

IOWA PAST TO PRESENT TEACHERS GUIDE
Revised 3rd Edition

Chapter 13: Life on the Farm -Iowa Style

CONTENT OBJECTIVES

Following the completion of the readings and activities for this chapter, students will have acquired the following understandings:

- a. Corn and hogs were Iowa's main farm products following the Civil War.
- b. Farm work varied with the seasons and required cooperation among families and neighbors.
- c. Many technological advances began to profoundly affect farm production and farm life.
- d. After 1920 farmers faced two decades of economic difficulty.

VOCABULARY TO KNOW

agriculture	haying
butchering	industry
canning	lye
cultivating	Mason jars
diversified farming	Rural Free Delivery (RFD)
harvesting	threshing

FOR FURTHER STUDY

1. Visit the Living History Farms near Des Moines. Various stages of agricultural development are beautifully illustrated through the farm displays.
2. Take a field trip to a working farm. Provide students with the opportunity to observe the operation of the farm as well as the business aspects of running a farm.

Activity 13-1: YEARLY FARM SCHEDULE (1880)

Skills. Summarizing written material in graphic form, skimming written material for specific information

Materials. Student copies of handout 13-1

Procedure

1. Introduce the lesson by reviewing the annual farm schedule of the nineteenth century. Work was seasonal and specific jobs were typically classified as men's work or women's work.

2. Distribute copies of handout 13-1. Encourage students to locate information in the chapter to complete the chart. Some work may only be implied in the chapter. For instance, if the chapter mentions that a garden is planted in the spring, the produce will be harvested in the summer and fall, even though the chapter may not specify harvesting garden products.

3. When students have had adequate time to complete the chart, share responses as a class. Contrast this pattern of living with what students experience today.

HANDOUT 13-1

Name _____

Directions: use the information in the text to complete the chart below.

	Work generally done by women	Work generally done by men.
SPRING		
SUMMER		
FALL		
WINTER		

Activity 13-2: PANORAMA OF IOWA FARMING

Skills. Summarizing written material in graphic form

Materials. Student copies of handouts 13-2a and 13-2b

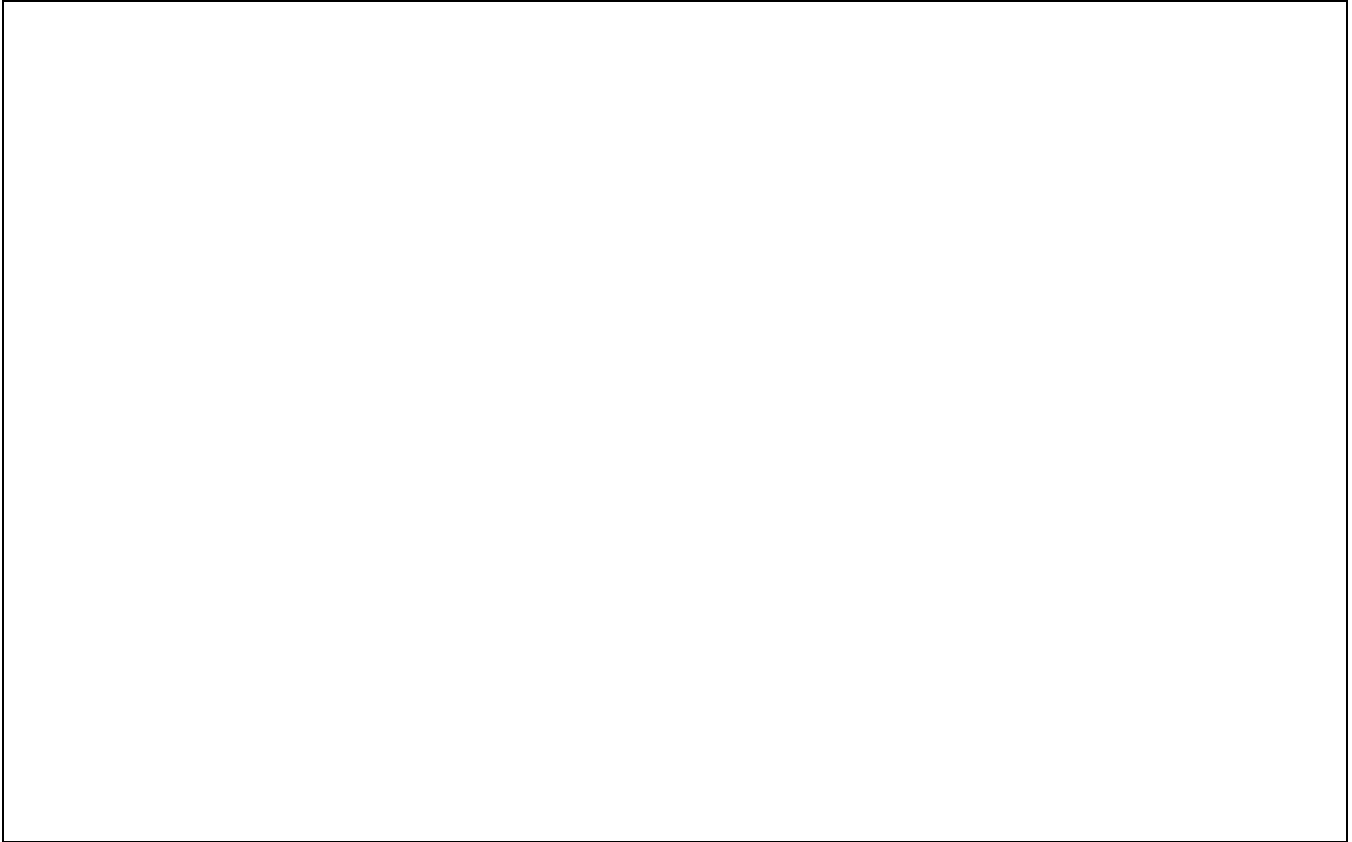
Procedure

1. Introduce the lesson by reviewing the material in the chapter that relates to changes in Iowa's farm practices between 1880 and 1920. Students should recognize the technological advances had a profound effect on farm life between 1880 and 1920.

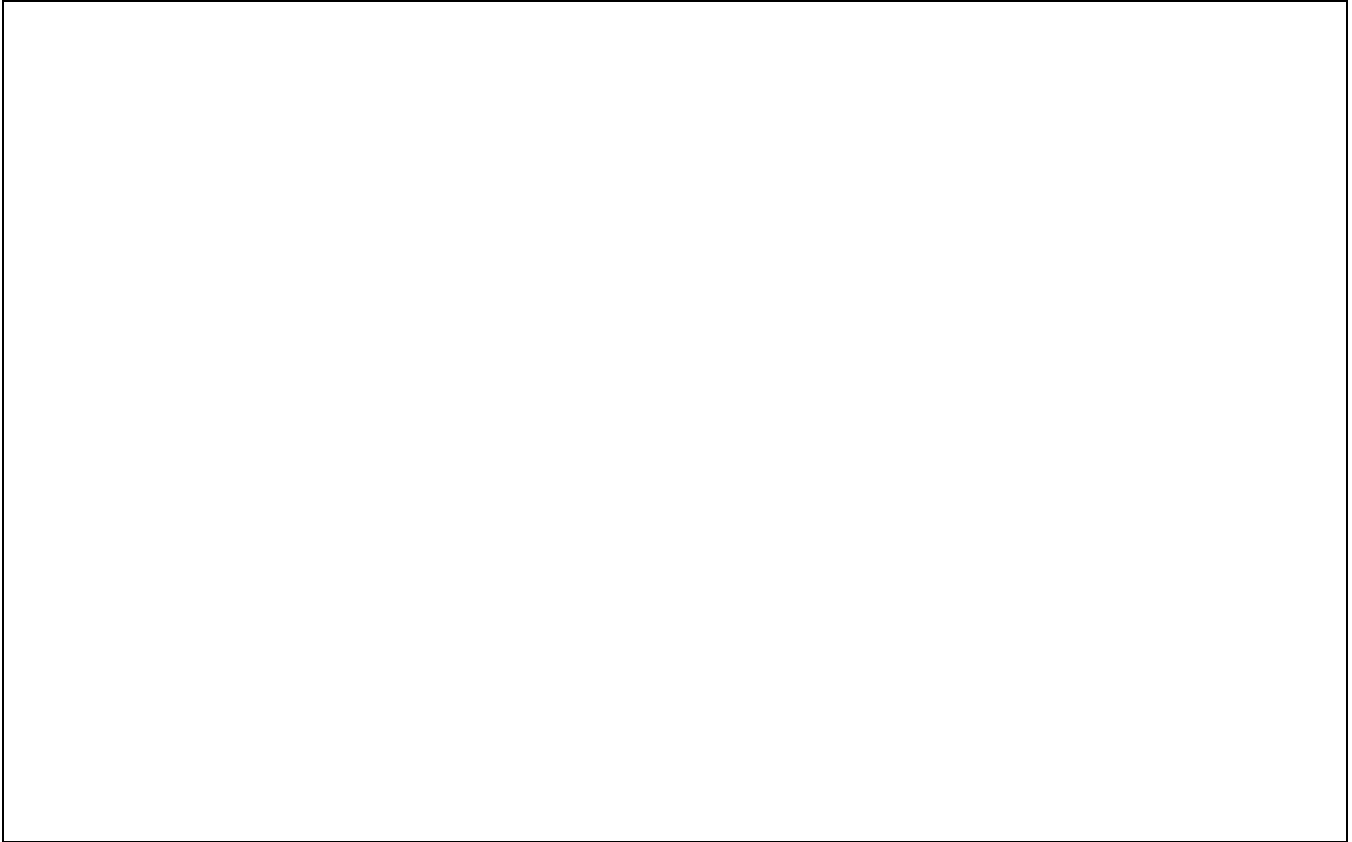
2. Distribute copies of handouts 13-2a and 13-2b. Using information discussed in class and material from the chapter, students will illustrate one aspect of farm life for the two periods. Space has been provided for students to write a descriptive statement for each illustration.

3. When the pictures are completed, provide space for students to display their work within the classroom.

FARMING IN 1880-1900



FARMING IN 1900-1920



Activity 13-3: HOUSEHOLD TASK COMPARISON

Skills. Completing a chart

Materials. Student copies of handout 13-3

Procedure

1. Discuss the fact that household tasks have traditionally been considered the domain of women. The following weekly schedule of jobs was almost universally accepted in the nineteenth and early twentieth centuries:

Monday: Washing
Tuesday: Ironing
Wednesday: Sewing
Thursday: Catching-up
Friday: Cleaning
Saturday: Baking
Sunday: Resting

2. Distribute copies of handout 13-3. Have students complete the chart for their families.

3. When students have had adequate work time, discuss their responses, highlighting the differences between their weekly schedule and that of 1880.

HANDOUT 13-3

Name _____

In 1880 mother did the majority of the housework. Who does it today, and when is it done? Complete the following chart for your family.

	1880	Who does this work today?	When is it done?
Monday	Washing		
Tuesday	Ironing		
Wednesday	Sewing		
Thursday	Catching-up		
Friday	Cleaning		
Saturday	Baking		
Sunday	Resting		

Activity 13-4: AGRICULTURAL EDUCATION PAST AND PRESENT

Skills. Completing a chart

Materials. Student copies of handout 13-4

Procedure

1. Introduce the lesson by reviewing the following means by which farmers in the early twentieth century (1910) learned about advancing technology and methodology related to agriculture:

- a. The extension service was just getting under way. Iowa State College provided farmers' institutes to disseminate the latest research on agricultural technology.
- b. Magazines like *Wallace's Farmer* were regularly read by Iowans.
- c. Newspapers often included columns with tips on agricultural practices.
- d. A select few Iowa farmers took advantage of the two-year agricultural course offered by Iowa State College in Ames.

2. Distribute copies of handout 13-4. Have students list ways farmers in 1910 learned about new agricultural methods. Next have students list today's opportunities for agricultural education. By talking to friends, relatives, or classmates involved in agriculture, the following items may be identified:

- a. University programs with graduate and undergraduate courses in agriculture.
- b. Extension courses in each county.
- c. Numerous professional organizations, like the American Farm Bureau Federation, provide production and marketing information.
- d. Marketing trends can be monitored online.
- e. Computer-assisted management is available through software outlets and professional organizations.

3. Conclude the lesson by contrasting the availability of agricultural education opportunities in 1910 with today.

