

IOWA PAST TO PRESENT TEACHERS GUIDE
Revised 3rd Edition

Chapter 18: A Time of Many Changes

CONTENT OBJECTIVES

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

- a. Declining population in rural areas has had a major impact on rural communities, schools systems, and politics.
- b. Iowa, having some of the richest soil in the world, produces surplus agricultural products.
- c. The practice of soil conservation helps to protect Iowa's rich soil.
- d. While Iowa has traditionally been a heavily Republican state, today both the Republican and Democratic parties are strong.
- e. Iowans have pioneered in the development of new agriculture processes, computers, and the exploration of outer space.
- f. Iowans today are part of a world community.

VOCABULARY TO KNOW

Consolidation	soil bank, soil conservation
population	vocation

PEOPLE TO IDENTIFY

Dr. Norman Borlaug	Dr. James Van Allen
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FOR FURTHER STUDY

1. Have representatives from the class consult the Department of Natural Resources or your county conservation board to obtain information on the current status of conservation efforts in Iowa. Free materials are available which will be helpful and interesting for students.

2. Have students make a map showing where Iowa's colleges and universities are located. The map could be color-coded to designate colleges, universities, state schools, private schools, and area community colleges.

Activity 18-1: SCHOOL CONSOLIDATION

Skills. Using local resources

Materials. Local historical resources

Procedure

1. Review the fact that when Iowa was originally surveyed and divided into townships and sections, section 16 in each township was reserved for education. This land was usually sold or rented to provide revenue for schools of the township. From Iowa's early years until the middle of the twentieth century, the countryside was dotted with one-room schools. By 1960 most of these schools in Iowa had been closed as the need for school consolidations increased.

2. By consulting the local library, city offices, historical society, or senior citizens, have students investigate where the original schools were located in and around their community. Individual reports could include interview summaries, copies of photographs and documents, and artifacts from school days long ago.

3. Provide space in the room to display student work and allow time for students to share their findings with classmates.

Activity 18-2: GLOBAL INTERDEPENDENCE

Skills. Creating a graph

Materials. Student copies of handout 18-2, chart paper

Procedure

1. Introduce the lesson by discussing global interdependence and the importance of this concept in the modern world. Relate this discussion to Iowa's place in the world and the influence of other parts of the world on Iowa.

2. Distribute copies of handout 18-3. Have students complete the questions for their families.

3. When the questions have been completed, have students use chart paper to create a classroom graph illustrating the results of the questionnaire.

4. Conclude the lesson by contrasting self-sufficient pioneer Iowa with interdependent modern Iowa. Example: Pioneer Iowans raised or made most of their own food, clothing, and shelter. Twenty-first century Iowans heat their homes with natural gas from the Southwest, wear clothing produced in countries throughout the world, eat foods produced in many parts of the country or imported, drive cars made in Europe, Japan, or other parts of the world, buy petroleum products from the Middle East, and travel to almost every corner of the earth.

GLOBALINTERDEPENDENCE

Directions. Mark each statement below which is true for you or anyone in your family.

1. _____ Owns toys from another country.
2. _____ Collects foreign stamps.
3. _____ Has eaten in a restaurant specializing in foreign food.
4. _____ Eats or drinks imported foods, such as coffee, chocolate, tea, bananas.
5. _____ Has hosted someone from another country.
6. _____ Owns clothing imported from another country.
7. _____ Has traveled to another country.
8. _____ Drives a car manufactured in a country other than the USA.
9. _____ Speaks or understands a foreign language.
10. _____ Has relatives abroad.

Activity 18-3: LAND VALUE

Skills. Creating a graph from statistical material

Materials. Table of Iowa farmland values (in text)

Procedure

1. Review with students the recent trends in the agricultural economic community; e.g., individual farms have gradually increased in size, the number of farms has gradually declined, and the size of machinery has generally increased.

2. Examine the table of Iowa farmland values (in text). Have students research to complete the data for the current year.

3. Next provide the class with grid paper to make a graph of trends in land values.

4. Conclude the lesson by discussing the following questions:

- a. What would farmers likely do as the value of their land increased rapidly?
 - They might sell, making the size of farms larger.
 - They might borrow from a bank, using their land as collateral, to expand their holdings.
- b. If farmers borrowed against their land and land values fell, what might result?
 - Banks might suffer because of the declining value of farmers' collateral compared to their loans.
 - It might become more difficult to borrow money.
 - Farmers might lose their property in foreclosures.

Activity 18-4: EROSION IN IOWA

Skills. Reading a political cartoon

Materials. *Des Moines Register* cartoon of soil erosion (in text)

Procedure

1. Introduce the lesson by discussing the importance of Iowa's rich soil to the economy of the state.
2. Use the following questions to interpret the cartoon:
 - a. What problem is this cartoon illustrating?
 - Soil erosion
 - b. Why is an hourglass used?
 - Time is running out on this problem.
 - c. What is depicted in the top of the hourglass?
 - The earth
 - d. Why is the earth depicted in the top of the hourglass?
 - There is a double meaning here. Not only will the earth (or soil) be destroyed, our civilization as we know it will be undermined with the decline of agricultural resources.
3. Conclude the lesson by discussing current practices used in Iowa to conserve the soil.