & Miss America Contestant




- She attended Sheldon High School starring in many drama and musical activities. She graduated in 1952.
- As a Senior in High School, she won the Miss Iowa Pageant and went on to compete in Miss America.
- She attended Drake College.
- After college, she modeled professionally, starred in TV commercials and hosted TV interview shows.

**Esther Den Hartog**  
**Dukes**  
U.S. Marines  
Technical Sergeant



- She grew up in Sheldon attending school from Kindergarten through the old Junior College.
- She attended Central College in Pella and earned her Masters from Arizona State University specializing in English Literature.
- She spent two years in the Women's Reserve of the U.S. Marines helping to reconstruct Holland after World War II. The Queen of Holland awarded her the silver medal of the "Order of the Orange-Nassau" for this work.
- She published a book about the first immigrants to Sioux County. Her family was one of the original 63 Dutch families to come to this area in 1869.

**David W. Dyke**  
Naval Fighter Pilot/Author




- He was born in Sheldon on April 21, 1936 and graduated from Sheldon High School in 1954. He attended Iowa State University for one year before attending and graduating from the United States Naval Academy.
- After graduation, he entered naval flight training. He then served aboard the aircraft carrier U.S.S. Shangri-La. He was active in the Navy from 1959 to 1967. He learned to fly eight different types of naval aircraft.
- From 1967 to 1986 he worked for Pan-American Airways as a co-pilot, engineer and trainer.
- In 1986 he started working for United Airlines as a pilot. He also wrote a book about Naval Aviation careers including information about becoming an Astronaut, Blue Angel, Strike U, Test Pilot or a Top Gun Pilot.

**Virginia Geiger**  
Foreign Diplomat




- She graduated from Sheldon High School in 1938 and attended Grinnell College in Grinnell, Iowa.
- After college graduation, she went to the University of Costa Rica for a year's study of law.
- That experience led to a job with the United States Foreign Economic Administration in Bogota, Columbia.
- The rest of her career was spent working for the U.S. State Department in countries around the world, including the Dominican Republic, Korea, Japan, France, Burma, and Australia.
- She met President Kennedy and President Johnson.
- She spoke Spanish, French, and German fluently. She also spoke some Japanese, Korean, and Burmese, and studied Russian.

**Mildred Geiger Gilbertson**  
Author of an American Classic




- She was the daughter of Col. Henry Geiger, head of the Geiger Construction Company, which built the Sheldon Community Building.
- She graduated from Sheldon High School in 1926, and then attended the University of Texas.
- After college, she worked in St. Paul, MN writing advertising copy for an agency.
- Her first stories were written to help her family income by selling them to children's magazines. Her first story sold for \$10.80.
- She had over 800 stories and 11 books published during her career.
- Her most well-known book was "365 Bedtime Stories".
- She usually writes under a pseudonym, and the most often used is "Nan Gilbert".

**Robert L. Jager**  
Taekwondo Chief Master




- He was raised in Sheldon, graduating from Sheldon High School in 1972.
- He began Taekwondo in 1975 and received his First Degree Black Belt in 1974.
- He continued with his Taekwondo receiving the title of Master in 1994, Senior Master in 1999, and Chief Master in 2007.
- In 2006, he successfully tested for the Eighth Degree Black Belt, making him the third highest American-born Black Belt.
- He has also received several other national awards included becoming a member of the American Taekwondo Association Hall of Fame and the Song ahm Hall of Fame.

**Clifford D. Jory**  
Masonic Lodge




- He was born April 17, 1892 in Sioux Rapids and moved to Sheldon when his father became the Methodist minister here.
- He graduated from Sheldon High School and went to Morningside College.
- He was a regular on the basketball team as well as a student leader.
- He received his law degree from the University of Iowa in 1915.
- He was an attorney with the law firm of Diamond and Jory.
- His national importance came from his work as a Mason. He was a member of the Board of Directors of the George Washington Masonic National Memorial Association.
- He also held several state offices including Grand Master for the Grand Lodge of the State of Iowa.

**Fred R. Kushner, O.D.**  
Optometrist



- He was born in Austria and had attended the University of Vienna for three years as a medical student before escaping from Hitler's German Army during World War II.
- He arrived in America with \$7 in his pocket, knowing little English, and a cheap suitcase full of European style clothes.
- He worked as a dishwasher & waiter, clerk in a clothingstore, first-aid attendant in a paper mill, chemistry lab assistant, night foreman in a pipe-fitting department.
- At the end of the war, he enrolled in the Northern Illinois College of Optometry in Chicago and graduated top of his class in 1946.
- He then became a teacher at the college and eventually the Dean or Head of the entire college.
- When he decided to leave the big city to raise his family in a small town, he joined Dr. John Brady of Sheldon in his practice.
- He held several national offices in the field of optometry and was also active in the Sheldon community including being on the first board of Village Northwest Unlimited.

**Gordon M. Metcalf**  
Sears & U.S. Government Commissions



- He moved to Sheldon from Merrill, Iowa and lived here during 7<sup>th</sup> and 8<sup>th</sup> grade in 1918 and 1919.
- He then moved to Sioux City where he graduated from Central High School and Morningside College.
- From 1929-1933, he went to the Northwestern University Graduate School of Business at nights since he worked during the days.
- He started working for Sears in 1933. He advanced steadily through the company until he finally became the chief executive officer, the chairman of the board over the entire company. He had the top position for six years before retiring in 1973.
- He also served on boards for several other companies and organizations.

**Bruce Morrison**  
Wildlife Artist



- He attended the University of Iowa majoring in photography and painting.
- His artwork has been recognized throughout Iowa, the United States, and even in Canada and China. He has received many awards for his wildlife art.
- His artwork has been published in newspapers, magazines, on business calendars, and for organizations like the Iowa Department of Natural Resources.
- He often donates his artwork to benefit organizations like the American Heart Association, Village Northwest, Ducks Unlimited, Pheasants Forever, and many other service organizations.
- He currently lives in Hartley.

- He was born on April 8, 1945 in Sheldon.
- He was the quarterback for the high school football team. He graduated from Sheldon High School in 1965.
- He attended the University of Iowa on a football scholarship and majored in Chemistry.
- He earned his Masters in Chemistry from the University of Illinois.
- He worked for the 3M corporation and responsible for improving the "Scotch Magic Tape" that we use everyday.
- He also has received many awards from 3M for his work in improving their 3M tape manufacturing plant in Hutchinson, Minnesota.
- Some of the products he was directly involved in include Scotch Magic Tape, Scotch vinyl electrical tape, Post-It Pads, Scotch video tapes, and Scotch masking tape.

**Thomas S. Polen**  
Contributor to 3M  
Products



- He was born seven miles southeast of Sheldon in 1928.
- He attended a one-room rural school, then attended Sheldon High School graduating in 1946.
- He attended Sheldon Junior College in 1948 and then went to the University of Wisconsin where he earned his doctorate in agricultural economics in 1965.
- He worked as a teacher and researcher at the University of Wisconsin for 30 years.
- His work involved research and teaching on the economic well-being of farm families and rural communities.
- His work has involved travel to Brazil, Portugal, Venezuela, Poland, Indonesia, Netherlands, and New Zealand.

**William Saupe**  
International Agricultural  
Specialist



- He was born January 31, 1934 in Sheldon and graduated from Sheldon High School in 1952.
- He graduated from Creighton University in Omaha in 1956 where he received many awards for his work in art and architecture.
- He then served in the Army. After the Army he started in law school at Georgetown University in Washington, DC.
- However, he soon returned to New York and started his own business as a private antique dealer in 1960.
- He bought artwork for museums and private collectors. He specialized in historic decorative art and furnishings.
- He died June 23, 1989 at 55 years old.

**Matthew Schutz**  
National Dealer in Museum  
& Gallery Art



- In 1920, his family moved from Rock Valley to a farm north of Sheldon when he was in the sixth grade.
- He played football and basketball all four years of high school.
- He was All-Conference in both sports during his Junior and Senior years.
- He played football for Iowa University and was selected on the following teams: "All Big 10", "All Midwest Teams", and "All American" during his Junior year.
- After college, he started coaching high school football at Eagle Grove, Shenandoah, and Rochester, Minnesota. He developed winning programs at all three places.
- When his father retired from farming, Pete returned to Sheldon to take over the family farm. He farmed for 14 years.
- He died April 27, 1953 when he was 46 years old from leukemia.

**Peter S. Westra**  
Big 10 Championship  
Football Player



- He was born on a farm in Shelby County on March 24, 1879.
- He played baseball in high school, and football which was played more like English Rugby at that time.
- He attended the University of Iowa in 1908 where he studied dentistry.
- He also quarterbacked two undefeated Iowa football teams and was captain in 1901. He is recognized in the Iowa Field House as "Iowa's First All-American". He lettered in baseball, football, and track.
- He was a dentist for only two years in Knoxville, Iowa, quitting to enter professional baseball.
- Then he became Iowa State University's head baseball and assistant football coach. He was their head football coach from 1907-1914, then Athletic Director till 1919.
- He invented the overhead forward pass and the running punt for kickoffs.
- In 1919, he moved to Sheldon and opened a car dealership.
- He lived in Sheldon till his death in 1938 at the age of 59 years old.

**Clyde Williams**  
Iowa's First All-American  
Iowa State Football Player



## NOTEWORTHY PEOPLE

### Related Trunk Contents

- Set of 23 Biography Cards



## Family Life in Sheldon

**Lesson Title:** I'm A Mystery: What's My History?

**Standards:**

*Iowa Core Curriculum – Iowa Department of Education  
History*

Essential Concept and/or Skill: Understand historical patterns, periods of time, and the relationships among these elements.

*National Standards – Social Sciences*

*NSS-USH.K-4.1*

Living and Working Together in Families and Communities, Now and Long Ago:  
Understand the history of the local community and how communities in North America varied long ago

**Materials needed:** antique tools or objects (nine are found in the trunk), one recording sheet for each item, index cards or paper for students to write on, Antique Objects Background PowerPoint

**Objective:** To discover tools or objects used in the past by families in Sheldon and their connection to their family lives.

Teacher's Role	Student's Role	Assessment
<p>12. Take one of the objects and demonstrate how to examine and note details about the objects to come up with a story on how the object was used.</p> <p>13. Start with obvious features like size and shape. Then move to specific details.</p> <p>14. Form students into groups. The number of groups should match the number of objects.</p> <p>15. Give each group one of the objects.</p> <p>16. Tell students their job is to tell the story of the object. They should examine the object carefully and record observations on the recording sheet.</p> <p>17. If desired, after students</p>	<p>1. Students work in groups to investigate each object and record observations on the recording sheet.</p> <p>2. At the last object, each group works together to write a story about the object.</p> <p>3. Groups then share their stories with the class.</p> <p>Activity could be extended with students bringing in their own objects from home for analysis.</p> <p>Activity could be shortened by having each group just explore one item and then present their discoveries to the class.</p>	<p>Informal observation of group work, working with objects, making observations, and formulating hypotheses.</p> <p>Group scores could also be given for the written description.</p>

<p>have had enough time to investigate the first tool, rotate the groups to another object, leaving the recording sheet with the object.</p> <p>18. When groups get their original object back, they should read what others have written. They may or may not use that information to write a descriptive history of the object. They may combine ideas or add ideas of their own. The last group writes up the object's personal history or story using first-person perspective. ("I am a _____, and I was used by _____.")</p> <p>19. After students share their stories with the class, tell them what the objects actually are and how they were used. Other questions to ask: Would we still need this object today? Why or why not? Do we have something like this today? How did this object have an impact on family life?</p> <p>20. Additional discussion could be held about the value of the objects and the role of individual perspective in determining the value of the objects to each individual.</p>		
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**I'm a Mystery:  
What's My History?**

**Historical Background  
on Family Life Antique Objects**

**Jiffy Way Egg Scale**

- Made in the USA
- By the Brower Manufacturing Company of Quincy, Illinois
- Patented in 1940
- Egg weight indicator shown in ounces as well as size.
- Cotter pin helped level the egg scale



**Egg Poacher**

- Three piece egg poacher used to cook one egg at a time.
- Water was placed in the bottom pan. A raw egg was cracked into the top insert piece. Steam came through the side holes while the egg cooked. The lid helped the egg cook faster.
- From the 1950's – 1960's.



**Wire Egg Separator & Whisk**

- Multi-purpose tool to lift boiled eggs, separate yolks from egg whites, and mix ingredients.
- Created from one continuous piece of wire.
- Manufacturer and age unknown.



**French Fry Cutter**

- Could quickly cut a large potato into french fries.
- Could also be used for carrots, cucumbers and zucchinis.
- 1940's – 1950's
- Can still be purchased today.



**Dazey Speedo Juicer**

- Made in the USA
- By the Dazey Churn & Manufacturing Company in St. Louis, Missouri
- From the 1920's – 1930's
- Mounted on a wall.



### Jar Holder

- Rubber rings helped to hold jars, probably while removing hot jars from boiling water while canning.
- Manufactured by The Gunnard Company in Minneapolis, Minnesota.
- Patented in 1936.



### Butter Paddle

- Used to work and mold sweet butter made from thick cream skimmed from cows' milk.
- Freshly churned butter was scooped from the jar and worked with the paddle to make butter pats.
- It was dipped in very cold water to keep the butter from sticking.
- Made from oak.
- Used from 1800's into the mid 1900's



### Sock Darner

- Made from wood with a metal ring to help tighten the sock to be repaired.
- Used during the early 1900's.
- Manufacturer is unknown.



### Rolling Biscuit Cutter

- Biscuit or cookie dough is rolled out. This tool is then rolled across the dough to cut out two circles each turn.
- Manufactured around the 1930's.
- Originated in the United Kingdom.



I'm a Mystery: What's My History?  
Recording Sheet

OBJECT # \_\_\_\_\_

Group #1	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #2	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #3	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #4	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #5	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #6	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #7	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #8	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

Group #9	Student Names:
What is it called?	
Who used it?	
How was it used?	
How do you know?	

## FAMILY LIFE

### Related Trunk Contents

- 9 Antique objects (Jiffy Way Egg Scale, Egg Poacher, Wire Egg Separator, French Fry Cutter, Dazey Speedo Juicer, Jar Holder, Butter Paddle, Sock Darner, and Rolling Biscuit Cutter)



## School History in Sheldon

**Lesson Title:** ABC-123-Tell Me How It Used to Be

**Standards:**

*Iowa Core Curriculum – Iowa Department of Education  
History*

Essential Concept and/or Skill: Understand historical patterns, periods of time, and the relationships among these elements.

*National Standards – Social Sciences*

*NSS-USH.K-4.1*

Living and Working Together in Families and Communities, Now and Long Ago:  
Understand the history of the local community and how communities in North America varied long ago

**Materials needed:** Interview on DVD, comparison chart from traveling trunk, School history PowerPoint

**Objectives:** To understand the historical development of the schools in Sheldon from a geographical perspective as well as a personal perspective.

Teacher’s Role	Student’s Role	Assessment
<p>21. PowerPoint presentation can be used to give background information on the development of schools in Sheldon.</p> <p>22. Together in class, students will listen to the DVD interview with the teacher modeling how to complete the chart.</p>	<p>1. Students will then interview their parents on their childhood experiences in school filling in their individual chart.</p> <p>2. Students will also answer the questions on their own school experiences.</p>	<p>Comparison chart will be assessed for completeness.</p>

# History of the Schools in Sheldon

## The First School

- Organized in 1872
- First building was the office of the Bradley Lumber Company on 2<sup>nd</sup> Avenue.
- Also was used as a church, dance hall and community meeting place.
- A separate school building was built in 1873 at 10<sup>th</sup> Street & 4<sup>th</sup> Avenue.



## Central School

- In 1880, a two-story, larger school was built on the east edge of town and named Central School.
- Enrollment in 1882 was 117 students.
- In 1886, an addition was built onto that school because of additional students.
- 1<sup>st</sup> Sheldon High School graduate was Frank Bowne in 1887.
- In 1889, the next class was graduated with 7 students.



## A New Brick School

- First brick school was built in 1894, and it burned to the ground in 1902.
- Another brick school was built in 1903, and it was used until 1970 when it was demolished.



## 1916 – Another School

- A new high school building was built with extra classrooms, a large auditorium, and a gymnasium.
- There were 32 teachers including 2 P.E. teachers and a special teacher.
- This building was the old Junior High on 7<sup>th</sup> Street.



## SHELDON BECOMES THE ORABS

- Graduating class of 1920 wanted to name their yearbook.
- Contest was held with Beth Powell the winner.
- She combined the school colors, ORANGE AND BLACK, to come up with the "ORAB" name.
- At the same time, George Sweeney, a 10<sup>th</sup> grader also used *ORABS* to describe the Sheldon sports teams in his articles about the high school's games.





### More Changes

- In 1934, a new gym was built.
- In 1946, the Junior College addition was built which included 12 classrooms, two music rooms and an art room.
- In 1958, East Elementary was completed with nine classrooms. It was later enlarged.



### Towns Joining Together

- In 1960, the schools in Sheldon, Archer, Matlock, and Ashton joined together with 1200 students and 65 teachers.
- In 1969, the new Sheldon Community High School was completed.
- Old Central School was then torn down.



### Colleges Too

- Sheldon Junior College was started in 1926 with 36 students.
- Closed in May 1943 due to World War II.
- Reopened from 1946 to 1951.
- Sheldon Normal & Commercial College started in 1893.
- In 1895, it became a military college with rifles loaned by the state.
- Northwest Iowa Vocational School started in 1964 by the Sheldon Community Schools and the Iowa State Department of Education.
- Now known as Northwest Iowa Community College or NCC.



### SHELDON CHRISTIAN SCHOOL

- Sheldon Christian School's first building was built in 1917.
- Students were allowed a one month vacation for corn picking.
- The current school was built in 1949, starting with 4 classrooms, an office and teacher's room.
- An addition in 1956 added two classrooms, a recreation room, and a kitchen.
- Enrollment in 1959 was 165 with 6 teachers.



### ST. PATRICK'S SCHOOL

- St. Patrick's School was built in 1955.
- Five Presentation Sisters and two lay teachers are the teaching staff.
- The building contains a kindergarten, six classrooms, a library, and an office.
- In 1959, enrollment was about 194 students.



### NEW SHELDON SCHOOL

- The Sheldon Middle School opened in 2004.
- Within a few months, the old Junior High was demolished.



## Oral History Interview Questions

1. Where did you grow up? What was it like there?
2. Describe a typical school day in your elementary school.
3. What did you study? What subjects did you like best?
4. What was the school room like? How many students were in your class?
5. How did you get to school?
6. What games and activities did you do at recess?
7. Did you take your own lunch? What was a typical or favorite lunch?
8. Did you ever get in trouble at school? What was the punishment?
9. What was your greatest honor?
10. Did you read for fun? What was your favorite book or type of book?
11. What did you want to be when you grew up?
12. What is your best memory of growing up in Sheldon?

## Sheldon Community Schools – Comparison Chart

Complete the following comparison chart based on the interviews heard in class and those you will complete at home. Also be sure to include your own answers.

<i>Questions</i>	<i>Sheldon Interview :</i>	<i>My Parents:</i>	<i>Me:</i>
Subjects you liked best			
Number of students in a class			
Transportation to school			
Recess games and activities			
Typical or favorite lunch			
Favorite book or type of book			
Best memory of Sheldon			

# SCHOOLS

## Related Trunk Contents

- Interviews on DVD



## Government and Services

**Lesson Title:** Sheldon Needs You!

**Standards:**

*Iowa Core Curriculum – Iowa Department of Education*

*Economics*

Essential Concept and/or Skill: Understand how governments throughout the world influence economic behaviors.

*Political Science/Civic Literacy*

Essential Concept and/or Skill: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.

*National Standards – Social Sciences*

*NSS—EC.K-4.16*

Role of Government – Governments provide certain kinds of goods and services in a market economy.

*NSS-C.K-4.1*

What is Government and What Should It Do?

*NSS-C.K-4.5*

Roles of the Citizen-What are the Roles of the Citizen in American Democracy?

**Materials needed:** One Sheldon Fact Sheet for each student (master copy in teacher notebook), Government Services Fact Cards, Government Services Map Symbols, large Sheldon floor map, Government PowerPoint

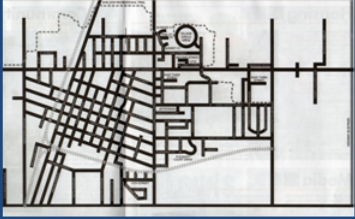
**Objectives:**

Identify goods and services provided by the government.


Understand the rights and responsibilities of groups and/or citizens in Sheldon.

Teacher’s Role	Student’s Role	Assessment
23. Show PowerPoint presentation to students for background information. 24. Discuss role of citizens in relationship to each government service (elected positions, volunteer positions, and patron responsibilities.) 25. Divide students into small groups to read the fact cards and then place the symbols.	1. Students work in small groups to read the fact cards. 2. Then they need to place the corresponding symbols on the large Sheldon floor map. 3. Present to the class what they learned on the fact card and show where their symbols are located.	Write a paragraph explaining what governmental or community volunteer position they would be interesting in when they become an adult in their community.

# SHELDON GOVERNMENT AND CITY SERVICES



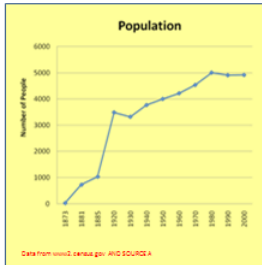
## SHELDON GOVERNMENT



- Sheldon is in O'Brien County.
- Largest community in the county but it is not the county seat.
  - Primghar is the county seat.
  - Residents tried in 1879 and 1911 to get the county seat and courthouse moved to Sheldon and failed.

## SHELDON'S POPULATION



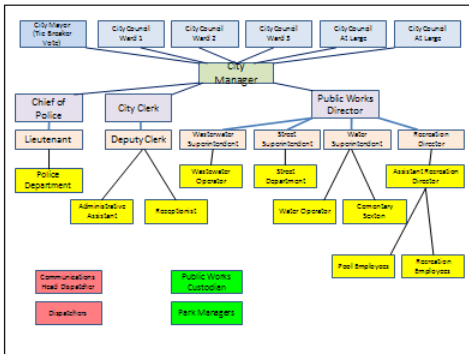
- Population steadily increased about 5% from the 1880's to the 1990's.
- Only decrease was from 1920's to 1930's.
- 2000 Census - 4,914 people and 2008 families
- Next census will be in 2010 – what will be the population then?



Data from 1990-2000 census.gov. AND SOURCE A

## CITY OF SHELDON

- Led by an elected mayor and five elected city councilmen
  - They meet twice a month.
- Managed each day by an employed city manager, city department managers, and staff
- Advised by several committees with volunteer members appointed by city council

## FIRE DEPARTMENT

- Started 1884
- Today, the fire department has 30 volunteer members plus 4 students



## Sheldon Emergency Management Agency

- The EMA is a group of 10 individuals plus 2 students.
- Their main job is Storm Watching but they also assist the other law enforcement agencies.



## Sheldon Community Ambulance Team

- Started in 1971
- Includes 28 members plus 2 students
- Currently have two ambulances both equipped with defibrillators.
- Known as SCAT



## Law Enforcement Agencies

### Sheldon Police Department

- Includes the Chief of Police and six uniformed police officers



### O'Brien County Sheriffs Office

- Includes the Sheriff plus seven deputies



## Local Cemeteries

- Eastlawn is the public cemetery
- St. Patrick's is the Catholic cemetery
- St. Paul's Lutheran is the Lutheran cemetery



## City Parks & Recreation

### Other Recreational

#### City Parks

- City Park & Skate Park
- Hills Park
- Thorman Park
- Sunrise Park
- Schemper Park

#### Facilities

- Sheldon Recreational Trail
- Sheldon Aquatic Center
- Tennis Courts
- Baseball & Softball fields



City Park



Hills Park



Sheldon Aquatic Center

## Health Services

### Sanford Sheldon Medical Center

- 25 bed hospital
- 4 medical clinics
- Wellness center
- Home health & hospice care



### Medical Professionals

- 11 Physicians & surgeons
- 3 Chiropractic clinics
- 5 Optometrists in 2 clinics
- 3 Dentists & 2 Orthodontists
- 4 Nursing homes/retirement centers

## Other Public Services

### Sheldon Public Library



- Located at 525 4<sup>th</sup> Avenue
- Carnegie Library built in 1908 – now the Prairie Queen Museum across the street.
- Current library opened in 1969.

### Sheldon Regional Airport

Located two miles north of Sheldon.  
Operated by Midwest Flying Service Inc.



## Sheldon Prairie Museum



- Museum was established in 1975 when the Sheldon Historical Society asked the city council to designate the old library building a museum.
- In 1977, the building was listed as a National Landmark.





## SHELDON – WHERE FAMILY COMES FIRST

**Beginnings** - Started in 1872 when railroad came to the town site.  
Became an official town in 1876.

**Sheldon Population** –approximately 4,914 (2000 Census)

**Families** - approximate number of families is 2008.

**Size** - land area in Sheldon is 10.917 sq. kilometers.

**Absolute Location** - 43.17° N and 95.84° W

**Relative Location** – In the northwest corner of Iowa, at the intersection of U.S. Highway 18 & Iowa Highway 60

Located in O'Brien County

Surrounded by Sioux County, Osceola County, Clay County, Cherokee County

The distance from Sheldon to Washington DC is 1074 miles.

The distance to the Iowa state capital is 161 miles. (As the crow flies).

**Climate** – Summer average temperature is 71 °F

Winter average temperature is 18 °F

Annual average precipitation is 27 inches

**Government** – Led by an elected mayor and 5 elected city councilmen,  
Managed daily by an employed city manager, department managers and staff.

**Fire Department** – Volunteer fire department of 30 members plus 4 students and EMA crews of 10 individuals plus 2 students.

**SCAT (Sheldon Community Ambulance Team)** includes 28 members plus 2 students

**Police Department** – Chief of police and 6 uniformed police officers  
Plus O’Brien County Sheriff’s Office – Sheriff plus 7 deputies

**Health Services** –

Sanford Sheldon Medical Center – 25 bed hospital, 4 medical clinics,  
wellness center, and home health and hospice care

11 Physicians or surgeons

3 Chiropractic clinics

5 Optometrists in 2 Eye Care centers

3 Dentists and 2 Orthodontists

4 Nursing homes/retirement centers

**Cemeteries** – Eastlawn (city owned), Catholic, and Lutheran

**Other Services** – Sheldon Public Library  
Sheldon Regional Airport

**Recreation** -

Parks: City, Hills, Thorman, Sunrise, Schemper, Skate

Sports: Tennis Courts, Baseball, Softball, Basketball, Volleyball, Golf, Roller  
Roulette, Bowling, Outdoor and Indoor Pools

Fitness: Recreation Trail, Courtyard Fitness Center

**Employment** – Major employers in Sheldon:

Rosenboom Machine & Tool

Data Dimensions Corporation

Maintainer Corporation

Van Wyk Inc.

Ag Processing

Iowa Information Inc.

Land O’Lakes

Rome Ltd.

Village Northwest Unlimited

Northwest Iowa Community College

Sanford Sheldon Medical Center

Sheldon School District

# Government & City Services Fact Cards

## Fire Department

- Started 1884
- Hook & Ladder Company
  - Pulled by hand or teams of horses
- 1<sup>st</sup> truck bought in 1915



## Police Department

- Police dept. teaches the D.A.R.E. program each year to the fifth graders.
- Sheriff's office is in charge of animal control.



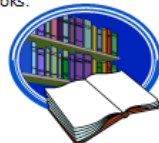
## Hospital

- First health care was done in houses
- Community hospital opened in 1952
- Now has 25 beds for patients
- Medical Clinic was added on in 1995



## Library

- 1<sup>st</sup> Library was opened in 1894 above the hardware store with 200 books.
- Carnegie library built in 1908 (now the Prairie Queen Museum)
- In 1969, the current library was opened.
- Now has almost 34,000 books.



## Cemeteries

- East Lawn – oldest burial is 1871
- St. Patrick's Catholic – oldest burial is 1876
- St. Paul's Evangelical Lutheran – oldest burial is 1896




## Prairie Queen Museum

- Museum was established in 1975 when the Sheldon Historical Society asked the city council to designate the old library building a museum.
- In 1977, the building was listed as a National Landmark.




### Parks

- **City Park** – between 4<sup>th</sup> & 6<sup>th</sup> Avenues
  - includes Playground Paradise, Skate Park & a Gazebo
- **Hills Park** – west of 2<sup>nd</sup> Ave on north side
  - has 26 campsites, playground, picnic shelters & grills
- **Thorman Park** – between 15<sup>th</sup> & 16<sup>th</sup> Avenue on Thorman Avenue
  - picnic shelter, swings, slide & playground
- **Sunrise Park** – north end of 18<sup>th</sup> Avenue
  - picnic shelter, swings & a small pond
- **Schemper Park** – corner of 9<sup>th</sup> Street and 25<sup>th</sup> Avenue
  - newest park with playground & spring swing




### City Government

- Became a town in 1876
- 1<sup>st</sup> Mayor was H.B. Wyman
- Community Service Center includes the city offices, the Police Department, Fire Department, E.M.A., and S.C.A.T.




### Regional Airport

- Main terminal building built in 2008
- Offers flight instruction, aircraft charters and aircraft rentals



### Government Service Map Symbols



# GOVERNMENT

## Related Trunk Contents

- Government services fact cards
- Map symbols
- Large Sheldon floor map



## Agriculture and Industry

**Lesson Title:** Goods and Services

**Standards:**

*Iowa Core Curriculum-Iowa Department of Education  
Economics*

Essential Concept and/or Skill: Identify the goods and services that the local school and community provide and the people who provide them.

*National Standards – Social Sciences*

*NSS-EC.K-4.1 Scarcity*

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

**Materials needed:** Assorted objects that represent various businesses/organizations or jobs in the Sheldon community and My Town by William Wegman (found in the traveling trunk). Paper and pencils for writing activity.

**Objectives:** Students will be able to:

- Distinguish between businesses/organizations that produce goods and those that provide services.
- Identify and describe different jobs that people do in their roles as producers in the local economy of the community.

Teacher’s Role	Student’s Role	Assessment
26. Write the definition of “goods” and “services” on the board. 27. Brainstorm the types of goods and services in a community. 28. Read the book, <u>My Town</u> . Ask the students to listen for examples of community workers in the story who are providing a service	1. Participate in brainstorming of goods and services provided in their community. 2. Listen to the story to identify workers who provide goods and services. 3. Working either as a class or individually, sort the objects into goods or services. Students should explain their	1. Students choose what kind of job they would like to do when they grow up. 2. Write a paragraph explaining this job and telling if the job provides a service or involves selling goods. 3. Students could also draw a picture showing the job they have chosen.

<p>and those workers who are selling goods.</p> <p>29. Take the objects from the trunk and have the students sort the objects according to goods and services. Some class discussion may result on objects that could be placed in both categories such as a newspaper or a restaurant.</p> <p>30. Have students write about what job they would like to do when they grow up and if that job provides goods or services to their community.</p> <p>31. See the discussion sheet for definition and book comprehension questions.</p> <p>Extension: Enter the students' choices on types of jobs into either a bar or pictograph.</p>	<p>reasons for their placement of the objects.</p>	
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## Agricultural & Industry Goods and Services Objects

	<b><i>Object</i></b>	<b><i>Related Industry/Business</i></b>
1	Box of white chalk	Sheldon schools
2	Newspaper	Newspaper (Sheldon Mail Sun or Iowa Information Inc.)
3	Plastic container showing soybeans, corn & eggs	Grain Farm & Poultry Farm
4-5	Cow and Pig	Livestock Farms
6	Tractor	Implement Dealership/Farming
7	Monsters book	Book Store (Prairie Moon Books)
8	\$100 Play money	Banks
9	Rescue Vehicle	Fire, Ambulance, and Police services
10	Sports Car	Car Dealerships & Car Repairmen
11	Menu	Restaurants
12	Bobble Head pen	Community College
13	Mini M&M tube	Retail Variety stores (Ben Franklin, Pamida, Dollar General)
14	Stethoscope, reflex tool, ear & eye tool	Medicine (Doctors & Nurses)
15	Macaroni & Cheese box	Grocery stores
16	Paint stick	Hardware & Paint stores
17	Bandanna	Clothing stores
18	Toothpaste	Dentists
19	Fieldcrest Brochure	Care of Elderly (Fieldcrest, Beehive, Sanford Sheldon)
20	Village Coffee Cup	Care of Mentally Handicapped (Village Northwest Unlimited)
21	Pizza by the Slice Bag	Convenience Stores
22	Black & White Barrettes	Beauty Salons
23	Letter	Post Office
24	Movie Theatre Popcorn Bag	Entertainment (Theatre, Roller Skating, Bowling)
25	Mini Bar of Soap	Hotels
26	Mickey Mouse Watch	Jewelry store or Clock repair shop
27	Dog	Veterinarians & Pet stores
28	Red Carnation Flower	Lawn & Garden Care
29	Nail Apron	Building Construction & Lumber Store
30	Green Houses & Red Motel	Real Estate Agencies




## Agricultural & Industry


### Lesson Directions

1. Definitions: **Goods** – objects people want that they can touch or hold.  
**Services** – actions that a person does for someone else
2. Read the story, My Town by William Wegman to the class.
3. Comprehension questions from the story.
  - Identify the community workers in the story who provide a service. Describe the service provided by each.
    - *Answers may vary: school bus driver-drives students to school; teacher – teachers lessons; librarian – helps locate books; coach – motivates students; art teacher – teaches creative ideas; police officer – keeps the community safe; photo store owner – sells photograph goods; mail carrier – delivers mail; fire chief – puts out fires; auto mechanic – repairs cars; construction foreman – organizes building projects; beautician – cuts & styles hair; grocery clerk – stocks shelves; cashier – totals purchases; doctor – helps people get well.*
  - In the story, which services are provided by the government? By private businesses?
    - *Answers: Government – bus driver, teacher, librarian, coach, art teacher, police officer, mail carrier, fireman; Private – auto mechanic, beautician, photographer, cashier, doctor.*
  - Identify two community workers who sell goods.
    - *Answers: supermarket clerk, photo storeowner, etc.*
  - Identify two community workers who provide goods and services
    - *Answers: construction foreman, librarian, etc.*
4. Distribute the assorted objects to the class. Working together have the students place the objects into either the **Goods** pile or the **Services** pile. Some objects may fit under both categories and a third pile could be formed if desired.

## Doing Business in Sheldon



North Side of Ninth Street  
East from Third Avenue



North Side of Ninth Street  
West from Third Avenue

Sheldon is unique because there is no Main Street where the town's businesses are located.


Sheldon's business district is centered around 9<sup>th</sup> Street and 3<sup>rd</sup> Avenue.

This business district is also known as Uptown rather than Downtown.


## Sheldon in 1876

Arrows show businesses today

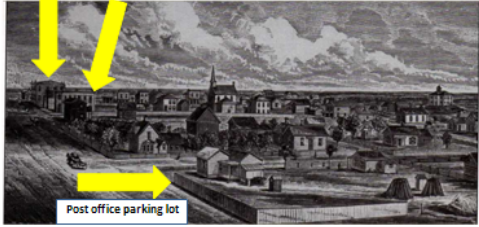
Dental Office



Prairie Queen Bakery







Sheldon Population was about 400 people



Post office parking lot




## Agriculture

- In the early years, agriculture was the most common industry.
- In 1902, farm land sold at \$60-\$70 an acre. During the 2000's, farm land in O'Brien County has sold for \$3,000-\$5,000 an acre.
- Wheat was the most widely grown grain.
- Later changed to corn and soybeans, which also resulted in raising of hogs and cattle in the area.

## Changes in Farming


- Farmers "shipped in" horses to help with harvest and could plow 6 acres a day.
- Introduction of tractors and machines during the war decade resulted in up to 45 acres a day.
- With today's farm machinery, farmers can work up several hundred acres in a day.

## April 1879 Prairie Queen Mill

- Built by the Iselin brothers along the railroad.
- Also built 20 homes for mill employees, a grocery store, a cooper shop, and a hotel.
  - This section of town called "Iselinville" for years
- Operated until 1929. Burned to the ground in 1932.

- A model of the mill is on display at the Prairie Museum.



## Sheldon Businesses on 9<sup>th</sup> Street in 1880

• McElhose Photo Gallery	• H.C. Lane's Bank
• The Lunchroom of A.H. Cobb	• Bassett's Clothing Store
• Frank Cole's Shoe Store	• Frank Conily's Cigar Factory
• Stone's Furniture Store	• McKeever & Burkle Grocery
• H.C. Lane's General Store	

### The Arlington Hotel 1889

- Three story first class hotel
  - Large lobby fireplace
  - Ballroom
  - Elegant dining room
  - Marble stairway to guest rooms
  - Guest rooms were very modern with hot & cold water, bath & toilet rooms, steam heat, and carpet.
- Sheldon's social place for fine parties & Sunday dinners
- A glass enclosed horse drawn bus brought travelers from the railroad station.



- In the 1920's, the red & cream brick was replaced with ordinary brick and the decorative touches were removed. Lost its high class look.
- When passenger trains no longer came through Sheldon, the hotel closed.


### Vink's Furniture Store 1964

- Changed into a furniture store.
  - Lobby was rented out to a dental office & beauty parlor.
- Vink's closed in 1996 & the old building was burned down to the ground.
- Today, the Arlington Plaza carries on the name.
  - Once again houses a furniture store and dental office, as well as an accounting firm.




### Starrett's Department Store started in 1890

- Areas of the store included
  - Fabrics for sewing
  - Lingerie
  - Shoes
  - Glass dishes & dinnerware
  - Towels, sheets, & curtains
  - Women & children's clothes
  - Groceries & Produce
  - Toys & Candy
- The men's clothing store was in the building where Lady B's is today. It was called White House Clothing.
- Instead of cash registers...
  - A cup was attached to a rope that went up to the office.
  - The clerk would put the customer's money and the sales slip into the cup, then pull the rope which sent the cup flying across the store to the office.
- It burned down on March 6, 1958.




### Sheldon Bottling Company 1894 - 1936

- Started at 824 Third Avenue then moved to office at 2<sup>nd</sup> Ave & 8<sup>th</sup> St.
- Within a few years, was producing 20,000 bottles of soda pop a day.
- Most of it was shipped out by train.
- The noon whistle in Sheldon was a large steam whistle located at the top of the company's building.
- Sheldon Bottling Co. bottles can still be found by collectors in Minnesota, Iowa, and South Dakota.
- Closed in 1936 during the Great Depression because of financial difficulties.




### Molmen Dairy 1919

- Started by Ole Molmen
- Called Sheldon Dairy from 1919 till after World War II
- Changed to Molmen's Dairy after the War to 1962
- Bought by Well's Dairy of LeMars




### The Iowa Theater opened on June 19, 1929

- Included a stage, orchestra pit and dressing rooms.
- Front was very ornately decorated.
- Second floor was apartments. (closed in the 1970's)
- Third floor was a ballroom. (closed in the late 1950's)
- In 1980's, a smaller theater and pizza restaurant was built within the walls of the original
- Destroyed by fire in 2002.



Now Showing:  
"Great Jesse James Raid"  
and "Drums of Tahiti"

## Neal Chase Lumber 1931

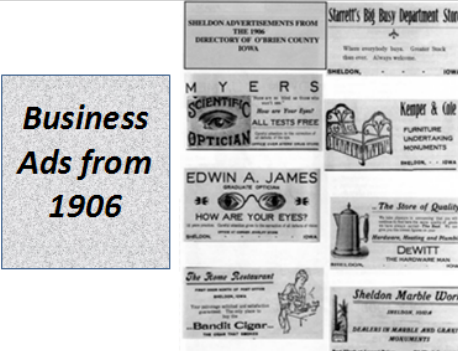


- Neal Chase moved to Sheldon here in 1931 to open a lumber store.
- In the mid-1930's, the original lumber yard burned down.
- He rebuilt on the same location.
- As company grew larger, they needed more space. So built new lumber yard by the Highway 60 bypass in 2005.
- Now have lumber yards in Orange City, Primghar, Alton, & Hospers.





## Business Ads from 1906




## Sheldon Business Buildings

*How much have they changed?*

*Compare these pictures from the past to today.*

## Sheldon, Iowa in 1907



9th St. where Radio Shack, Janet's Hallmark, Country Floist, Mastbergen Jewelry, and What-A-Stitch are today



Sheldon, Iowa in 1907, corner of 9th Street and 3rd Avenue.

3rd St. where Ben Franklin, Dollar General, Prairie Moon Books, and Prairie Queen Bakery are today


## 9th St. looking West

Look at the:

- Streets
- Windows in Buildings
- Street Lights
- Store Fronts

## 9th St. looking East




1920's

2010

1960's



Look at the:

- Store signs
- Traffic Signal
- Street Lights
- Tops of the Buildings

### 3<sup>rd</sup> Street looking North


Look at the:

- Store names
- Parking meters
- Theater sign
- Direction of parking

Former location of Theater that burned down next to Prairie Queen Bakery is being rebuilt in 2010


### 3<sup>rd</sup> Street looking South





Most of this block of buildings burned down twice in 1888 and 1958.

Look at the:

- Change in building height
- Top of the corner building



Totally bricked over. It is the location of Edward Burns Investments today.

Union Bank in 1882. It later consolidated with Sheldon National Bank.

Two Buildings built in 1888 and 1916...

...become one, where the newspaper is published today.



### Parades down 9<sup>th</sup> Street



### Crazy Days

9<sup>th</sup> St. is closed for shoppers.





## History of Churches in Sheldon

**Lesson Title:** Sheldon Churches through the Years

**Standards:**

*Iowa Core Curriculum – Iowa Department of Education  
History*

Essential Concept and/or Skill: Understand historical patterns, periods of time, and the relationships among these elements.

*National Standards – Social Sciences*

*NSS-USH.K-4.1*

Living and Working Together in Families and Communities, Now and Long Ago:  
Understand the history of the local community and how communities in North America varied long ago

**Materials needed:** String, clothespins, date index cards, church index cards, Church PowerPoint presentation, church symbols, large Sheldon floor map, small map showing church locations, timeline answer key.

**Objectives:** To understand how religious institutions developed through the years in Sheldon.

Teacher’s Role	Student’s Role	Assessment
<p>32. Hang the string tightly across a wall or chalkboard.</p> <p>33. Clip the date index cards at even intervals along the string.</p> <p>34. Introduce the concept of timelines to the students.</p> <p>35. Divide the class into pairs or small groups.</p> <p>36. Each group will read the history about one of the churches in Sheldon.</p> <p>37. Then each group will clip the church cards</p>	<p>1. In pairs or small groups, students will read the history of one of the churches in Sheldon.</p> <p>2. Then they will clip their church card in the correct place on the timeline.</p> <p>3. Each group will present the historical information on their church to the class.</p> <p>Extending the activity: Groups could take the addresses of their churches</p>	<p>Each group could be assessed on their oral presentation and correct placement of their card on the timeline.</p>

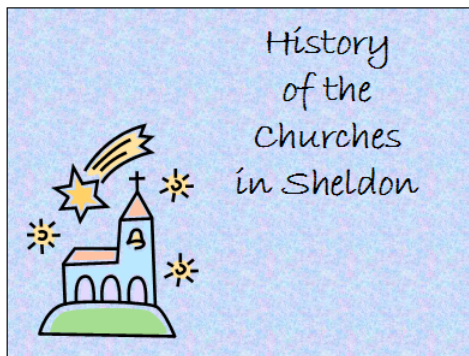
<p>in the correct places.</p> <p>38. Review the historical development of churches in Sheldon by going through the timeline with each group sharing their church's history.</p> <p>39. Discuss with students the relationships among events.</p>	<p>and place the church symbol on the large floor map of Sheldon in the correct place.</p> <p>Discuss why churches are located where they are in Sheldon.</p>	
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An additional fun at-home or free time activity related to timelines and history is the creation of a personal timeline. This could also be used in the final project of creating a Personal Memory Box.

The web site below generates truly fascinating personalized web pages for you. They show how your life (or the life of anyone else you choose - for instance, your descendants and ancestors) fits into history as we know it.

<http://www.ourtimelines.com/>





### Bethel Reformed Church

611 7<sup>th</sup> Street


- Created in 1947 when First Reformed Church congregation became too large and another church was needed.
- Built a basement worship area in 1949 and worshiped there until the rest of the church was completed in 1953.



### Calvary Baptist Church

823 10<sup>th</sup> Street

- First church was built in 1885 at 7<sup>th</sup> Street & 7<sup>th</sup> Avenue. This church was torn down when people stopped attending.
- In 1956, church members reorganized and met in the Community Building.
- They purchased the old Lutheran church in 1961.



### Church of the Brethren

3011 Marsh Avenue

- Started in 1884 by several families who came from Illinois to rural Sheldon.
- First services held in barns, buggy sheds, school houses, and open groves.
- First church was built in 1894, and then remodeled and enlarged in 1917.



### First Christian Reformed Church

901 Ninth Street

- Church was started in 1895 and held services in the Adventist church.
- Members of Christian Reformed Church built their first church in 1899 at 11<sup>th</sup> Street & 8<sup>th</sup> Avenue.
- In 1904, a group of members who followed the old beliefs split from the main group and built their church on 9<sup>th</sup> Street.
- The church was enlarged in 1911.
- In 1951, a new church was constructed on the same site as the previous church.



### First Reformed Church

1101 Seventh Street

- Also members of the Christian Reformed Church who formed their own group.
- They built their own church at 7<sup>th</sup> & Washington in 1912.



### Immanuel Christian Reformed Church

601 Union Avenue

- Organized due to rapid growth of congregation of the First Christian Reformed Church.
- Began May 23, 1972 with 48 families and 9 individuals.
- Worshiped in Sheldon Christian School Gym while church was being built.
- New church building was dedicated June 4-6, 1975.



### Parkview Assembly of God

516 Fourth Avenue

- Organized in early 1930's as the Sheldon Gospel Tabernacle.
- Built their church in the 1930's.
- Changed to the Assemblies of God in the 1970's.



### St. Patrick's Catholic Church

310 10<sup>th</sup> Street

- First services held in homes in 1873 by a visiting priest from Sioux City.
- The second church built in Sheldon.
- First church was built in 1880 at 9<sup>th</sup> Street & 6<sup>th</sup> Avenue.
- Current brick church was built in 1911.
- School was built in 1955.



### St. Paul's Evangelical Lutheran Church

1425 Pleasant Court

- Church services began in 1878.
- First church was built in 1893 on Fifth Avenue between 10<sup>th</sup> & 11<sup>th</sup> Streets.
- Church services in German language for 30 years.
- Second church was built in 1922 – now the Calvary Baptist Church.
- Today's church was built in 1961.



### United Methodist Church

506 Eighth Street

- First religious group to organize church services for all the people of Sheldon at home of Dan McKay before the railroad came.
- Third church built in Sheldon.
- Their first church was built in 1881.
- Replaced with a new church built in 1900 and demolished in 1971.
- Current church built in 1978 with education building added on in 1992.



# Sheldon Church Timeline

Answer Key  
and  
Timeline Date Cards

# Timeline Answer Key

- 1873 – St. Patrick’s Church
- 1878 – St. Paul’s Lutheran Church
- 1881 – United Methodist Church
- 1884 – Church of the Brethren
- 1885 – Calvary Baptist Church
- 1895 – First Christian Reformed
- 1912 – First Reformed Church
- 1930 – Parkview Assembly of God
- 1947 – Bethel Reformed Church
- 1972 - Immanuel Christian  
Reformed

**1870**

**1880**

**1890**

**1900**

**1910**

**1920**

**1930**

**1940**

**1950**

**1940**

**1950**

**1960**

**1970**

**1980**

**1990**

**2000**

**2010**

# CHURCHES

## Related Trunk Contents

- String and Clothespins
- Date Index Cards
- Church Picture Cards
- Large church pictures
- Church Symbols

