A FIELD TRIP GUIDE TO

THE HERBERT HOOVER
Presidential Library-Museum

HooverTours@nara.gov

Please read and explore the following document to guide you through your field trip to the Herbert Hoover Presidential Library-Museum and National Historic Site. In this booklet, you will find useful information about your bus, self-guided tour information, curriculum standards, maps, and lesson plans.

210 Parkside Drive • West Branch, IA 52358
319.643.5301
www.hoover.archives.gov

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WELCOME
from the education department

Dear Educator, thank you so much for scheduling a tour with us at the Herbert Hoover Presidential Library-Museum and the Herbert Hoover National Historic Site. Please use this guide to answer important questions about your tour, prepare your students, and for curriculum questions. Our tour is designed to meet core and C3 Framework benchmarks.

Students and teachers are always admitted free of charge, and that policy will continue. One chaperone will be admitted free for every 10 students in attendance. If your class size is 40, you will be allowed 4 free chaperones. Home School groups will be allowed one free adult per family. Adults are encouraged and invited to attend the Museum with their children. If additional chaperones choose to attend, they will be charged general admission, which can be found at www.hoover.archives.gov. The Hoover staff requires counts of all paying adults, regardless of who is paying, at the time of your reservation and any significant changes at least three weeks prior to arrival. To ensure the safety and comfort of your group, we must adhere to group sizes, which include adults.

Please think about signing up for one of our core-driven programs that are offered onsite or at your school.

- "The Presidential Reading Program" (preschool-3 grade) features reading of three large format books about the Presidents, interaction for active reading, and one or two crafts depending on time constraints. Children will be able to identify a handful of Presidents, the White House, and learn some fun facts about the office of the President.
- "STEM Days" at the Hoover (3-6 grade) features a unique opportunity for students to engage in a day filled with science, engineering, design, literacy, writing, and Presidential History. Students will complete a "Hoover Engineering Notebook" with help from the Hoover Library, the University of Iowa Mobile Museum, the University of Iowa Museum of Natural History, and the STEAM Room.
- "Build a Museum Exhibit" (6-8 grade) introduces students to primary and secondary sources, requires close reading, synthesis of historic facts, and creativity. Students will leave with a poster board they make using the sources and better understanding of a First Lady, a President, or a historic event. This is a great primer for National History Day.
- Outreach visit or distance learning (all ages) various programs are available throughout the year for distance learning, but a program can be led just to meet curriculum needs.

If you have any questions about your upcoming tour, admissions policies, or if you have suggestions to improve the student tour experience, please do not hesitate to contact us at 319-643-5301. To sign up for our education e-newsletter for information about upcoming professional development, programs, exhibits, and school information e-mail *Elizabeth.dinschel@nara.gov* to join our mailing list.

Elizabeth Dinschel

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Checklist *for a* Great Field Trip *to the* Herbert Hoover Presidential Library-Museum *and* National Historic Site

PREPARATION

- ☐ Review the enclosed schedule sheets
- ☐ Please note admission policy: Teachers & students continue to be admitted free of charge; One chaperone is admitted free for every 10 students. Additional chaperones pay fees.
- ☐ Take note of pre- and post-visit activities on the websites of the Library-Museum and National Park Service (NPS):

Library-Museum: *www.hoover.archives.gov* and click on "Educators" in the tool bar

National Park Service: *www.nps.gov/heho,* go to the left side under "Explore This Park" and click "For Teachers."

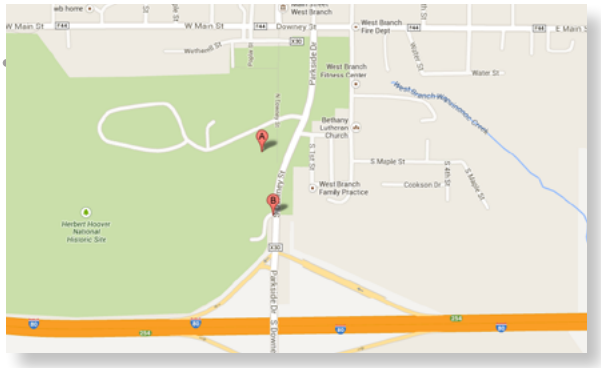
Be prepared for the weather and walking! The NPS staff will lead your tour of the historic grounds—rain or shine. Activities are moved indoors only during unsafe conditions, such as lightning.

VISIT DAY CHECKLIST

Bring your SCHEDULE SHEET(S)!—Each group should have a schedule sheet.

- ☐ Review Code of Conduct.
- ☐ Teachers or chaperones are responsible for discipline and should remove any student causing disruption.
- ☐ Please bring a large bag to collect students' gift shop purchases (and a few pens to write names). Rustling bags are noisy during a tour!
- ☐ Upon arrival, please have one teacher from your school give the following information to the sales desk:
  - Total number of students
  - Total number of adults (includes teachers, chaperones, bus driver)
- ☐ Have your bus driver's cell phone number, in case of emergency.

BUS ROUTE INFO



PLEASE load and unload buses in front of the Herbert Hoover Presidential Library-Museum.

Bus parking is east of the Visitor Center, about ½ block north of the museum entrance on Parkside Drive. Limited bus parking is available during lunchtime at the northeast corner of the loop road near the picnic shelter area, if needed.

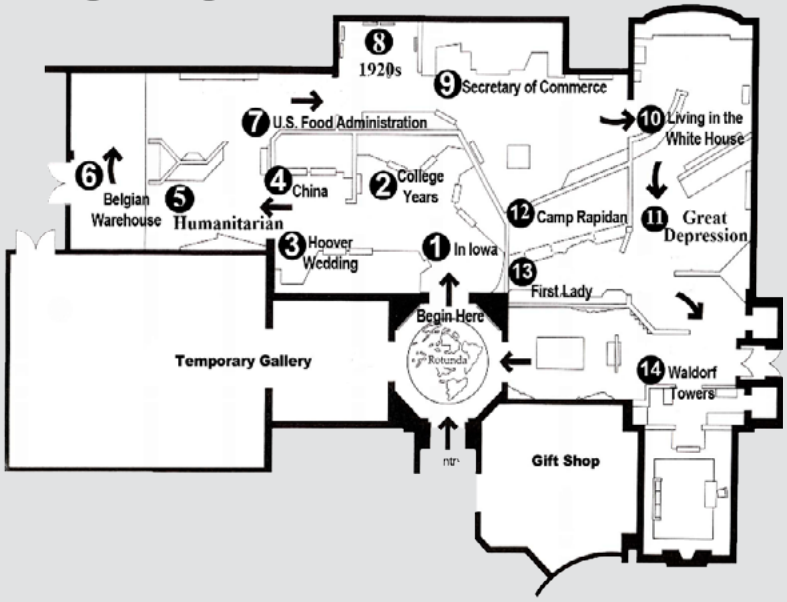
Please call 319.643.5301 if you need further instructions, will be late, or need to cancel your reservation.

FILM INTRO

The introductory film will be shown in the Museum's theatre during your visit, unless you prefer to show it ahead of time. The video is available by clicking here.

PRE-VISIT PREP

SELF-GUIDED TOUR



Lesson Plans *and* Pre *and* Post Activities

Click on the links below

Scavenger Hunt

Post-visit activities

Museum Pre- and Post-Visit Activities

National Park Service Pre-and Post- Visit Activities

Click on the Underlined Gallery Name to See More Information About the Gallery

Entry – Map of the World

Temporary Gallery – Rotating Gallery

Gallery 1 – Years of Adventure

Gallery 2 – The Humanitarian Years

Gallery 3 – The Roaring Twenties

Gallery 4 – The Wonder Boy

Gallery 5 – The Logical Candidate

Gallery 6 – The Great Depression

Gallery 7 – From Hero to Scapegoat

Gallery 8 – An Uncommon Woman

Gallery 9 – Counselor to the Republic

Gift Shop – Retail store for the Library-Museum

SELF-GUIDED TOUR SCRIPT

1 **In Iowa –** Herbert Hoover was born in Iowa to Hulda and Jesse Hoover on August 10, 1874. Herbert's father died in 1880, and his mother died in 1884. Herbert was sent to live with his aunt and uncle in Oregon and was separated from his sister and brother. (Move on quickly from this section because the National Park Service will cover this period in depth.)

2 **College Years –** In the fall of 1891, at the age of 17, Herbert Hoover entered the first class of Stanford University in Palo Alto, California. Mr. Hoover was well-liked, and he thought of Stanford as a second home. Young Mr. Hoover worked hard on a degree in geology. His college sweetheart and future wife, Lou, was the first woman to be awarded a degree in geology from Stanford. In the exhibit, you can see a chair donated to the Museum by Stanford University. "Hoover" is carved into the seat. The mountainous circles in the exhibit are topographic surveys of Stanford made by Hoover. After his graduation, Hoover received a job shoveling ore in Nevada City, California. Herbert's goal was to become a mining engineer, which he did in 1897, when he was hired by a London firm. Hoover travelled to Australia, which is depicted in the exhibit behind Stanford. Herbert located a mine containing millions of dollars worth of gold. By age 24, Hoover was offered a position in China. He immediately cabled Lou Henry, his college sweetheart, who was from Waterloo, Iowa.

3 **Hoover Wedding –** Herbert Hoover telegraphed Lou a marriage proposal. She replied, "yes." The day after the wedding, Lou and Herbert headed to China aboard a large steamer ship.

4 **China –** In the summer of 1900, the Hoovers arrived in China. As you take a look around, you will see clothing from China, a representation of Lou with a sidearm, and blue-and-white porcelains. Shortly after arriving in China, a rebellion, called the "Boxer Rebellion," started, which required Lou and Herbert to stay in a barricaded or walled city. The rebellion was so dangerous that people assumed Lou had died. She read her own obituary in a San Francisco newspaper. The Hoovers began collecting the blue-and-white porcelains that you see on display. They are very valuable and highly collectible. Feeling unwelcome in China, the Hoovers left in 1901.

5 **Humanitarian –** After leaving China, the Hoovers traveled the globe for 12 years. Lou Henry Hoover gave birth to two sons: Herbert and Allan. By the time Herbert was eight, he had travelled the world five times! The Hoovers lived in London from 1902 to 1914. In 1914, World War I began in Europe. (Can anyone name some of the countries in Europe?) The war left many Americans stranded, and Hoover found a way to get all of the Americans home. Hoover also raised money and manpower to feed the starving people of Belgium.

6 **Belgium Warehouse –** This warehouse is designed to look similar to the warehouses in Belgium that distributed, or gave, food to the people there. (How many people have sent a thank-you card—almost everyone, right?) The Belgians were grateful, but short on supplies. So, people painted, embroidered (or sewed), thank-you messages onto the flour sacks handed out by Hoover's food efforts. Hoover fed millions of people during his lifetime. As we pass into the next gallery, glance at the many thank-you letters Hoover received from children.

7 **U.S. Food Administration –** Hoover had become a popular man for his humanitarian efforts. Woodrow Wilson appointed Hoover as the U.S. Food Administrator in 1917. Hoover mobilized Americans to "Hooverize," which meant conserving food and controlling food prices.

8 **1920s –** The "Roaring Twenties," as the decade was called, brought great change for the United States. Heros were idolized in Hollywood, and radio broadcasts entered American homes. The economy was booming—growing rapidly. The 1920s was a decade of excess, expanding communication, and technology. As you can see on the wall, washing machines, electric irons, toasters, and other household conveniences gave women more time away from the home. The dance "the Charleston" was very popular and is depicted on the wall to your left, along with jazz music. Many Americans thought the 1920s was a period of moral and social decline. Older people worried about the younger generation and the excesses in their lives. Herbert Hoover wrote to President Calvin Coolidge warning him that the excesses in the economy would lead to an ultimate decline. Hoover was right, and would feel the backlash, or effects, of the decline after he became President.

9 **Secretary of Commerce –** Hoover was the Secretary of Commerce during the Warren Harding and Calvin Coolidge Presidencies. As Secretary of Commerce, he standardized, or made things the same, for many modern convienences of the time, and our times too. Hoover helped to standardize building materials for homes, plumbing pipes, screw threads, automobile tires, milk bottles, and traffic signals. This exhibit shows Mr. Hoover working at his desk and some of the items he helped to standardize. Hoover also helped to regulate, or enforce rules and laws, as businesses used the radio waves, the new communication of the Roaring Twenties.

10 **Living in the White House –** We can see, as we walk into the gallery, many of the political pins and other campaign items from the 1928 election. A campaign is when a political candidate runs for office. The politician uses the campaign to gain support and voters. Herbert Hoover won the 1928 election in a landslide victory, meaning an overwhelming victory, because he was one of the most popular men in the world, as the newspapers of the time would say. We can see on the wall footage from President Hoover's inauguration speech. The President gives an inauguration speech after being sworn into the office of the Presidency. "Inauguration" means "the formal introduction" of the President. As we walk around the corner on the right, you will see different items from the White House. When you look down, there is a ball and a picture of Mr. Hoover playing a game with a net. President Hoover was the only President to invent a sports game. The game was called "Hoover Ball," and the staff played every morning on the White House lawn. Hoover was not re-elected in 1932, but he remained active in politics, working for the American people his entire life.

11 **Great Depression –** Can anyone tell me what it means to be unemployed? To be unemployed means that a person does not have a job. Without a job, a family or person has no money to buy things they need or things they want. After the Roaring Twenties, the United States saw a sharp decline, or fall, in the economy. As we walked around the Wall St. wall, we saw that as a symbol of the American economy, it was an illusion, or fake. The economy appeared to be doing very well in the 1920s, but people were buying things they could not afford on credit, or with loans from the bank, and prices dropped drastically, causing a crash of the stock market on October 28, 1929. That day became known as "Black Tuesday." A series of events were triggered by the crash, and by 1932 there were 13.5 million unemployed people. Soup kitchens opened up all over the country to feed people. You can see the bank doors chained shut behind us. The doors symbolize the run on the banks. Hundreds of people demanded all of their money from banks, which caused hundreds of banks to shut down, and thousands of people lost their entire

savings. Hoover believed that wealthy Americans would help their fellow Americans. He tried to keep the government limited in size. His successor, President Franklin D. Roosevelt, established large public works projects, social programs, and welfare assistance to ease the effects of the Depression.

12 **Camp Rapidan –** This building represents Camp Rapidan, which was a getaway for the Hoovers; it was designed by Lou. The camp was 100 miles from Washington, DC, in Virginia. It was used during the Presidency to host guests, and it was a place where President Hoover could fish and relax. The Hoovers donated the camp to the American people when Herbert left office.

13 **First Lady –** Lou Henry Hoover was Herbert's partner in everything. In this gallery, you will learn about Lou and some of her contributions. In the cases are some of Lou's clothes, which she designed, and some of her accessories. There is also a picture of Lou with the Hoovers' two sons: Allan and Herbert, Jr. Lou collected antique weapons, and the pistol on display, it is believed, was given to Lou by Prince Albert of Belgium.

14 **Waldorf Towers –** In this section of the Museum is a recreated room from New York City's Waldorf Towers. Lou Hoover passed away in 1944, and Herbert Hoover stayed busy. He led food relief efforts in Europe after World War II and he helped President Harry Truman with numerous American policies. Until his death in 1964, Hoover remained in service to the people of the United States. On the way out, there is an exhibit featuring Herbert Hoover and his love of fishing. He started fishing as a young boy in Iowa and continued fishing until he could no longer do so. President Hoover is buried on the grounds, and you can see his and Lou's gravesite from his birth cottage. As you exit the Museum, look on the floor of the rotunda to see medallions representing everywhere on the globe that Mr. Hoover's food relief efforts reached.

Historic Document

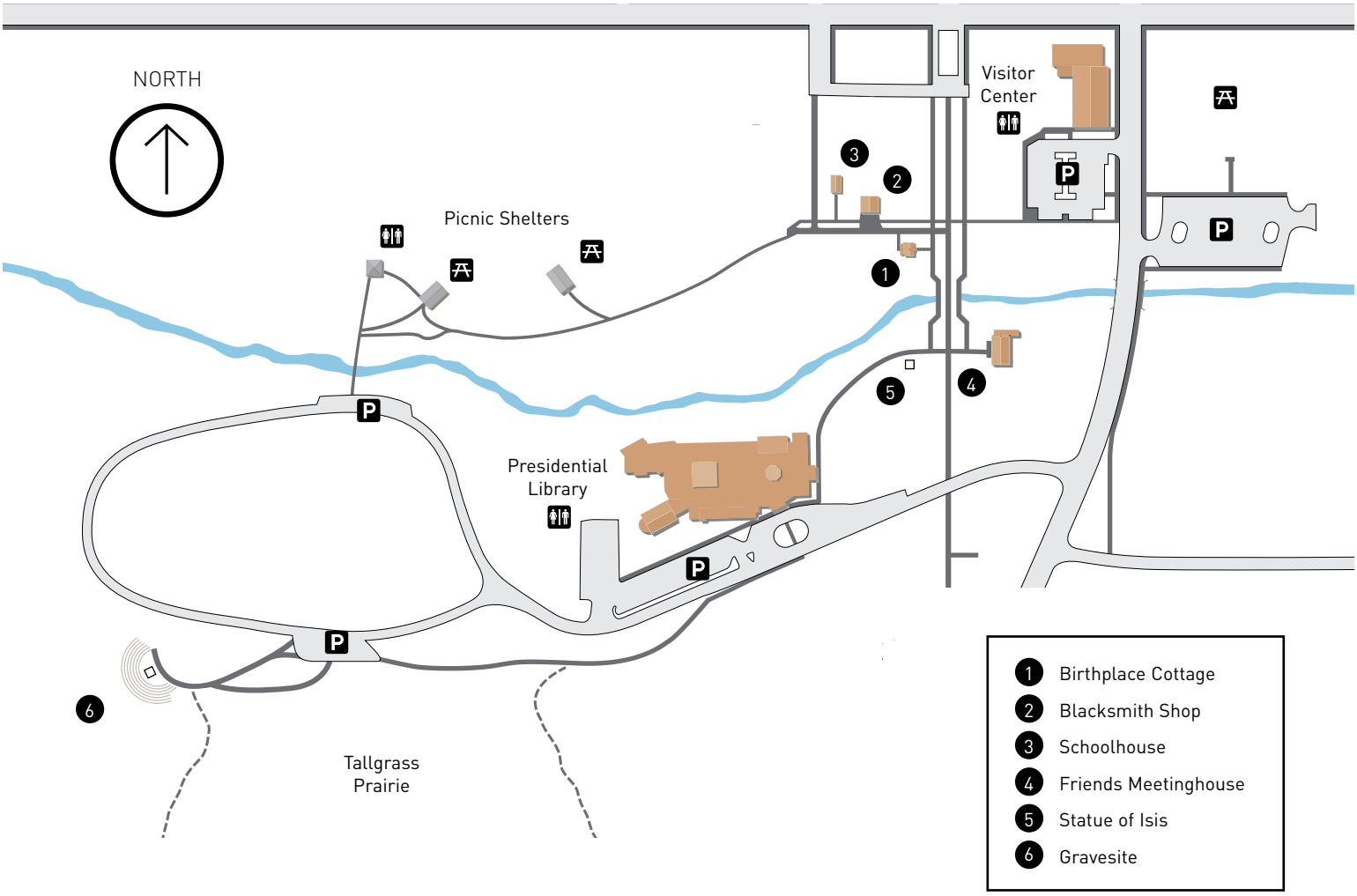
REMEMBER
That having bought my goods early,
I can sell you at reasonable prices a
Plow, Harrow,
Cultivator, Sul-
ky Plow, Reap-
er, Stalk Cutter,
Corn Planter.

HERBERT HOOVER

National Park Service
U.S. Department of
the Interior

Herbert Hoover National
Historic Site, Iowa

Self-Guided History Tour for Teachers (Grades 3–5)



Lessons Learned in West Branch

Herbert Hoover National Historic Site is a national park, one of about 400 in the United States. Yellowstone, Grand Canyon, and the Statue of Liberty are all national parks. The historic buildings, museum exhibits, and other things you see during your visit are reminders about things President Hoover learned growing up or things he accomplished as an adult. Herbert Hoover knew many of these buildings as a child in West Branch.

1 BIRTHPLACE COTTAGE

The Birthplace Cottage may be entered through the front door only. You may have to split the class into smaller groups and take turns viewing the inside. The interior and the summer kitchen are viewable from the back porch, as is the Gravesite on the hill overlooking the cottage.

The Hoover family lived in a two-room house. *Explain:* Herbert Hoover was born in this little house in 1874. He lived here until he was about four years old, sharing it with his mother and father (Jesse and Hulda), older brother (Theodore), and younger sister (Mary).

Historic photograph (attached): This is what the Hoover children looked like while growing up in West Branch.

Life in the 1800s was different than our lives today.

Explain: They had no running water, electricity, or automobiles when they lived here.

Compare and contrast: There are many "clues" inside and outside the home that can help us imagine and draw conclusions about what life was like for the Hoovers.

Observe: Look at the objects displayed in the Hoovers' house and in their yard. Try to figure out how the family slept, ate, washed, worked, and played in this house such a long time ago.

Questions:

1. Where did the Hoovers get their water? (Water pump)
2. Where did they use the toilet? (The Hoovers used the privy or outhouse in the backyard.)
3. Where did they get their food? (The Hoovers grew vegetables in their garden. They could store extra food by canning it or keeping it in their root cellar under the house.)
4. How did they do their laundry? (They used a washtub and washboard, and then hung their clothes to dry on the clothesline.)
5. What was the summer kitchen for? (The Hoovers moved the stove there in the summer so the inside of the house wouldn't get too hot. In the winter, they moved it back into the house for heat.)
6. How did they heat their home? (With firewood and a wood-burning stove. In the winter, the Hoovers moved the stove from the summer kitchen into the house.)

Discuss: What did you learn about Herbert Hoover's childhood just by looking at the objects on display? How did the Hoovers sleep, eat, wash, work, and play? What did the Hoovers do inside the house and what did they do outside?

The Hoovers' small home had everything the family needed.

Explain: They lived here while the family earned money for things they wanted.

Discuss: What things did the Hoovers want that they earned and saved money for? (A larger home; college educations)

The Hoovers, even the kids, cooperated with each other to live in the small house.

Examples: The parents and children shared a bedroom. Everyone in the family helped get daily chores done, starting at a very young age.

Discuss: What kind of chores do you do at home to help your family?

2 BLACKSMITH SHOP

Use these activities if the blacksmith is not there to demonstrate.

Herbert's father, Jesse Hoover, owned a blacksmith shop. He was also a farrier.

Define: A **blacksmith** is a person who turns iron into useful things by heating the metal and using tools, like a hammer and anvil, to change its shape. A **farrier** takes care of horses' hooves. This includes trimming and cleaning the hooves as well as attaching the horseshoes.

A blacksmith did hard physical work, but also used creativity and problem-solving.

Historic document (attached): What does this newspaper advertisement tell us about Jesse Hoover and his business? Who were his customers?

Search: Look for tools that Jesse Hoover could have used for his blacksmith work, and tools that could have been for his farrier work. Can you find the horse-tail whisk (used to distract horses while they were being shoed)?

Explain: Jesse Hoover's customers considered him to be a fair and honest businessman.

3 SCHOOL-HOUSE

There is not much room to stand in the schoolhouse. You may have to split the class into smaller groups and take turns viewing the inside.

The Hoovers and other families in the town of West Branch thought going to school was important.

Define: A **one-room schoolhouse** is a school where one teacher taught children of different grades and ages.

Explain: This one-room schoolhouse was built in 1853. It is one of the first buildings built in West Branch.

This schoolhouse looks very different from your school or classroom, but the subjects and lessons you learn are similar.

Compare and contrast: Look at objects in the schoolhouse and compare to things you use in class. For example, the students used slates instead of marker boards or notebooks.

Observe: Using other clues in the schoolhouse, can you figure out what subjects the pupils learned?

Explain: School was much more than just learning reading, writing, and arithmetic—Herbert and his classmates also learned how to be a good person and a good citizen.

List: Which lessons taught Herbert Hoover how to be a good person or citizen?

- Honesty is the best policy.
- Do unto others as you would have them do unto you.
- If at first you don't succeed, try, try again.

Discuss: Many schools still teach these same lessons. Do you learn similar lessons (sometimes called Character Counts, PARRT, or Guidance)?

4 FRIENDS MEETING HOUSE

To enter the meetinghouse as the Quakers did, boys go through the door on the right and girls through the door on the left. You are welcome to sit on the benches. Watch your step. There are low steps up to some of the benches.

The Hoovers belonged to the Religious Society of Friends, also known as Quakers.

Explain: Called the Friends Meetinghouse, this building was the Quakers' place of worship.

Quaker beliefs and values influenced Herbert Hoover's actions when he was an adult.

Explain: Men and women sat separately inside the meetinghouse. We often see the separation of two people, in this case the men and women, as limiting the freedom of another group. However, the Quakers belived this gave women a chance to participate equally, at a time before women had the same rights as men.

Define: **Equality** means treating all people the same.

Explain: The Quaker belief in the equality of all people was important to Herbert Hoover. As a humanitarian, he thought all people deserved help equally.

Explain: Quakers emphasized the idea of individual worship. They sat in silence until someone felt inspired to stand up and speak. The Hoover family worshiped here like this twice a week. As a child, Herbert Hoover would have to sit quietly. These meetings could last hours.

Activity: Sit in complete silence for up to one minute. No talking or fidgeting.

Discuss: Were you able to do it? Was it difficult or easy? For how long could you sit quietly?

Quote: Herbert Hoover said of the silent meetings he attended as a child, "It was strong training in patience."

Discuss: Are there examples of when Herbert Hoover needed patience (such as when he was President)? What about the other things he learned as a child (at the meetinghouse, from his parents, or in school)? Did they help him too?

5 STATUE OF ISIS

The people of Belgium gave Herbert Hoover the statue as a gift of thanks for his humanitarian work in that country during World War I.

Define: A humanitarian is someone who works to make other people's lives better.

Map (attached): Belgium is a small country in Europe. The capital of Belgium, Brussels, is almost four thousand miles from Washington, DC.

Explain: The bronze statue is of Isis, the ancient Egyptian goddess of life. Isis wears a veil that symbolizes the mysteries of life. Her right hand carries a torch of life with three flames that represent the past, present, and future. In her left hand is the key of life.

Discuss: Herbert Hoover decided to place this statue here in this park. Where is Isis facing? (From this spot, the statue faces the Birthplace Cottage). Why do you think he wanted the statue here?

6 GRAVESITE

From the graves of President and Mrs. Hoover, you can see the small house where Herbert Hoover was born.

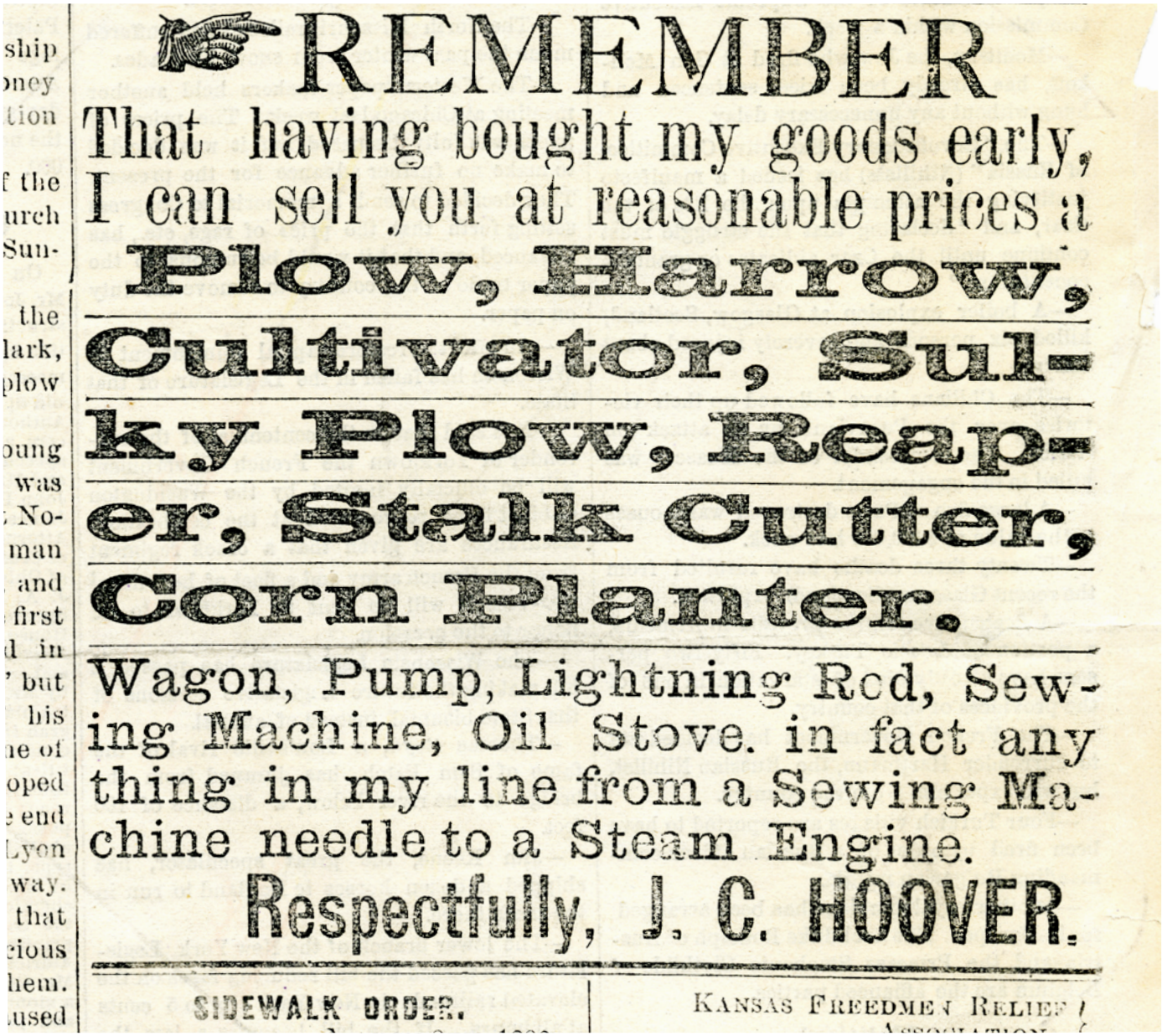
Explain: After he died in 1964, thousands of people watched as he was buried here. Herbert Hoover was buried here to remind us about his simple beginnings and his lifetime of achievements.

Quote: Herbert Hoover once said, "In no other land could a boy from a country village, without inheritance or influential friends, look forward with unbounded hope."

Define: Inheritance means wealth left to someone by their parents. Influential means having power over others. Unbounded means having no limit.

Discuss: What do you think Herbert Hoover meant by that? What things does his gravesite remind you about his life?

HISTORIC PHOTOGRAPH and DOCUMENTS



REMEMBER

That having bought my goods early, I can sell you at reasonable prices a

Plow, Harrow, Cultivator, Sulky Plow, Reaper, Stalk Cutter, Corn Planter.

Wagon, Pump, Lightning Rod, Sewing Machine, Oil Stove. in fact any thing in my line from a Sewing Machine needle to a Steam Engine.

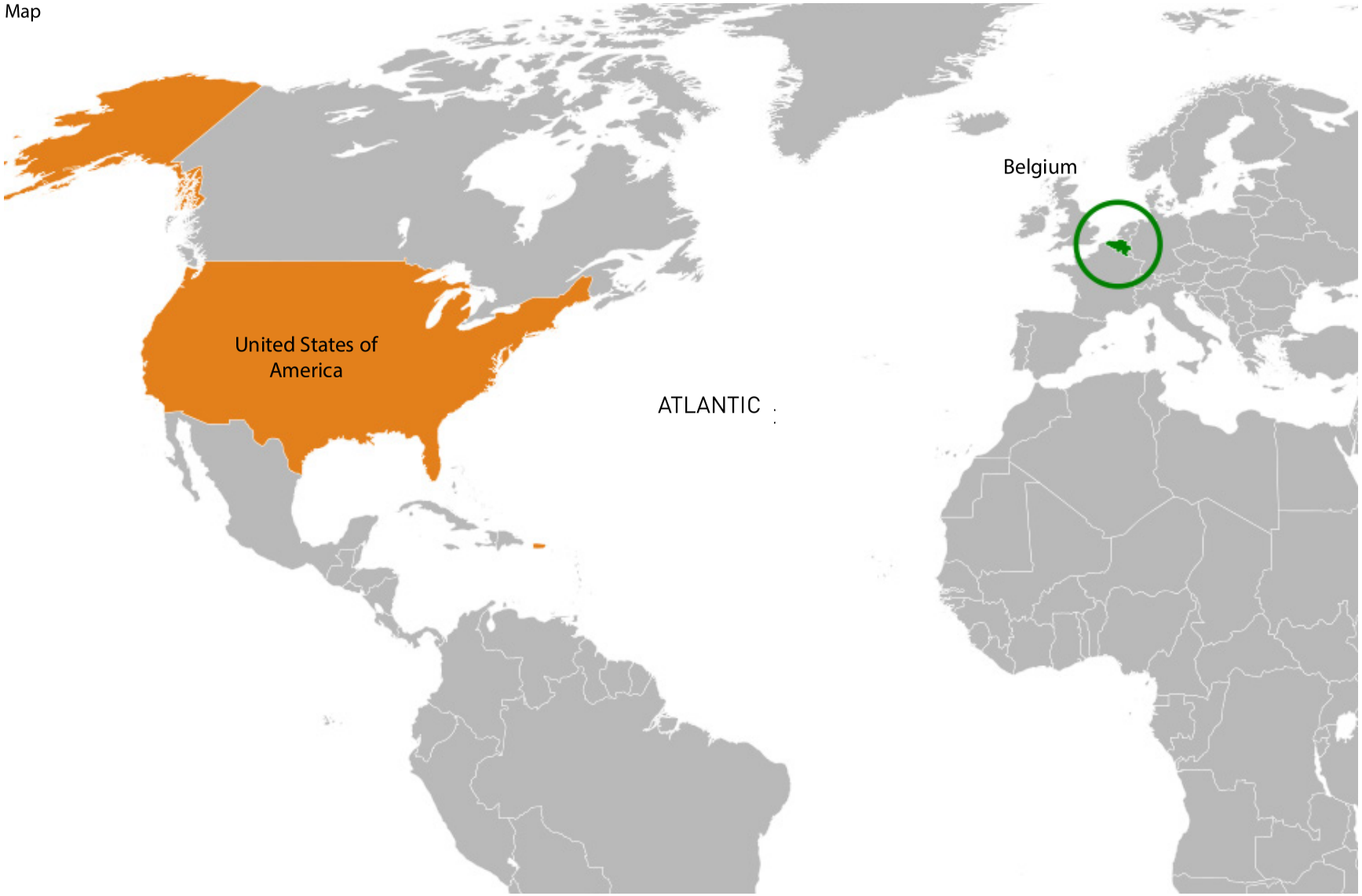
Respectfully, J. C. HOOVER.

SIDEWALK ORDER.

KANSAS FREEDMEN RELIEF ASSOCIATION

Herbert Hoover (center) at age 8. On the left is younger sister, Mary, and on the right is older brother, Theodore.

Map



A world map showing the United States of America and Belgium.
Map courtesy of Marmelad.

National and State Standards *for the* Herbert Hoover Presidential Library-Museum *and* National Historic Site

IOWA CORE (GRADES 3–5)

BEHAVIORAL SCIENCES

Essential Concept and/or Skill: *Understand the changing nature of society.*

- Understand various institutions, ideas, values, and behavior patterns change over time.

Quadrant B (activity) (Suggested post-visit activity for the classroom)

Students create a definition for the terms "society" and "culture" and determine the characteristics of each. The class creates a list of societal topics students want to investigate. (music, communication, technology, values, etc.) **Use stop 8, the 1920s, as a starting point.**

Stops 7–9 in the Museum tour teach the children the changing needs, attitudes, and behaviors in society.

Stop 4 in the NPS tour teaches the children about the changing needs, attitudes, and behaviors of a historic Quaker society.

ECONOMICS

Essential Concept and/or Skill: *Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.*

- Concept of unemployment
- Importance of work

Quadrant A (activity) (Suggested post-visit activity for the classroom)

The teacher leads a class discussion about the term "scarcity" listing students' examples. **Use Stop 11, The Great Depression, to start the discussion.**

Stop 11 in the Museum tour teaches the children about the Great Depression. At this stop, discussions about unemployment and the importance of work are overarching themes.

Stop 2 in the NPS tour discusses the value of work in a blacksmith shop in historic West Branch. The value of Jesse Hoover's work to the community should be discussed as well as the contributions his work made to the growth and everyday activities of West Branch.

HISTORY

Essential Concept and/or Skill: *Understanding historical patterns, periods of time, and the relationships among these elements.*

- Understand problems, issues, and dilemmas of life past and their causes.
- Understand differences in life today compared to life in the past.

Stops 4–9 and 11 in the Museum tour teach the children about life in modern America (1920s–1930s). These exhibits set the stage to compare/contrast the differences and similarities to life in the past and life in the present. The exhibits also highlight the difficulties and changes Americans faced during these time periods.

Stops 1–4 in the NPS tour provide the groups with a first-person experience of life in the past. The time period covered in the NPS tour is the late 1800s in West Branch, Iowa. This part of the tour will provide the children with exposure to pre-modern America and a great starting point for comparing and contrasting life today with life in the 1880s, and life in the 1880s with life in the 1920s/1930s.

Essential Concept and/or Skill: *Understand the role of individuals and groups within a society promoters of change or the status quo.*

- Understand roles of important individuals and groups in technological and scientific fields.
- Understand that specific individuals have a great impact on history.
- Understand that the people, events, problems, and ideas that were significant in creating history of their state.
- Understand how Democratic values have been exemplified by people, events, and symbols.

Stops 1, 5–6, 10 in the Museum tour teach the children about the individual impact of Herbert Hoover and Lou Henry Hoover internationally, domestically, and locally. They will leave understanding that an individual can have a huge impact, such as feeding millions of people or becoming the President of the United States of America, or a smaller impact such as leading a local Girl Scout troop. They will learn about Iowa and the impact the Hoovers had on the state of Iowa. The children will learn about various parts of the democratic process, such as winning and losing an election, campaigning, and giving an inaugural speech.

Stops 1–6 of the NPS tour strongly emphasize the role of Herbert Hoover and his family in shaping the history of West Branch, Iowa.

Essential Concept and/or Skill: *Understand the effect of economic needs and wants on an individual and group decisions.*

- Understands factors that shaped the economic system in the United States.
- Understand that the types of work local community members do have changed over time.

Stops 8 and 11 of the Museum tour explain the economies of the 1920s and 1930s. The children will understand the causes and effects of various economic policies and how conditions in those decades differ from today's economy.

Stop 2 of the NPS tour is a micro view of how a business in a small town in the 1880s impacts the entire economy of a small town.

POLITICAL SCIENCE/CIVIC LITERACY

Essential Concept and/or Skill: *Understand the rights and responsibilities of each citizen and demonstrate the value of a lifelong civic action.*

- Understand what it means to be a citizen.
- Understand how people can participate in their government.
- Understand what political leaders do and why leadership is necessary in a democracy.
- Understand the importance of volunteerism as a characteristic of American society.

Stops 1, 5, 6, and 10 in the Museum tour cover citizenship, volunteerism, and government participation. The children will learn about Herbert Hoover's humanitarian efforts in the Commission for the Relief of Belgium (CRB), and his roles as the Food Administrator, the Secretary of Commerce, and President. They will also get a glimpse into his post-Presidential contributions to the United States.

Stop 5 of the NPS tour will teach the children more about Hoover's efforts with the CRB and one of the ways the people of Belgium showed their gratitude to Hoover.

Essential Concept and/or Skill: *Understand the purpose and function of each of the three branches of government established by the Constitution.*

- Understand that the Executive Branch carries out and enforces laws to protect individual rights.

Stop 10 in the Museum tour provides the children with insights into the Executive Branch of government: how a President is elected, expectations of the President, responsibilities of the President, and some information about the functions of the Executive Branch.

ILLINOIS LEARNING STANDARDS (3-5)

State Goal 14: *Understand political systems, with an emphasis on the United States.*

14.B.2- Explain what government does at local, state, and national levels.

14.D.2- Explain ways that individuals and groups influence and shape public policy.

14.E.2- Determine and explain the leadership role of the United States in an international setting.

Stops 1–14 of the Museum tour teach the children about national politics and various roles the United States assumed from World War I into World War II. The exhibits also show examples of Herbert Hoover's leadership in the specialized roles of Secretary of Commerce and U.S. Food Administrator. Students will learn about Herbert Hoover's role as an individual in providing international relief, as the President of the United States, and in various other national and international roles.

State Goal 15: *Understand economic systems, with an emphasis on the United States.*

15.A.2c- Describe unemployment

15.C.2a- Describe the relationship between price and quantity supplied of a good or service.

15.E.2a- Explain how and why public goods and services are provided.
15.E.2b- Identify which public goods and services are provided by differing levels of government.

Stops 7, 9, and 11 of the Museum tour discuss what unemployment is and how it affects individuals, provides a basic understanding of supply and demand, what kind of public services and goods were distributed during the Great Depression, and which of those services came from the Executive Branch of the Government. They will also have a very basic understanding of Herbert Hoover's philosophy of government and how it contrasted with that of Franklin D. Roosevelt.

State Goal 16: *Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.*

16.A.2b- Compare different stories about a historical figure or event and analyze differences in the portrayals of a historical figure or event and analyze differences in the portrayals and perspectives they present.
16.B.2c (US)- Identify presidential elections that were pivotal in the formation of modern political parties.
16.B.2d (US)- Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th Century wars as well as the role of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.
16.C.2c- Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy, and the rise of technology that influenced history from the industrial development era to the present.
16.C.2c (W)- Describe basic economic changes that led to/resulted from the manorial agriculture system, the industrial revolution, the rise of capitalism and the information/communication revolution.

Stops 1–14 of the Museum tour cover State Goal 16 in varying ways. The children will hear first-person accounts of Herbert Hoover from the archives and the people who surrounded Hoover. They will have a foundation to compare and contrast their book's interpretation of Hoover with the Museum's interpretation of Hoover. They will be able to identify Hoover as a pivotal international and domestic leader. They will learn about his international humanitarian relief; his roles as U.S. Food Administrator, Secretary of Commerce, and President of the United States; and his post-Presidential contributions to America. The students will learn about the birth of modern America in the 1920s, mass communication, the Great Depression, and the rise of capitalism. They will leave with a basic understanding of Hoover's philosophy on the government's involvement in the economy.

Stops 1–6 of the NPS tour give the students a hands-on encounter with the Hoover story through the use of historic structures. The interpretation of the Hoover Historic Site is another example of a Hoover interpretation.

Suggested post-visit activity for the classroom

16.E.2b, Identify individuals and events in the development of the conservation movement, including John Muir, Theodore Roosevelt, and the creation of the National Park System. Visit *http://www.pbs.org/nationalparks/for-educators/lesson-plans/* for lesson plans regarding the development of the National Park System. The students will see an important result of the conservation movement and the NPS by visiting the Herbert Hoover Historic Site.

State Goal 18: *Understand social systems, with an emphasis on the United States.*

18.A.2- Explain ways in which language, stories, folk tales, music, media, and artistic creations serve as expressions of culture.

18.B.2b- Describe the ways in which institutions meet the needs of society.

Stops 7–9 and 11 of the Museum tour will help the student to understand different expressions of culture in 1920s and 1930s America. They will also learn about different institutions of the same time period that helped to improve American society and especially Herbert Hoover's roles in those institutions.

Stop 4 of the NPS tour will explain the various cultural expressions of the Quakers of historic West Branch.

NATIONAL STANDARDS FOR HISTORY (3–5)

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1: Family life now and in the recent past; family life in various places long ago.

1A: *The student understands family life now and in the recent past; family life in various places long ago.*

K-4- Investigate a family history for at least two generations, identifying various members and their connections in order to construct a timeline. [Establish temporal order]

K-4- Examine and formulate questions about early records, diaries, family photographs, artifacts, and architectural drawings obtained through a local newspaper or historical society in order to describe family life in their local community or state long ago.

K-4- Compare and contrast family life in the local community or state long ago by considering such things as roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, and cultural traditions.

1B: The student understands the different ways people of diverse racial, religious, and ethnic groups and of various national origins have transmitted their beliefs and values.

K-4- Explain the ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, momentos, food, and language. [obtain historical data]

3-4- Compare the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of strength and determination that families drew upon and shared. [compare and contrast]

Standard 2: The history of the students' own local community and how communities in North America varied from long ago

K-4- Describe local community life long ago including jobs, schooling, transportation, communication, religious observances, and recreation. [obtain historical data]

K-4- Examine local architecture and landscape to compare changes in function and appearance over time.

K-4- Identify historical figures in the local community and explain their contributions and significance. [assess the importance of the individual in history]

Stops 1, 8, 10, and 13 will cover the story of the Hoover family starting with Herbert Hoover's parents and continuing on through Hoover's children. There are many primary source documents and photographs for the children to inquire about and discuss with the person leading the tour. They will be able to compare life in the 1920s/1930s with life now by drawing on communication, technology, popular culture, homes, etc. Temporal order is maintained in the galleries by moving in a chronological fashion.

Stops 1-4 of the NPS tour will help the children to understand West Branch, Iowa, in the late 1880s. The tour will cover some of Hoover's early family history and will give the children a firsthand experience of life in the past through the use of historic structures. They will learn about Jesse Hoover's blacksmith shop and how it helped the local economy. They will also learn about Quakers and Quaker meetings in the Meetinghouse on site. The one-room schoolhouse will provide the children with an understanding of how children were educated in West Branch, Iowa, in the 1880s along with Quaker beliefs about education. The NPS Historic Site will allow children to see what West Branch looked like in the 1880s, which will give them a starting point for comparing and contrasting architecture and technologies of the past with the present.

Topic 2: The History of Students' own State or Region
Standard 3: The people, events, problems, and ideas that created the history of their state.
3B: *The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.*
K-4- Use a variety of sources to construct a historical narrative about daily life in the early settlements of the students' state or region.
3E: The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.
3-4- Analyze how the ideas of significant people affected the history of their state. [assesses the importance of the individual in history]

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4B: The student understands ordinary people who have exemplified values and principles of American Democracy.
K-4-Analyze in their historical context the accomplishments of ordinary people in the local community now and log ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good.
4C: *The student understands historic figures who have exemplified values and principles of American Democracy.*
K-4- Identify historical figures who believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance in their historical context and today.
K-4- Describe how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful. [Assesses the importance of the individual in history]

Stops 1–14 of the Museum tour strongly help the student identify with Herbert and Lou Hoover and their numerous accomplishments in humanitarian efforts and political leadership. They will understand that Herbert and Lou Hoover were from Iowa and contributed to American and world history. Students will also understand Hoover's democratic principles and be able to identify his strong character traits such as humanitarianism, dedication, intelligence, persistence, problem-solving, and his commitment to public service.

Stops 1–6 of the NPS tour will help the students to understand Herbert Hoover's contribution to Iowa history and how Quaker values were integral to his development. The students will have a firsthand experience with everyday life in West Branch, Iowa, in the late 1880s.

Era 7: The Emergence of Modern America (1890–1930)

Standard 3: How the United States changed from the end of World War I to the event of the Great Depression.

3B: *Demonstrate understanding of how a modern capitalist economy emerged in the 1920s.*

5-6- Assess the changes in your community and urban/suburban settings by looking at historical pictures, visiting the museum, and interviewing and reading accounts by those who lived in the 1920s. Why did people prize home ownership? Why did so many people leave the cities for the suburbs? What made travel to work easier for people in cities and suburbs?

3C: Demonstrate understanding of the development of mass culture and how it changed American Society.

5-6- Draw evidence from photographs, movies, and family albums to examine the changes that contribute to the reasons why people call this era the "Roaring Twenties." How did clothing and fashion change in the 1920s? What was the dance rage of the period? What would it have been like to live in the 1920s?

Stops 7–10 of the Museum tour will help the students to understand more about the emergence of modern America. They will see how Herbert Hoover helped to change modern transportation through his role as the Secretary of Commerce, and they will learn about the growth of home appliances in the 1920s, popular culture, and the state of America's thriving economy. Prominently displayed in the 1920s exhibit is the Charleston dance, clothing and fashion, the playing of period music, sports figures, Hollywood stars, and an explanation of the first television broadcast.

Suggested Post-Visit Activity for the Classroom

5-6- List the factors that contributed to the causes of the Great Depression. Through a role-playing activity, skit, or reader's theater, examine the effects of the Depression on farmers, city workers, and military veterans. Why were farm products destroyed while people were hungry in the towns and cities? Why were workers unable to find jobs? How did mechanization displace workers? What did World War I veterans do to demand bonuses and jobs back?

5-6- Describe how the drought of 1932 changed farming conditions in the Midwest. Draw upon documentary photographs, literature, and personal accounts to demonstrate how farm owners, tenant farmers, and sharecroppers were affected. Develop skits or stories depicting their problems.

Use stop 11, The Great Depression, to start the discussion.

Era 8: The Great Depression and World War II (1929–1945)

Standard 1: The causes of the Great Depression and how it affected American Society.

1A: *Demonstrate understanding of the causes of the crash of 1929 and the Great Depression*

Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the Welfare State.

5-6- Drawing upon library resources, compare the leadership styles that Herbert Hoover and Franklin D. Roosevelt brought to the Presidency. How did the public respond to both Presidents? Was public reaction to these two Presidents fair?

Stops 9–11 of the Museum tour explain various causes and effects of the Great Depression and Herbert Hoover's role in the handling of this time period as the President. They will understand Hoover's philosophy on Government's role in providing relief to Americans and how that contrasted with Franklin D. Roosevelt's approach to establishing the Welfare State.