

IOWA PAST TO PRESENT TEACHERS GUIDE
Revised 3rd Edition

Chapter 15: Business and Industry in Iowa

CONTENT OBJECTIVES

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

- a. Iowa's first industries, such as lumber milling, grain milling, and coal mining, depended on local natural resources.
- b. The development of railroading was pivotal to the tremendous growth of Iowa industry after 1870.
- c. Factory work opened new opportunities for Iowa women to work outside of the home.
- d. As part of a global economy, Iowa's manufactured products are distributed throughout the nation and the world.

VOCABULARY TO KNOW

Factory	millinery
household industry	milling
industry	mining
lumbering	manufacturing

PEOPLE TO IDENTIFY

John Boepple	John F. Hanson
Arthur Collins	Frederick Maytag
John Deere	Walter Sheaffer
George Douglas	John and Robert Stuart
Thomas Foster	

SOME IOWA INDUSTRIES PAST AND PRESENT

Amana Refrigeration, Inc.

Deere and Company

Featherlite Inc.

Fisher Controls International, Inc.

Lennox Industries Inc.

Maytag Corporation

Meredith Corporation

Pella Corporation

Pioneer Hi-Bred International, Inc.

Principal Financial Group

Quaker Oats Company

Rockwell Avionics and Communications

Winnebago Industries, Inc.

FOR FURTHER STUDY

1. Visit a local industry. Find out how it got started, what it produces, where products are shipped, and how many people are employed.
2. Create a list of potential industries of the future. What place might Iowa play in the development of future industrial endeavors?
3. Write to your local representative to Congress and find out what is being done to encourage new industries in Iowa.

Activity 15-1: EARLY IOWA INDUSTRY

Skills. Reading a chart

Materials. United States wall map, six study prints of lumber industry (pp. 240-241 in text)

Procedure

1. Introduce the lesson by reviewing the material in the text related to Iowa's early industries. Between 1833 and 1870 industries gradually developed to meet the economic demands of the settlers who bought land and settled in Iowa. After 1870 the railroad spanned the state, making it possible to transport goods more quickly. As a result, Iowa became tied to the national economy in ways which were never before possible.

2. Direct students to p. 252 in the textbook. Provide time for students to observe the data on the chart, The Five Leading Iowa Manufacturing and Processing Industries by Year. Identify the top five industries for each year, drawing possible conclusions as to why some industries maintained their importance and others did not.

3. Direct students' attention to the lumber industry, listed second on the chart. Note that lumber was one of the leading industries from 1870 to 1910. Have students suggest possible interpretations for the data on this table, noting that more data would be needed in order to conclusively depict Iowa's lumber industry relative to Iowa's total industrial growth.

4. Using a map of the United States, briefly review the following facts about the lumber industry, noting Iowa's relationship to the nation:

- a. Most of the lumber for Iowa's sawmills came from the forests of Wisconsin and Minnesota.
- b. Logs were rafted down the Mississippi.
- c. Companies in Iowa's Mississippi river towns purchased the raw material.
- d. Logs were processed into finished products.
- e. Finished products were shipped to distributors and retailers across the country.
- f. By 1910 the pineries of northern Minnesota and Wisconsin had been exhausted.

5. Conclude the lesson by having students review the story of Iowa's early lumber industry using the five study prints found on pp. 240-241 in the textbook.

Activity 15-2: IOWA PRODUCTS DAY

Skills. Identifying specific locations using maps, creating a classroom display

Materials. Pamphlets on Iowa industries, magazines containing product advertisements, URLs for Iowa industry websites, Iowa wall map, art materials for creating displays

Procedure

1. Introduce the lesson by reviewing the names of Iowa industries manufacturing consumer products. Companies such as Maytag, Amana, Deere & Company and Quaker Oats would logically be suggested.

2. Plan an Iowa products day for the classroom. Encourage students to use online and print materials to identify and locate products or advertisements for products manufactured in Iowa. Students will create displays highlighting specific companies. Included might be ads, promotional pamphlets, websites and actual products.

3. A large classroom map should be displayed, identifying locations of the Iowa industries being highlighted.

4. Invite other classes to visit the room to view the displays. For information on Iowa business, search online for the Department of Economic Development.

Activity 15-3: LOCAL INDUSTRY

Skills. Taking a survey, creating a bar graph

Materials. Large poster paper for making the bar graph

Procedure

1. Introduce the lesson by reviewing the information gained on Iowa industry, ie., Iowa has several corporations which manufacture products for state, national, and international markets.

2. Have students identify the major industries in the community or nearby communities. After a list has been generated, assign specific industries to either individuals or committees of students. The industries should be contacted and surveyed. Students should collect information on the number of workers currently being employed by each.

3. After the information has been collected, a bar graph could be made by the class illustrating the number of workers employed by each local industry. Discuss the relative importance of each industry to the local economy.

Activity 15-4: CURRENT IOWA INDUSTRIES

Skills. Letter writing

Materials. Iowa wall map

Procedure

1. Introduce the lesson by having the students identify as many Iowa industries as they can. Predictably, Deere & Company, Maytag, Amana, and Quaker Oats will be mentioned.

2. Next have students suggest possible ways to further investigate Iowa industry. The Department of Economic Development will provide pamphlets highlighting Iowa's industries. Information is also available online at the Department website. Students should request information on Iowa industry by writing to: The Iowa Department of Economic Development, 200 E. Grand Ave., Des Moines, IA 50309 or by going online.

3. When this information has been collected, students should contact specific industries and request promotional information. Encourage students to focus on types of products, as well as markets for these products. Many Iowa industries distribute nationally and internationally.

4. To provide a focus for this investigation, display a large classroom map of Iowa. As information is collected materials could be displayed on the map. This activity will be an ongoing process and may require several weeks to complete.

Activity 15-5: MINING COUNTY BY COUNTY

Skills. Using reference books, preparing written summaries

Materials. Reference books on mining, websites on Iowa mining, writing materials

Procedure

1. Introduce the lesson by focusing on Iowa's historic coal mining industry. Review the information covered in the chapter relating to coal mining.
2. Suggest to students that every county in Iowa has some form of mining. Students generally associate mining with the traditional shaft mine operation when in fact any extraction of minerals from the earth is a form of mining.
3. Have students suggest types of mining in Iowa other than coal mining. Over half of Iowa's counties produce limestone. Eighty percent of the counties produce sand and gravel. In addition, clay, shale, and gypsum are major products.
4. Have students research online and in print materials to discover what minerals are mined in their county. They may wish to contact the Chamber of Commerce, consult a reference librarian, search online and discuss the question with their parents.
5. After the county's mining operations have been identified, have students locate the sites and write a brief description of the mining process. Possibly a worker could be interviewed and a recording of the interview shared with the class. In addition, students may wish to take pictures of the mining site to share with the class.