

**IOWA PAST TO PRESENT TEACHERS GUIDE**  
**Revised 3<sup>rd</sup> Edition**

**Chapter 19: Iowa in the World**

**CONTENT OBJECTIVES**

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

- a. Iowans played an important role in the wars in Iraq and Afghanistan.
- b. Traditional Iowa industries such as the Maytag in Newton have close while other Iowa industries have replaced them.
- c. Iowa has become home to many new immigrants including those from Central and South America, Bosnia, Sudan, Somalia, Iraq, Kosovo, and others countries throughout t he world.
- d. Like new immigrant groups of the past, many of these new immigrants and refugees form communities within larger communities to support each other, to communicate with their relatives back home and to welcome new members into their communities as more members arrive.
- e. Like new immigrant groups of the past, twenty-first century immigrants and refugees bring with them to Iowa their religious and cultural traditions.
- f. The state’s caucus system places Iowans in a politically prominent position as candidates for the Presidential election are selected on the national level.

**VOCABULARY TO KNOW**

Consolidation	Al Quaeda
The National Guard	Ethanol
Wind Energy	Solar Energy
Immigrant	Refugee
Hispanics	Islam
Latinos	Muslims
Mosque	Bosnians
Sudanese	Caucus
Democratic Party	Republican Party
Natural Disasters	Community College
Online Education	

**PEOPLE TO IDENTIFY**

President George W. Bush	Saddam Hussein
Salvatore A. Giunta	President Obama
The Danga Family	John McCain
Tom Vilsack	Terry Branstad
Shawn Johnson	LoLo Jones
Peggy Whitson	Dr. Norman Borlaug

## **FOR FURTHER STUDY**

1. Invite a panel of recent Iowa veterans to class and have them describe their experiences to the students. Class members should prepare questions for the panel discussion and, if possible, submit them to panel members prior to the visit.
2. Have students investigate industries in their town, city, county or region of the state. What products are produced? Where are they shipped? National markets? International markets?
3. Have students investigate patterns of 21<sup>st</sup> century immigration to Iowa. From what countries are new Iowans arriving? Where are they settling? What occupations do they hold?
4. Have students interview a local politician regarding Iowa's caucus system. Focus the interview on how the caucus system contrasts with the primary election system used in most other states.

## **Activity 19-1: Interviewing Iowa's 21<sup>st</sup> Century Veterans**

**Skills.** Generating interview questions; writing interview summaries.

**Materials.** Online or print background information related to US involvement in recent wars; chart paper for summarizing results of the interview.

### **Procedure**

1. Introduce the lesson by reviewing with students the national and international perspective on 21<sup>st</sup> century wars.
2. Have students identify locations where US soldiers have actively participated in military action in other countries throughout the world.
3. Invite an Iowa veteran to come to class. Prior to the visit, have students generate a list of interview questions.
4. Have students classify their questions by category—military jobs, locations where the soldier was stationed, the purpose of the military mission, uniforms, etc.
5. Interview this man or woman regarding their experience as a soldier from Iowa stationed in another country.
6. When the interview is concluded have students create a chart with bullet points providing summary information gleaned from the conversation with the veteran.

## Activity 19-2: Iowa Immigration Timeline

**Skills.** Summarizing textbook material; creating a timeline of immigration to Iowa.

**Materials.** Textbook material on immigration to Iowa; paper for making an Iowa Immigration Timeline.

### Procedure

1. Introduce the lesson by defining the term “immigration.” Have students use online or print resources to locate a definition for the term.
2. Have them put a dictionary definition such as, “A person who leaves one country to settle permanently in another” in their own words and post in the classroom.
3. Divide students into groups. Have them review material in the text from the following chapters where immigration or cultural diversity is directly or indirectly addressed:
  - a. Chapter 2—American Indians (the first Iowans)
  - b. Chapter 3—Many Flags Over Iowa
  - c. Chapter 8—Settlers From Many Lands
  - d. Chapter 11—Keeping the Faith on the Frontier
  - e. Chapter 12—Experiments in Community Living
  - f. Chapter 16—World War I and Hard Times After
  - g. Chapter 19—Iowa in the World
4. In reviewing material from the textbook, have students focus on the various cultural and ethnic groups who have made Iowa their home over the past centuries. Who came to live in Iowa? When did they come? What was their cultural identity?
5. Using a long roll of chart paper, have students create an Iowa Immigration Timeline. Divide the timeline into segments such as:
  - a. 19<sup>th</sup> Century Immigration and Before
  - b. 20<sup>th</sup> Century Immigration
  - c. 21<sup>st</sup> Century Immigration
6. For each segment have students post information about immigrant groups who settled in Iowa. Include maps and graphic images as well as text material highlighting the groups who came to settle in Iowa.

### **Activity 19-3: Iowa Industries**

**Skills.** Summarizing textbook material; creating a data chart; conducting online research.

**Materials.** Computer access; chart paper and markers.

#### **Procedure**

1. Introduce the lesson by having students visually explore the classroom to identify objects that would have been produced through some form of industrial process. Included might be desks and tables, chairs, windows, maps, books, markers, pencils, computers, cabinets, etc.
2. Divide students into groups and review material in the textbook that relates directly or indirectly to industrial development in Iowa. Included would be the following chapters:
  - a. Chapter 6—Rivers, Trails and Train Tracks
  - b. Chapter 12—Experiments in Community Living
  - c. Chapter 14—New Inventions Bring Change
  - d. Chapter 15—Business and Industry in Iowa
  - e. Chapter 17—Depression, Changing Times, and World War II
  - f. Chapter 19—Iowa in the World
3. Have students identify and list inventions and technological advancements that had an historical impact on life in Iowa—e.g. meatpacking industry, railroading, production of farm equipment, food processing, etc.
4. Have students go online and investigate resources found at “Iowa Economic Development” in the Department of Economic Development website. Look particularly for areas of the site relating to “Iowa Directory of Exporters” and “International Services Directory.”
5. Conclude the lesson by creating a chart listing Iowa industries that are connected to other parts of the nation and the world. Contrast this list with the industries and products produced in Iowa in the 19<sup>th</sup> and 20<sup>th</sup> centuries.