

2016

A Picture Book Biography of Jessie Field Shambaugh

Kimberly Peterson
University of Northern Iowa

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Abstract

The purpose of this research project was to create a picture book biography of Jessie Field Shambaugh, an influential woman during the beginning of the 4-H movement. The book provides an additional resource in satisfying the Iowa Common Core social studies standard addressing the role of individuals within a society as promoters of change and another emphasizing women and minorities.

The intent of this project was to determine the best information to include in the story of Jessie Field Shambaugh and her contributions to the 4-H movement while applying research-based characteristics of high quality picture books that would connect the narrative of the story with the images. The narrative was based upon extensive research using the Iowa State University Library Special Collections Department, the Iowa Women's Archives of the University of Iowa Libraries, the Nodaway Valley Historical Museum, and the Clarinda Public Library. Further research also included reading several books about and written by Jessie Field Shambaugh.

In addition to creating the storyline and writing the narrative, I also secured an illustrator, arranged printing at the local Area Education Agency, attained copyright permissions for the use of the 4-H Name and Emblem from the 4-H Youth Development Extension at Iowa State University and permission for the use of historical documents obtained from the Iowa Women's Archives at the University of Iowa Libraries. This research culminated in the creation of the picture book biography, "Jessie Field Shambaugh: The First Lady of the Cornfields, and the Mother of 4-H."

A PICTURE BOOK BIOGRAPHY OF
JESSIE FIELD SHAMBAUGH

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
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by
Kimberly Peterson
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Titled: A Picture Book Biography of Jessie Field Shambaugh

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

<u>6/6/2016</u> Date Approved	<u>Karla Krueger</u> Karla Krueger, EdD. - Graduate Faculty Reader
<u>6/7/2016</u> Date Approved	<u>Joan Bessman Taylor</u> Joan Bessman Taylor, PhD. - Graduate Faculty Reader
<u>6-8-16</u> Date Approved	<u>Jill Uhlenberg</u> Jill Uhlenberg, PhD. - Head, Curriculum & Instruction

ABSTRACT

The purpose of this research project was to create a picture book biography of Jessie Field Shambaugh, an influential woman during the beginning of the 4-H movement. The book provides an additional resource in satisfying the Iowa Common Core social studies standard addressing the role of individuals within a society as promoters of change and another emphasizing women and minorities.

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CHAPTER 1

INTRODUCTION

Born into a family of pioneers with a passion for service during the Progressive Era 1890-1920, Daisy believed girls could do anything during a time when proper young ladies were supposed to be dainty and delicate. Daisy had many strong beliefs that she wanted to instill in young girls. The strongest of these was that girls should make a difference in the world. She believed that every time you show your courage, it grows stating, “When mean girls want you to join in some low fun, when you think it is not right...be brave and have courage to say it isn’t right. You will feel twice as happy afterwards.” (Corey, 2012, p. 16). This common sense notion spoken over 100 years ago still holds deep meaning for the 21st century girl growing up having to figure out who she is and who she wants to become.

One may wonder, who is Daisy and what did she create over 100 years ago that is still in existence today? Juliette (Daisy) Gordon Low founded Girl Scouts of the USA. *Here Come the Girl Scouts!*, by Shana Corey (2012), is a picture book biography that introduces students to the origins of the Girl Scouts and how the vision of one person living one hundred years ago continues to inspire girls today. Picture book biographies such as Corey’s hold significant value for teaching young people about the people and events shaping their world.

Picture book biographies as defined by Gill (2009) are “books with no more than 48 pages, in which pictures and text are equally important in conveying information” (p. 261) introducing students to people they many not otherwise encounter. By the use of

well-planned illustrations and text, a small essence of an individual's life is told in a story drawing young readers in, exciting their imagination and leaving them with questions to find out more.

Problem Statement

Awareness of significant events and people, including women and minorities in the major eras of history, is an essential concept according to the social studies standards within the Iowa Core Curriculum (Iowa Department of Education, 2010, p. 9). In order to implement the social studies standards, educators, parents, and libraries need resources that provide new ways to convey information about the role of individuals and groups within a society as promoters of change or supporters of the status quo SS.3-12.H.4 (Iowa Department of Education, 2010, p. 9). Thus, parents, students, educators, and librarians need access to a wide variety of authoritative documents, primary source materials, and age-appropriate resources.

Justification

Picture Book Biographies as Nonfiction Genre

Common Core State Standards require students to read across a variety of texts, (Aronson, Cappiello, & Zarnowski, 2012, p. 1) engaging them in critical thinking. Likewise the Iowa Core literacy standard 10 calls for range, quality, and complexity of student reading in grades K-5 with informational texts including biographies and autobiographies (Iowa Department of Education, 2012, p. 41). Children's picture book biographies are a means to help reach all students in making a connection with the past. According to Young and Bradley (2011), "exposure to picture book biographies

introduces students to times, places, and heroes that they may not otherwise encounter” (p. 31). In addition to exposing students to historical content, Moss (2003) asserted the importance of reading nonfiction texts in children’s literacy development: “Early exposure to the language of nonfiction can help enhance children’s understanding of exposition and may prevent the difficulties many students encounter with these texts later on” (p. 9). Reading nonfiction is also supported by the Iowa Core literacy standards to read with sufficient accuracy and fluency to support comprehension (RF.3.4, RF.4.4, RF.5.4), (Iowa Department of Education, 2012, p. 21).

Iowa Core reading standards for literacy K-5 include an integration of knowledge and an ideas component. Third grade students should be able to explain how specific parts of a text’s illustrations add to what is being conveyed by the words in a story (RL.3.7), fourth graders should be able to make connections between the text of a story and the visual elements (RL.4.7), and fifth grade students should be able to analyze how visual elements contribute to the meaning or tone of the text (Iowa Department of Education, 2012, p. 14). Picture book biographies offer a strong visual emphasis when conveying information with illustrations on the covers, endpapers, title pages, table of contents, and endnotes partnered with written text that is clear and carefully organized. Together, the text and illustrations share in the storytelling with the art adding details not found in the narrative. As Ash and Barthelmess (2011) point out, “the lives of real people offer countless varieties of inspiration. Some open a page on a forgotten hero” (p. 45).

Iowa Core Social Studies Curriculum

The Iowa Core represents “statewide academic standards describing what students should know and be able to do in math, science, English language arts, and social studies” (Iowa Department of Education, 2013, para. 2). These standards provide Iowa students, teachers, parents, and other stakeholders a clear understanding of what is expected of students to learn at each grade level regardless of where they live.

According to the Iowa Core Curriculum social studies standards (Iowa Department of Education, 2010) the following standard captures the need to help students see the role of individuals in making change in society: “Understand the role of individuals and groups within a society as promoters of change or the status quo (SS.3-12.H.4)” (p. 29, 31, 33). Picture book biographies offer limitless avenues to individual successes. An example portrayed in the picture book biography *Becoming Babe Ruth*, by Matt Tavares (2013), describes June 13, 1902, when George Ruth is sent to Saint Mary’s Industrial School for Boys. Although “Babe Ruth” is recognized as one of the greatest baseball players to ever live, what is brought to light through the picture book biography is his early childhood, his deep connection to the Saint Mary’s Industrial School for Boys, and the important influence of one man in particular, Brother Matthias. Tavares humanizes Babe Ruth emphasizing that a rough start in life does not necessarily mean a bad ending and shows that one person can make an important difference in a young person’s life.

In support of the above Iowa Core Curriculum essential concept to understand the role of individuals as promoters of change, the following sub skill emphasizes groups of people often underrepresented in history: "Understand significant events and people,

including women and minorities, in the major eras of history” (p. 31). For example, in the picture book *Monsieur Marceau* by Leda Schubert (2012), a 2013 Orbis Pictus Award winner, Monsieur Marceau, a Jewish survivor of the Holocaust who later in life becomes an internationally known mime after the war. The reader is automatically drawn to the yellow star of David on his outside left coat pocket and is led to the quote, “Perhaps that, unconsciously, contributed towards my choice of silence and showing respect for those who returned from the concentration camps in silence” (p. 14). Knowing that silence is the hidden craft of a mime, the reader must infer that to be able to “speak” volumes without ever saying a word is a true gift of a mime. Understanding who someone was/is and their impact on people's lives today bridges the gap of who we are and creates a strong connection and understanding of history. A high quality picture book biography tells a small part of an individual's life in a narrative format unlike a massed produced nonfiction series book filled with facts and timelines. This quality is supported below in the comprehension of narrative text versus expository texts.

Iowa Core K-12 Standards for English Language Arts and Literacy

Not only do the Iowa Core social studies standards suggest the need for biographies, the Iowa Core literacy standards for K-12 also support a need for the genre. Iowa Core literacy standards for K-5 define what students should understand and be able to do by the end of each grade.

Found consistently throughout the K-12 literacy standards within the key ideas and details section is, “employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making

inferences, summarizing, and monitoring for comprehension” (Iowa Department of Education, 2012, p. 13). Picture book biographies offer opportunities for the reader to make connections to the past with the present or connections to their current life to that of another. Illustrations offer another way to visually comprehend information and make inferences to the text demonstrating the understanding of it.

Iowa School Library Program Guidelines

School library program guidelines in Iowa are an essential component for implementing the social studies and reading standards through the provision of a wide variety of texts and identification and vetting of instructional resources. Following the reinstatement of teacher librarians and school library media programs in 2006, the State Library of Iowa and the Iowa Department of Education (2007) appointed a Task Force that created *Iowa School Library Program Guidelines: Libraries, Literacy, and Learning for the 21st Century*. Released in 2007 by the Iowa Department of Education, the guidelines provide assistance to school districts in developing their school library programs. The guidelines state that “the best school libraries are centers of learning in their schools. They help create a culture of literacy, where the development of skills and interest in reading, writing, listening, speaking and thinking are promoted and practiced” (State Library of Iowa & Iowa Department of Education, 2007, p. 3). One of the responsibilities of the teacher librarian is to create and maintain a program that has a positive impact on students and student achievement. Best practice states, “The collection is current and varied. The collection is aligned with the school’s curriculum and extends into the classrooms” (State Library of Iowa & Iowa Department of Education, 2007,

p. 11). The above guidelines support the importance of picture book biographies by increasing the validity of the curriculum or sparking interest in the reader to want to learn more about the person. By focusing on one or a few defining points in a person's life with imagery to complement the narrative, the picture book biography aligns with the Iowa Core in offering a current and varied collection.

American Association of School Librarians

The AASL published *Empowering Learners Guidelines for School Library Programs* in 2009 based on the common belief of promoting reading for pleasure and learning. Supported by guideline number two, "the school library program promotes reading as a foundational skill for learning, personal growth, and enjoyment" (p. 21). For the 21st century learner, reading is a foundational skill while also determining authority and accuracy of information. A picture book biography is a perfect fit between authoritative information and inspiration that can spark an interest to learn more.

Iowa History Supported by Iowa Administrative Code

Iowa Administrative Code Chapter 12 describes general accreditation standards for school districts and nonpublic schools. The purpose of these guidelines is to provide a consistent and clear interpretation for noncompliance determinations, to make sure that all school/school districts are meeting the standards, and to provide compliance information. (Iowa Department of Education, 2015, p. 1).

The Iowa Core in Social Studies does not mention Iowa history or local history, however, the Iowa Code does state that sometime between 1st and 6th grade, Iowa history should be taught. According to 281-IAC 12.5(3)(b), "Instruction shall encompass

geography, history of the United States and Iowa” (Iowa Department of Education, 2015, p. 31). Stefanie Rosenberg Wager, Social Studies Consultant with the Iowa Department of Education, believes that the social studies standards will be revised this year, (2016) and it is likely that state and local history will be included in the revised standards (S. Wagner, personal communication, September 8, 2015).

Picture book biographies provide a way to introduce students to local individuals that have made significant contributions to society as promoters of change. The ability to provide a local example can prove to be an essential component for sparking interest and helping students to make even more connections to historical times and individuals who helped shape change.

Deficiencies and Audience

As Iowa schools are required to comply with the Iowa Code and teachers required to incorporate the Iowa Core in their curriculum, teachers and students need additional resources to fully integrate the requirements of the Department of Education. However, while biography is included in the reading standards of sample genres to which students should be exposed, picture book biographies are not. Thus raising awareness of them and suggestions for how to infuse them into the curriculum to meet standards requires a great deal of time and planning. Further, sparking students’ interests with local historical figures may create a pride and loyalty that was not present before in their community and create a path to help students connect to individuals who shaped change.

One local female historical figure who helped shaped change was born in Page County Iowa by the name of Jessie Field later to be known as Jessie Field Shambaugh.

Wanting to always “make the best better,” Jessie organized Boys Corn Clubs and Girls Home Clubs which contributed to the importance of agriculture in education and the 4-H movement.

A search in the local school library, the local public library, a public library in a neighboring community, and the State Library of Iowa by the researcher resulted in limited results for a biography of Jessie Field Shambaugh and her connection to the 4-H movement. Of the available resources, there were no picture book biographies. Items included in the results list of catalog searches were either about the history of the 4-H organization, guidelines for the 4-Her, or compilations of facts and dates written above the reading level typical for elementary students interested in picture book biographies.

Those who would find a picture book biography of Jessie Field Shambaugh interesting and beneficial include children and adults of all ages who have a passion for the 4-H organization or who simply would like to learn more about the 4-H movement and its early beginnings. In addition, illustrations of picture book biographies support higher student comprehension benefiting students of a wide range of ability levels in and out of the classroom supporting the connection between the visual literacy and comprehension subtopics. Individuals will be able to make connections between reading a picture book biography and the history all around them. Introducing them to historical people and places helps students discover something new and sparks an interest and desire to find out more.

Summary of Problem Statement

The lack of a picture book biography about Jessie Field Shambaugh presents a gap in the local history literature of Iowa and limits access for children to read about this important figure. Ironically, 4-H clubs are organizations for children, and children study local history between the first and sixth grade in school, so the addition of a picture book biography about Jessie Field Shambaugh will fill an important niche.

Purpose Statement

The purpose of this research project is to create a picture book biography of Jessie Field Shambaugh, an influential woman during the early 4-H movement. The book will provide an additional resource in satisfying the Iowa Common Core social studies standard addressing the role of individuals within a society as promoters of change including women and minorities.

Research Questions

1. How were characteristics of high quality picture book biographies applied to this research project?
2. How were decisions about content made, concerning what information to include and what to exclude when telling the story of Jessie Field Shambaugh for children in grades 3 to 5?
3. How does the organizational structure of the created picture book connect the narrative text with images to create continuity and flow?

Assumptions

It is assumed that the teachers, students, and staff in this researcher's district have access to the library and its material. Second, it is also assumed that the teachers, students, and staff in this researcher's district also have access to the public library in the community. It is also assumed that the finished project, beyond the authorized printing for this research project, will be granted from the Department of Agriculture allowing Iowa State University Extension and Outreach distribution center to print and distribute the book to all 99 county extension offices to inspire adults, children, teachers and students when learning about the role of individuals and groups within a society as promoters of change.

CHAPTER 2

LITERATURE REVIEW

The purpose of this research project is to create a picture book biography of Jessie Field Shambaugh that will provide an additional resource in satisfying the Iowa Core social studies standard addressing the role of individuals within a society as promoters of change including women and minorities. Reading about the lives of others has the potential to engage students to see connections between their own lives and the past through the storytelling of a narrative text, while introducing places, times, and people to which they may not otherwise be exposed. Prior research related to this topic included the following categories: defining nonfiction picture books, comprehension of narrative text versus expository texts, and the connection of visual literacy and comprehension.

First, defining nonfiction picture books requires a consistent definition of the nonfiction genre allowing for textual knowledge of the picture book format to ensure that it is utilized effectively. Second, comprehension of narrative text and the connection of visual literacy and comprehension are important to this research project to inform the researcher about how students understand narrative text and use visual images in comprehension. Knowledge of these understandings will be applied in the development of the Jessie Field Shambaugh picture book biography.

Research Defining Nonfiction Picture Books

Interest in the use of nonfiction texts is increasing among classroom teachers, reading specialists, and librarians but the need for a consistent definition of the genre and an increased teacher understanding of how to incorporate this genre into instruction

benefits students construction of meaning around class topics. Informational texts, informational books and expository texts are a few labels used to describe nonfiction. Definitions for these terms vary ranging from *nonfiction*, including both narrative and expository writings, to a more narrow view of *informational texts*, excluding narrative forms, to *informational books*, considering only print-based books as nonfiction.

Williams (2009) examined the inconsistency of definitions for nonfiction among authors and proposed a framework to organize the different types of nonfiction texts. Of the twenty-six authors who responded to a questionnaire asking for definitions, ten defined what they believed to be nonfiction, and sixteen offered no explicit definition, arguing that the meaning should be obvious to the reader. Of the ten definitions provided, many referred to nonfiction using the terms information text or informational text, as interchangeable terms. Conflicting views were brought to light with some authors defining nonfiction as “the literature of fact” (Williams, 2009, p. 249), or books that are well-written and illustrated. On the other hand authors such as Pike and Mumper aligned narratives with fiction and expository writing with nonfiction (p. 249).

Based on the findings from a questionnaire, Williams (2009) categorized nonfiction into three structural formats: (a) narrative, (b) expository, and (c) hybrid texts. Williams further defined narrative nonfiction as texts having a story-like feel with the main purpose of telling a factual story with a beginning and end. Expository nonfiction was defined as texts that are fact-based, designed to inform or describe and that do not need to be read in a continuous manner. Hybrid nonfiction was defined as a combination of both a narrative and expository text. Williams’s goal to propose an organizational framework

to define nonfiction encourages awareness of the genre with a better understanding of the variety and dimensions of nonfiction text to ensure that they are being utilized effectively in and out of the classroom.

Along with the need for a consistent definition of the nonfiction genre, educators struggle to understand the complex nature of picture books, limiting their ability to effectively guide students in knowledge development. As pointed out by Martinez and Harmon, (2015) picture books include peritextual features, features beyond the words and main illustrations (p. 302) allowing the reader to make predictions, interpretations about characters, the plot, setting of the story, and tone of the book. Examples of peritextual features include creative covers that grab the attention of the reader and/or endpapers glued inside the front and back covers offering a glimpse of what is to come. Additional features may include a half title page or title page, a dedication written by the author to the person for whom the publication was written, and a timeline of important events in the individual's life.

To understand what teachers knew about the picture book genre, Martinez and Harmon (2015) collected data for 12 weeks with 23 graduate students enrolled in a specific course focused on the nature of picture books. Of the 23 graduate students, 14 were preschool/elementary teachers, six were middle/high school teachers, and three were from unrelated disciplines.

Data was collected in the form of pre and post questionnaires with questions about the picture book format and how graduate students envisioned incorporating picture books in their instruction. Participants also documented picture books that they read

independently and a lesson plan that used a picture book as the main text for the instruction.

Five themes emerged from the analysis of data that showed ways participants' views expanded throughout the course. First, participants moved from a general understanding of picture book features to understanding the complexity of a well-crafted picture book. This included how to determine the quality of a picture book and knowledge about how picture books work. Second, the post-questionnaire brought to light a significant difference in how they as adult students read picture books. "Participants concurrently developed greater metacognitive awareness of how they personally read picture books" (Martinez & Harmon, 2015, p. 307) acquiring a deeper knowledge of picture book format and the language of picture books. Third, by the end of the course participants had developed a broadened view of the uses of picture books in the classroom. Fourth, use by the participants of picture books for classroom instruction changed including altering the criteria for book selection, building students' metacognitive awareness of how picture books work, and changing their instructional format. And fifth, participants noticed changes in their PreK-12 students' construction of meaning with picture books. Students were more captivated by the characters' emotion and placement on the page. The findings confirmed that the participants had limited knowledge of picture books at the beginning of the course, and by the end of the course they realized that teachers would benefit from a required focus on the nature of picture books as nonfiction texts. The studies in this section provide me, as the creator of this picture book research project, with a greater understanding of informational texts through the study of nonfiction definitions. They

also provide knowledge of picture books features, especially peritextual features and how they may be used to engage readers.

Comprehension of Narrative Text versus Expository Texts

The following group of studies provides a greater understanding of student comprehension of narrative and expository texts. This knowledge will contribute to the development of the picture book biography designed through this research project.

Best, Floyd, and McNamara (2008) examined the influences of reading decoding skills and world knowledge on third graders' comprehension of narrative and expository texts. They understood that there is a critical period in the development of reading skills during the third, fourth, and fifth grades, often referred to as the fourth-grade slump.

Participants in the study included 61 children in third grade at two public schools in a large metropolitan school district. Each child read a narrative text and an expository text. Their reading comprehension was assessed using a combination of recall tasks, multiple-choice questions, free recall, and cued recall (Best et al., 2008).

Texts utilized in the study were selected from 60 narrative texts and 67 expository texts from basal readers and science textbooks (Best et al., 2008). Selected texts represented a grade level between 2.97 and 4.75 based on word length and number of sentences.

A free recall exercise required the students to report what they remembered about the passage they had read, and all responses were recorded on an audiotape and transcribed later. Twelve multiple-choice questions for each text were used to measure situational levels of understanding. Results revealed that across the comprehension measures,

children's scores were notably higher for the narrative text than for the expository text. This supported the original hypotheses that narrative texts are often comprehended more successfully than expository text.

In a similar study comparing the two text structures, Williams (2005) defined narrative text as following a single structural pattern while expository texts have a variety of patterns making them more difficult to comprehend. Williams studied 128 at-risk second grade students who were beginning to read independently in 10 classrooms in three New York City public schools. Seeking understanding about their sensitivity to text structures, students were given either text in a narrative sequence or expository/textbook sequence. After students read the assigned text, they were asked to summarize it and answer a few questions. The results confirmed that text presented in a narrative sequence helped students select important information in their summaries and that their scores were higher on the questions related to narrative text. Thus indicating that there are comprehension differences between the two text structures. Taken together these two studies (Best et al., 2008; Williams, 2005) showed second and third grade students have a higher level of success with comprehension when reading narrative texts rather than expository texts.

The Connection Between Visual Literacy and Comprehension

Willson, Prior, and Martinez (2014) explored the kinds of visual information children use to understand characters in picture books. This study was conducted with 12 second grade students, 4 boys and 8 girls, in a rural South Texas elementary school that primarily served White (49%) and Hispanic (49%) students. Three illustrations from

three pre-selected picture books were chosen to discuss with the students. In this three week study researchers visited the second-grade classroom once a week during story time observing as the teacher read aloud, talked with her students about one of the three stories, and asked questions that invited discussions about the book. Students were asked to make predictions about what might happen next in the story, recall questions were asked, and students were encouraged to make connections between the characters and their own personal experiences. Immediately after each read-aloud, each student was individually shown the pre-selected illustrations from the book. The researchers asked students, “What do you see in the illustrations and how do you know?” “What clues help you know that?”

Students made inferences about the characters’ feelings, thoughts and relationships, as well as inferences about changes in the character’s feelings, thoughts, and relationships. The students paid attention to the characters’ actions, facial expressions, body posture, and the way the characters related to each other. Reference to the illustrator’s use of color and line was also mentioned (Willson et al., 2014). This finding further emphasized the importance of how illustrations in picture books aide student’s comprehension of books and how students value the images for the information they provide about the characters.

In support of the idea that graphics benefit all readers, Small, Lovett, and Scher, (1993) conducted a study with 33 first and 33 third grade students representing a range of reading abilities who were learning about three unfamiliar animals. One of three conditions were randomly assigned to each student. Students either had description only

passages, picture-only passages, or description and picture passages. After students listened to their assigned condition, 12 comprehension questions were asked about the animal where four of the answers were found in the description, four in the graphic, and four in both. Results suggest that the presence of graphics and description encourage a higher recall of information.

In a similar study to determine the relationship between graphical reading processes and student comprehension, Norman (2012) investigated how the processing of graphics related to students' overall comprehension of text. Thirty second-grade students, 17 male and 13 female, from eight different classrooms within five schools participated in the study. As students read, they were prompted to think aloud when they looked a graphic. Once they were finished reading they retold the text they had read in their own words, and answered 8 comprehension questions about the text. Results from Norman's (2012) study indicated that the processes used when reading graphics in informational texts are associated with a better overall understanding of that text (p. 768).

Summary

Research by Martinez & Harmon (2015) detailed the peritextual features of picture books that support students in making predictions and interpretations about characters, plot, setting, and tone. Other studies also demonstrated that students' comprehension of a narrative text is higher than that of an expository text. Best et al. (2008) and Williams (2005) revealed that children's comprehension scores were notably higher when reading the narrative text than when reading the expository text because students were better able

to recall and retell those stories. These collected findings make a strong case for the use of picture books in the education of children.

Picture book biographies capture the lives of people in a narrative format that engages young readers. The text and illustrations both tell and show the lives of others through a story format engaging readers to see connections between their own lives and the past. Therefore, picture book biographies can lead to higher comprehension of narrative text and success at achieving the learning goals described in the Iowa Core Curriculum requirements. Research has also shown a connection between visual literacy and increased comprehension including the ways that visual elements of pictures support the text and provide additional detail or description for the reader. Findings of Willson et al. (2014) revealed the importance of how illustrations in picture books aide student's comprehension of books and that students value the images for the information they provide about the characters.

These findings indicate that students learn through visual narrative text which provide details about text features. This supports the current research project, a picture book biography about Jessie Field Shambaugh designed to introduce students to the "Mother" of the 4-H organization.

CHAPTER 3

METHODOLOGY

According to Palmer and Stewart (2003), there is currently a lack of awareness and access to quality nonfiction books. Consequently teachers struggle to incorporate quality picture book biographies into the existing curriculum for students to learn and understand about the role of individuals within a society as promoters of change. Palmer and Stewart (2003) also noted that teachers may not be exposed to new nonfiction until they go through the process of adopting a new reading series.

The purpose of this research project was to create a picture book biography of Jessie Field Shambaugh that will help meet the Iowa Core Social Studies learning standard addressing the role of individuals within a society as promoters of change.

Description of the Project

A picture book biography of Jessie Field Shambaugh was created with a target audience of 3rd to 5th grade to be used as a resource for students, teachers, and adults to learn about the role of individuals and groups within a society as promoters of change. The picture book biography also supports the Iowa Code requiring Iowa history to be taught between first and sixth grade and the Iowa Core Social Studies learning standard addressing the role of individuals within a society as promoters of change.

Procedure

Having lived in Page County Iowa, I had visited the Jessie Field Shambaugh exhibit housed at the Nodaway Valley Historical Museum in Clarinda, Iowa and had prior knowledge of artifacts located at the Clarinda Public Library. Email conversations with

Brianca Johnson, Program Assistant at the United States Department of Agriculture led to a contact with Mitch Hoyer, Program Specialist at the Iowa State University Extension and Outreach to obtain permission to use the 4-H Name and Emblem for the project.

Mitch also shared that Iowa State University and the University of Iowa's archive collections both house various primary and secondary artifacts about Jessie and the 4-H organization.

The Iowa Women's Archives at the University of Iowa Library and Iowa State University Library Special Collections Department both served as primary source repositories for artifacts donated by Jessie's daughter, Ruth Shambaugh Watkins. Artifacts included a Field family scrapbook, photographs of Jessie, copies of newspaper articles written about Jessie's career in agricultural education, and original writings. Books from Iowa State University's 4-H collection include; *A Real Country Teacher* by Jessie Field (1922), *The 4-H Story: A History of 4-H Club Work* by Franklin M. Reck (1951), and *4-H: An American Idea 1900-1980; The History of 4-H* by Thomas Wessel and Marilyn Wessel (1982). Additional secondary sources for the book's content included the Iowa State University Extension and Outreach website, *History of 4-H* (2015).

Once the known information regarding the life and work of Jessie Field Shambaugh was collected, read, organized by date, and categorized into topics; I created a storyline of events that lead up to the 4-H movement in 1914. Rather than trying to include everything from Jessie's birth to death, emphasis was placed on her childhood love for country life and how that love contributed to the Boys Corn Clubs and the Girls Home

Clubs and to what is known today as 4-H. Although this limited the biography in scope, it allowed for a higher level of detail about the 4-H movement and Jessie's contributions.

The next step was to create a storyboard following picture book specifications working within multiples of eight pages. These parameters of a picture book format complicated the decision of what to include (and what to exclude due to limited space) about Jessie's life. The narrative needed to both tell and show Jessie's love of country life and her influence and involvement during the beginnings of the 4-H movement across the country.

In order to keep all the many pieces of information and ideas organized, a table was created beginning with a column dedicated to page numbers through 32 based on the multiple of eight picture book requirement. Another column contained text and illustration ideas. Thinking about the complexity of a picture book and the features that distinguish it from other books, certain peritextual features were determined first in order to provide an estimate of the number of pages that would remain for the actual narrative.

To show progression within the 4-H organization, the opening endpapers were drafted as a full color double page spread titled "The Very Beginnings" representing the very first clubs and organizations that were offered in what then was referred to as 3-H in Page County. The final endpapers titled "To Make The Best Better" represent all project areas 4-H members have to choose from today. A dedication page and title page were also included in the front matter. Important dates in Jessie's life, a short bio of the Field family, a short bio of Jessie, additional sources, and an author and illustrator's bio were also included leaving only 10 double page spreads for the narrative.

Drafting a narrative proved to be more difficult than expected. Questions concerned what stories to keep, how to simplify without losing content, and how to write a biography that excites and inspires the reader to keep turning the pages while introducing him or her to Jessie Field Shambaugh and the 4-H movement. The inspiration for the narrative began with quotes from *A Real Country Teacher* by Jessie Field (1922). A narrative was built around each quote keeping the focus on Jessie as a truly wise young woman with a passion for country life and a drive to share it with everyone.

As the narrative started to take shape, focus turned to the illustration ideas. As a teacher of 22 years, I have had the privilege of seeing graduates continue their dreams past high school and come back to share their college experiences and how they have been able to apply what they had learned from my high school classroom to their college assignments. Quentin Bangston is one of those successes. Quentin graduated from Essex High School as valedictorian in 2012 and continued his education at Iowa State University majoring in design and graduating in 2016. When I was describing my project to him he eagerly offered his assistance in any way he could help and became the illustrator.

Quentin was an active member of 4-H in Page County for six years showing cattle and entering numerous static exhibits several of which were selected to be exhibited at the Iowa State Fair. Therefore he came into the project with valuable background knowledge and an understanding of the 4-H organization.

Communication between Quentin and I was accomplished by utilizing different social media technologies that we both use on a daily basis; texting, Snapchat videos, and

email. I sent my thoughts on what I was envisioning for a page either by a text message or an email attachment and he often replied with a snapchat video of his interpretation captured in a sketch. Having worked on several large projects with Quentin as an Essex senior, collaboration was easy. For example, I originally had envisioned the endpapers with text designed using a computer application to create Wordles, however Quentin suggested designing the pages with small info graphics representing the different main clubs of the time and text for the smaller clubs or contests.

Considering reader engagement and knowing that a book's cover is the first thing the reader visually connects with, I sought a catchy title to peak the reader's interest. While reading several newspaper articles, I came across an article titled, "First Lady of the Cornfields, a Country Teacher Who got an Idea." Having read that Jessie first introduced her students to the importance of raising corn and the first club she started was the Boys Corn Club, the title "First Lady of the Cornfields" seemed like a good fit, along with the distinction of the "Mother of 4-H" bestowed upon Jessie in 1948 by the citizens of Clarinda, Iowa. Thus, the title, "Jessie Field Shambaugh: The First Lady of the Cornfields and the Mother of 4-H" was decided.

The cover and title were designed to be attractive and eye catching, teasing the reader to want to look inside. In order to attain this reaction, Quentin suggested a color palette of modern rustic colors consisting of beautiful shades of blue found in the sky or water, variations of green found in nature, browns and tans with an outdoor rustic feel, and shades of yellow, all with an overlay or filter giving the pages an antique feel.

For the cover we discussed the importance of graphically having a picture of Jessie enabling the reader to make a connection with her. An illustration of Jessie and Goldenrod, the first one-room country schoolhouse in which Jessie taught, became the main focus for the cover. The reader immediately may infer from the one-room school house illustration that the book is historical in nature.

Copyright Permissions

Copyright permissions were secured in order to produce this research project. The 4-H Youth Development Program is the youth outreach from the Land Grant Universities, Cooperative Extension Services, and the United States Department of Agriculture (United States Department of Agriculture, 2015). In 1985, the Secretary of Agriculture approved updated guidelines for the 4-H Name and Emblem. The official 4-H Name & Emblem is represented by a four leaf clover with an “H” on each leaf that represents Head, Heart, Hands, & Health. The stem of the four leaf clover must always point to the right and the official color is 100 percent PMS 347 green.. The statement “18 USC 707” must legibly appear either to the right of the base of the clover or below the right leaf of the clover. No photo, drawing, symbol, word or other figure or object may be placed on or obscure the 4-H Emblem. Complying to the above requirements, the filter used throughout the book was removed from the 4-H Emblem page. According to the United States Department of Agriculture, a request for permission to use the 4-H symbol in the form of an application for authorization is required if the works will cross state lines.

Bianca Johnson from the United States Department of Agriculture suggested that if the book would cross state lines, an application would need to be completed asking for permission. Ms. Johnson also indicated that since this request is for a research project, it would need state permission only. Mitch Hoyer, Program Specialist, Iowa 4-H Youth Development provided a letter granting permission for the use of the 4-H Name & Emblem for this research project (see Appendix A).

Permission for use of historical documents, images, and photos obtained from the Iowa Women's Archives at the University of Iowa Library in the Jessie Field Shambaugh collection were also secured on an individual basis through the University via the Curator, Kären M. Mason (see Appendix B).

CHAPTER 4

PROJECT

The picture book biography, *Jessie Field Shambaugh: The First Lady of the Corn Fields and the Mother of 4-H*, written by Kimberly Peterson and illustrated by Quentin Bangston will be available at the Essex Community School K-12 library.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Awareness of significant individuals who have been promoters of change throughout our history can have an essential part in bridging the gap when making connections with the past. The purpose of the research project was to create a picture book biography of Jessie Field Shambaugh, a woman with incredible vision who recognized the need for inclusion of agriculture education with hands-on lessons, “teaching country children in terms of country life” (Field, 1922, p. 16). A picture book biography of Jessie Field Shambaugh will provide an additional resource in satisfying the Iowa Core social studies standard addressing the role of individuals within a society as promoters of change including women and minorities.

Summary

Every book is different, and every genre is unique. In order to create a picture book biography one has to first understand what high quality picture book biography characteristics are and then learn how to apply them. The research questions guiding this study provide an organizing structure for the following description of the process used to create this picture book.

Characteristics of High Quality Picture Book Biographies

Research question one asked, How were characteristics of high quality picture book biographies applied to this research project? To address this, many Saturdays were spent collaborating with two local children’s librarians requesting several picture book biographies through the interlibrary loan process, reading the available picture book

biographies in each of the libraries, examining each book's peritextual features and analyzing them as described by Martinez and Harmon, (2015). These features allow the reader to explore the text in a nonlinear way instead of reading from top to bottom and front to back.

Additional backmatter include sources to learn more about Jessie, quotes from articles Jessie had authored, acknowledgment of all those who played an intricate role in the creation of the book, information about Jessie and the Field family, and a fun fact. A historical timeline of events of Jessie's life is also included to give perspective on the scope Jessie played in rural education reform and her professional accomplishments beyond the 4-H organization.

Criteria for selecting high quality nonfiction picture books for the researcher to review in preparation for this project were based on the selection criteria for the Orbis Pictus Award (see Appendix C). Criteria included the following: Accuracy, Design, and Engaging Writing. These criteria, also applied in creating this project, are represented in the sections below as they align with the research questions guiding this project.

Decisions About Content

Research question two asked, How were decisions about content made, concerning what information to include (and what to exclude due to space limitations) when telling the story of Jessie Field Shambaugh for children in grades 3 to 5? Considerations from the Orbis Picture Book Award criteria that align to this section also include Engaging Writing and Accuracy.

In order to exemplify Engaging Writing, picture books focus on one or a few defining events in a person's life exciting the reader to learn more about the subject instead of trying to include birth to death in a single binding. Of the picture books I reviewed, one in particular stood out in this area. "*Here Come the Girl Scouts!*" by Shana Corey (2012). Corey was able to find a way to inform her audience about the Girl Scout organization and introduce them to Juliette Daisy Gordon Low while capitalizing on the fact that the Girl Scout organization has been in existence for over 100 years and is still positively influencing girls of today. The book is broad in scope beginning with describing Daisy as a young Victorian girl with gumption to her trip to England where she is inspired by the Boy Scouts and Girl Guides and extending to her involvement in the creation of the Girls Scouts of America. The book covers a time spanning from the first meeting of the Girl Scouts to quotes taken from the original handbook emphasizing girl power. Illustrations were full color, double page spreads with an antique overlay giving it a Victorian feel. Back matter included related history, photos, and additional sources for information.

Likewise the decision to focus my project on Jessie Field Shambaugh's early days as a small child who truly loved country life through her time as a country teacher and her contributions to the 4-H movement was influenced by Dr. Yolanda Hood's Library Resources for Children course. During a genre assignment of picture book biographies, I discovered that there was not a picture book biography available about Jessie Field Shambaugh and the beginning of the 4-H movement. Since 4-H is an organization for children where membership can begin in 3rd grade, a picture book biography about the

contributions of one woman to the 4-H movement could potentially be used to promote membership, influence others to join 4-H, and simply to learn about the organization and one of its earliest contributors.

The picture book biography is made up of 32 full-color double page spreads of original artwork. Authentic memoirs Jessie had written to her father and quotes from a book Jessie had authored are also included in the story. The book tells the story of a young Jessie Field who truly loved country life and wanted to grow up and inspire others to embrace and value country life as she did. A movement of agriculture education was beginning across the nation, and Jessie contributed to this by forming Boys Corn Clubs and Girls Home Clubs in her 130 schools in Page County.

Jessie believed that students learn best by doing, which also happens to be the national 4-H Slogan. Jessie had a strong commitment to teaching new scientific agricultural methods mainly involving corn. To support her belief in learning by doing, an activity is also included on how farmers at that time collected seed corn from previous years corn, tested it, and hoped they chose the best quality corn to keep and plant in the spring that would produce the highest yields.

Accuracy is another criterion applied to picture book biographies. The major primary sources and authoritative information were obtained from physically experiencing the Goldenrod country school house where Jessie first taught and its artifacts preserved at The Nodaway Valley Historical Museum in Clarinda, Iowa. Jessie's family donated several personal items, published works by Jessie and photographs to The Iowa Women's Archives at the University of Iowa Library and also to Iowa State University Library

Special Collections Department where special permission to include requested items was granted.

Interestingly, as I researched using authentic material donated by the family and large amounts of newspaper articles, I discovered some conflicting information. For example, Jessie's hometown newspaper, *The Clarinda World Herald* attributed the entire 4-H movement to Jessie, whereas the book, *The 4-H Story: A History of 4-H Club Work* by Franklin M. Reck (1951), pointed out that the nation was experiencing success with the inclusion of agriculture education within the public school system. This discovery shed light on my personal misconception that Jessie was the founder of the 4-H organization. Reck explained that there were several individuals across the United States at that time who were also including agricultural education within their public school systems. Although I had previously referred to Jessie as the founder of the 4-H organization, upon my new understanding of the scope of the 4-H movement across the United States at that time, I removed all references to Jessie as the founder of the 4-H movement and changed it to the contributions Jessie made to the 4-H movement.

Another discrepancy I found was between published books about a story of 6000 red tulip bulbs given for a beautification project to the 130 country schools in Page County for which Jessie was superintendent. One account stated that the tulip bulbs were a donation from Jessie's older brother Henry Field, the owner and founder of the Henry Field Seed Company. However another stated that the tulip bulbs were given by a man who was interested in creating beautiful school grounds in Page County. Given that the

books were published in the 1920's, and Jessie passed away in 1971, the story of the tulips could not be personally verified; and thus the interesting story was not included.

Decisions About Organization and Flow

Research question three asked, How does the organizational structure of the created picture book connect the narrative text with images to create continuity and flow?

The organizational structure of the narrative follows a chronological format beginning with where Jessie was born, continues with her close connection to her father and country life, and culminates in her love of wanting to share everything she knew with others. Jessie's main focus as a country school teacher was to "teach country children in terms of country life" (Field, 1922, p. 16). Illustrations of an outdoor school garden depict eager students learning by doing. Another example showcases the students efforts on a display in the corner of the classroom with their farm produce, ear corn, baked goods, and fresh flowers.

I also made decisions about the Design characteristics that would contribute to the continuity and flow of the book. The cover of *Jessie Field Shambaugh: The First Lady of the Cornfields and the Mother of 4-H* draws the reader in with two focal points on a full-color title page. A graphical image of Jessie is prominently placed on the cover, enabling the reader to infer the book will have a biographical focus and allowing the reader to make a connection with Jessie. Second is an illustration of Goldenrod, the first one-room country schoolhouse in which Jessie taught. This shows the book's historical nature about an individual and a one-room school house leaving the reader to wonder who the first lady is and why is she the "Mother of 4-H." A color palette of modern rustic

colors consisting of beautiful shades of blue found in the sky or water, variations of green found in nature, browns and tans with an outdoor rustic feel, and shades of yellow all with an overlay or filter give the pages an antique feel. Full color double page spread endpages showcase infographics representing the original clubs offered in 3-H before the organization of 4-H and what later led to the 4-H movement.

Conclusions

The picture book biography of *Jessie Field Shambaugh: The First Lady of the Cornfields and the Mother of 4-H* will first be shared with the Essex Community School District in the K-12 Trojan Library. Dr. Kress and the marketing/communications team at Iowa State University Extension and Outreach recognize that there is a great need for current and future 4-H club members to learn the history of 4-H and feel the book would be an excellent avenue for that to happen. Upon additional approval from the United States Department of Agriculture granting authorization for the use of the 4-H emblem across state lines, permission from the Iowa Women's Archives at the University of Iowa Library and Iowa State University Library Special Collections Department, and input from Dr. Kress, the book has potential to be made available through the Iowa State University Extension distribution center to extension offices in every county in Iowa ensuring that young readers have the opportunity to learn about 4-H, its early beginnings and Jessie's contributions.

I have grown as a researcher through the challenging process of understanding copyright laws, authorization processes, and the many different categories of creative commons laws surrounding this project. Eighteen emails to the United States Department

of Agriculture and the Iowa State Extension and Outreach Department were needed to obtain permission for the use of the 4-H Name and Emblem for the research project only. Along with getting permission for the use of the 4-H Name & Emblem, compliance to the user guide for non-extension entities on the correct usage of the 4-H Name & Emblem were required. For example, the numeral “4” must be separated from a capital “H” with a hyphen not a dash, slash, or space. The stem of the emblem must point to the right as you look at the image with the emblem always appearing in its entirety and text or other images cannot be placed over or on top of the emblem. As for color, the emblem can be green, white, black, or metallic gold with green being the RGB of R=51, G=153, and B=102. And finally, the “18U.S.C. 707” official trademark number must be the same color as the clover leaves appearing at the bottom of the stem.

Recommendations

The picture book biography of *Jessie Field Shambaugh: The First Lady of the Cornfields and the Mother of 4-H* will first be shared with the Essex Community School District’s K-12 Library. Following in Jessie’s personal motto of “Making the Best Better,” the researcher recommends obtaining national permission for the use of the 4-H Name & Emblem and obtaining permission for the use of artifacts from the Iowa Women’s Archives at the University of Iowa Libraries to distribute the books into the hands of young potential 4-H members beyond the state of Iowa. Additional input from a professional illustrator would strengthen the connection of the illustrations with the text through a professional understanding of software techniques beyond the knowledge of the researcher and college student illustrator.

In addition, the availability of a teaching guide to define nonfiction text structures to include a combination of narrative, expository, and hybrid texts, as described by Williams (2009), could also provide tools for teaching story structure, identifying key ideas, listing prompts for creative writing, and suggesting modifications for the corn seed project and questions for discussion. Another extension of the project would be to create coloring pages about Page County (Iowa) to be included when teaching local history. In addition, a teacher guide could include suggestions for further research that could be used to inspire students to learn more about local history through exposure to additional resources about individuals who shaped change in Page County such as the Falk sisters, creators of a lemon custard ice cream recipe. Students' research about local topics would provide excellent opportunities for inquiry learning and writing practices using narrative and expository text structures. Thus these activity extensions suggest a dual purpose for use of the Jessie Field Shambaugh picture book biography: to help teachers meet Common Core Curriculum standards involving inquiry research and text structures while also helping students learn local history about an individual who made great contributions to the 4-H movement.

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APPENDIX A

PERMISSION LETTER FOR USE OF 4-H NAME & EMBLEM

IOWA STATE UNIVERSITY
Extension and Outreach

October 9, 2015

4-H Youth Development
 Extension 4-H Youth Building
 Iowa State University
 Ames IA 50011-3630
 Phone: 515-294-1017
 FAX: 515-294-1047 or 515-294-4443
<http://www.extension.iastate.edu/4H/>

This letter is to grant permission to Kimberly Petersen (referred to as Vendor) to use the 4-H Name & Emblem as requested for the purpose of a research paper and thesis, including a book about Jessie Field Shambaugh and the early years of Iowa 4-H. The use of the 4-H name & Emblem is limited to the research project and the book may not be published or distributed beyond the limited copies needed to satisfy degree requirements of the University of Northern Iowa. Please provide a copy of the book to Iowa 4-H Youth Development prior to final project submission so we can review the use of the 4-H Name & Emblem in context. We also request that you provide a copy of your final work to us.

In accordance with federal guidelines, I am required to inform you of the following:

The 4-H name and emblem is protected by federal statute (18 USC 707). The Vendor agrees not to sell or distribute copies of the research project or book beyond the amount needed for degree requirements. Additional information and guidelines for use of the 4-H name and emblem can be found at <http://nifa.usda.gov/sites/default/files/resource/4-H%20Name%20and%20Emblem%20User%20Guide%202014.pdf> Please review the 4-H Emblem Guidelines basics and graphic standards on pp. 10-13 of this document.

The initial term of this permission shall be for such time as required to produce the research project and book listed above, not to exceed 360 days from the date of this letter. This permission may be renewed based on agreement of the Iowa 4-H Youth Development program and Kimberly Petersen, if needed and as requested by Ms. Petersen.


ISU Extension and Outreach and Iowa 4-H Youth Development may terminate this agreement any time the Vendor fails to carry out provisions under the terms of this agreement or by mutual agreement of both parties. National 4-H Headquarters reserves the right to review, inspect, and withdraw approval at any time.

Specifications: 4-H Emblem (Clover): Green, PMS 347 for the leaves. The H's on the clover leaves are to be in white. The "18 USC 707" notice is to be PMS 347 green and must appear either to the right of the base of the stem or below the lower right leaf of the clover. If you need assistance obtaining official graphics of the emblem for use with your project, please contact our office.

The size of the 4-H emblem shall relate proportionately to the location of the design and proportionate to the size of the research paper and book.

Best wishes with your project.

Sincerely,



Mitchell Hoyer
 4-H Youth Development Program Specialist
mhoyer@iastate.edu 515-294-1531

APPENDIX B**EMAIL PERMISSION LETTER FOR USE OF PHOTOS**

Mason, Karen M <karen-mason@uiowa.edu>

11/30/15

to Iowa, me

Dear Kimberly—

As custodian of the three photographs listed below, the Iowa Women's Archives, University of Iowa Libraries, grants you permission to reprint copies of these items in a self-published picture book biography of Jessie Field Shambaugh (limited run of three books). We do not know who holds copyright to these images, as the photographer is not indicated on the prints. Please cite the Jessie Field Shambaugh Papers, Iowa Women's Archives, University of Iowa Libraries, as the source of these photos.

The photograph of Lois Edmonds is a postcard produced by the Nodaway Valley Historical Society, so you may wish to contact them to ask for their permission as well for that photo.

Sincerely,

Kären M. Mason
Kären M. Mason
Curator, Iowa Women's Archives
University of Iowa Libraries
Iowa City IA 52242-1420

phone: 319-335-5068

fax: 319-335-5900

<http://www.lib.uiowa.edu/iwa/>

From: Kimberly Peterson [mailto:kp329212@uni.edu]

Sent: Tuesday, November 24, 2015 8:16 PM

APPENDIX C

ORBIS PICTUS AWARD CRITERIA

The Orbis Pictus Award Criteria

The Orbis Pictus award is awarded annually to recognize excellence in nonfiction for children. Selection criteria include: Accuracy, Organization, Design, Style, and Engaging writing. These criteria were applied in analysis of the following books in order to further inform the development of this project.

	W is for Webster: Noah Webster and His American Dictionary	Mr. Ferris and His Wheel	Monsieur Marceau: Actor without Words	
Author	Tracey Fern	Kathryn Gibbs Davis	Leda Schubert	
Illustrator	Boris Kulikov	Gilbert Ford	Gérard DuBois	
Orbis Pictus Award winner or recommended book	Recommended -2016	Recommended - 2015	Winner -2013	
Selection Criteria:				
Accuracy				
Balance of fact and/or theory	Yes	Yes	Yes	
Stereotypes avoided	No - Monarch is used to describe Noah - "his know-it-all ways" stereotyping those who are by birth royal.	Yes	Yes	

Author's qualifications adequate	Yes- several Childrens published historical works	Yes - several Childrens published award winning works	Yes – several Published works	
Appropriate scope	Broad/inclusive birth, childhood, adulthood	Explicit to the creation of the Ferris wheel	Broad/inclusive birth to childhood to adulthood	
Authenticity of detail	Yes - illustrations representing how a young boy would have dressed in 1774 and sketches of the countryside.	Yes - direct quotations and small tidbits of facts or information are included in smaller type on all but four double-page spreads.	Yellow Star of David on jackets of Jewish people	
Organization				
	W is for Webster: Noah Webster and His American Dictionary	Mr. Ferris and His Wheel	Monsieur Marceau: Actor without Words	
Logical development of topic	Yes - from childhood passion to learn to adult passion to create a dictionary for America because there wasn't one.	Yes - from idea, to paper, to presentation, to setbacks, to completion	Yes - from childhood fascination to adult tragedy, to successful career	
Clear sequence	Yes	Yes	Yes	

Patterns – (General-to-specific, simple-to-complex, etc.)	General-to-specific	Simple-to-complex	General-to-specific	
Design				
	W is for Webster: Noah Webster and His American Dictionary	Mr. Ferris and His Wheel	Monsieur Marceau: Actor without Words	
Attractive	Yes - old-fashioned style, tea-stained illustrations with an 18th century feel	Yes - full color double page spreads	Yes – colors showcase the face of a mime and the dark side of WWII	
Readable	Yes - all white background gives text easy location and readability	Found some text hard to find right away. Because of the muted steel blue and mauve color palette, some text is white and some black.	Yes – Oversized and easy to read serif font	
Illustrations Complement text	Yes - many hidden meanings. Encourages reader to look closely at illustrations. Noah is illustrated several times larger than life showing his	Yes - many hidden meanings. Encourages reader to look closely at illustrations. No one would help George fund his project. He went from	Yes – close-ups highlighting Marceau face as a mime and the WWII scenes with haunting images of Jewish people and the star of David.	

	huge enthusiasm for words/language and belief that he was smarter than everyone.	bank to bank asking for help. The DPS shows a trail from bank to bank.		
Placement of illustrative material appropriate and complementary	Yes - well balanced on pages	Yes - done very well. The Eiffel Tower was the world's largest building at that time - a DPS shows the entire city of Paris being viewed from an over sized Eiffel tower to represent the 986 feet tall structure.	Yes – some full DPS and others SPS	
Appropriate media, format, type	Yes	Yes	Yes	
	W is for Webster: Noah Webster and His American Dictionary	Mr. Ferris and His Wheel	Monsieur Marceau: Actor without Words	
Style				
Writing is interesting & Stimulating	Yes - mentions key events in Noah's life while also providing important historical context.	Yes - having the tidbits of facts or information answered questions when reading text on page.	Yes - tells the story of why he changed his name and his work with the French underground.	

Reveals author's enthusiasm for subject	Yes - fun and exaggerated ways to have fun with words/language	Yes - excitement builds to know when people rode the first Ferris Wheel and thoughts of the reader's experience or no experience in riding a Ferris Wheel at local amusement parks.	Yes	
Curiosity and wonder encouraged	How one person can hold true to their passion that results in significant achievements while also showing the discouragement as well as determination. Most "inventions" are created because there is an individual need that isn't being met.	Yes - How the structure base was made to hold such an object and believing in one's self and passion to see a project through from start to finish with the creation of traditions to pass on to the next generation.	Encourages others to either want to learn about WWII or activities to try mime.	
Appropriate terminology	Felt was for an older audience, but as a read-aloud excellent for 1st -4th grades.	Felt it was for an older audience 4th-6th grade not 2nd - 3rd grade.	Yes	

Useful in classroom K-8	W is for Webster: Noah Webster and His American Dictionary	Mr. Ferris and His Wheel	Monsieur Marceau: Actor without Words	
Encourages thinking and reading	Yes - every page has hidden means in the illustrations for the reader to connect with from the text.	Yes - the pure magnitude of the project supported by tidbits of facts puts into perspective the feat of the Ferris Wheel and why so many believed it would fail.	Encourages other to either want to learn about WWII or activities to try mime.	
Shares interesting and timely subject matter	Yes - every student uses a dictionary of some kind. Interesting to know how the concept of a dictionary came to be.	Yes - every amusement park has a Ferris Wheel.	Yes -	
Appeals to a wide range of age	Yes - advanced readers 4th grade to adults would find it interesting. As a read aloud, 1-3 grade would find it fun.	Yes - anyone who has ridden a Ferris Wheel.	Yes - young wanting to learn about mime's and older who know about mime's but want to learn about the most famous one - Marcel Marceau	
Back Matter	Author's note, additional resources.	Additional sources listed, websites, selected	An afterward Source notes Further readings	

		bibliography, official photo of George Ferris Jr., author and illustrator bios, book jacket info.	Author & Illustrator notes book jacket intro	
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	Becoming Babe Ruth	Here Come the Girl Scouts!	The Watcher – Jane Goodall’s Life with the Chimps	Helen’s Big World – The Life of Helen Keller
Author	Matt Tavares	Shana Corey	Jeanette Winter	Doreen Rappaport
Illustrator	Matt Tavares	Hadley Hooper	Jeanette Winter	Matt Tavares
Orbis Pictus Award winner or recommended book	No – but several other awards	No - but several other awards	No - but several other awards	No - but several other awards
Accuracy				
Balance of fact and/or theory	Yes	Yes	Yes	Yes
Stereotypes avoided	Yes	The book is about a girl in the Victorian era who defied the proper female behaviors of that time.	Yes	Yes

Author's qualifications adequate	Yes – several published works	Yes – several published works	Yes – several published works	Yes – several published works
Appropriate scope	Explicit to baseball – the love of it and what it meant to Babe Ruth	Broad/ Inclusive, founder's background, idea of Girl Scouts to creation to what the organization is today.	Explicit – Jane's early childhood to the very first time with the chimps	Broad /inclusive, birth, childhood, adulthood
Authenticity of detail	Correct style of uniform, clothes, and baseball equipment for the time,	Correct style of Victorian clothing, candlestick phone, steamer trunks	Quotes from Jane's journals	Quotes from Helen's own journals. Correct style of dress for the time, hand water pump, correct braille in pictures
Organization				
	Becoming Babe Ruth	Here Come the Girl Scouts!	The Watcher – Jane Goodall's Life with the Chimps	Helen's Big World – The Life of Helen Keller
Logical development of topic	Yes - from young delinquent boy to relationships built	Yes - from personality of Daisy as a young girl, to travel, to discovery of other groups, to Creation of the Girl Scouts	Jane as a young girl and love for animals, to her first travel to Tanzania to first contact with chimps	Yes - birth, illness, anger, teacher, learning, sharing

Clear sequence	Yes	Yes	Yes	Yes
Patterns – (General-to-specific, simple-to-complex, etc.)	General-to-specific	General-to-specific	General-to-specific	General-to-specific
Design				
	Becoming Babe Ruth	Here Come the Girl Scouts!	The Watcher – Jane Goodall’s Life with the Chimps	Helen’s Big World – The Life of Helen Keller
Attractive	Yes - bright full color DPS and SPS with cartoonish Babe Ruth on cover	Yes – full color bright DPS with a filter to give pages a Victorian feel	Yes – title “The Watcher” is explained with the cover graphic of goggles	Yes – an oversized picture book with very detailed images
Readable	Yes – easy to read serif font	Yes – easy to read serif font	Yes – simple Sans serif font	Yes – Oversized and easy to read serif font
Illustrations Complement text	Yes – depict early-twentieth-century life and Major League Baseball	Yes – show Girl Scout badges under text. Graphics show activity text mentioned.	Begins with half size graphics of you younger life and moves to full page graphics representing her adulthood.	Braille tags on images are the correct braille letters, the frustration on Helen’s face
Placement of illustrative material appropriate and complementary	Yes - text connects to the graphic either on side panel or above or below	Yes –	Yes – mostly under the images	Yes – some full DPS and others SPS

Appropriate media, format, type	Yes	Yes	Yes	Yes
Style				
Writing is interesting & Stimulating	Yes – explains the origin of his nickname his connection to the St. Mary’s Industrial School for Boys and Brother Matthias	Yes – guides reader through having an idea or getting an inspiration and acting upon it	Yes – you want to find out more about Jane and chimps	Yes – reader want to learn more about braille and how to read it and who Helen Keller was
Reveals author's enthusiasm for subject	Yes	Yes	Yes	Yes
Curiosity and wonder encouraged	Encourages others to want to learn about the best baseball player and his life and the game of baseball	Reader may wonder what Girls Scouts are and ask how to become one	Yes	Yes
Appropriate terminology		Yes	Yes	Yes

	Becoming Babe Ruth	Here Come the Girl Scouts!	The Watcher – Jane Goodall’s Life with the Chimps	Helen’s Big World – The Life of Helen Keller
Useful in classroom K-8				
Encourages thinking and reading	Encourages others to want to learn about the best baseball player and his life and the game of baseball	Yes	Yes – encourages interaction with reader. Reader must find the tiny chimps that Jane is looking for on one DPS.	Yes – reader want to learn more about braille and how to read it and who Helen Keller was
Shares interesting and timely subject matter	Yes – baseball is “America’s” pastime	Yes	Yes	Yes
Appeals to a wide range of age	Yes	Yes	Yes	Yes
Back Matter	Authors note Baseball Statistics of Babe Ruth Bibliography	Examples of famous Girl Scouts, Author's notes, The Girls Scout law, sources, and quote sources, author and illustrator notes, book jacket intro	Book jacket intro, authors note, author/illustrator or note	Front and end pages, book jacket extra information about Helen, sign language chart, sources, would like to learn more about Helen suggestions, websites, important dates, author and illustrator's notes