



Living History Farms and the Iowa Core Curriculum

Programs and tours offered by Living History Farms are designed to enhance and enrich what students are learning in the classroom. The following core educational principles guide the development of programs and tours at Living History Farms:

- Learning is FUN!
- Learning is ACTIVE!
- Anyone can learn!
- You never stop learning!

Every building, plant, animal, process, and technique at Living History Farms contributes to the story of the changes in agriculture and rural life over time. This story is too large for us to be able to show and tell you every detail during the short time that you are here.

Tour themes will tie the various stops together during your learning excursion tour. These themes will help the students make connections between the various town and farm sites, focus the students' learning, and provide the students with the best possible visit. Staff from Living History Farms will center their remarks and information on a particular theme. Please feel free to ask questions at appropriate times about those things that the staff person may not have covered.

The themes, and their connection with the Iowa Core Curriculum in the area of history, are listed on the following pages. You may contact the Living History Farms' Education Department via e-mail at education@LHF.org for more details on how this Learning Excursion fits into other areas of the Iowa Core Curriculum.



1876 Town of Walnut Hill

Grade level: Kindergarten-2nd Grade

Theme: Then vs. Now

Connection to Iowa Core - History:

- Understand that economic needs and wants affect individual and group decisions.
- Understand the difference between a “need” and a “want”.
- Understand that cultural diffusion affects the development and maintenance of society.
- Understand the reasons that groups of people moved into and within the United States in the past.
- Understand that people construct knowledge of the past from multiple and various types of sources.
- Understand the past, present and future in relation to historical events.

Example in a visit to Walnut Hill:

When visiting the general store, why did the storekeeper carry the items in the store? How is that different from stores today? What did people in 1876 want when they visited a general store? What did they need and why?



Grade level: 3rd, 4th, 5th Grades

Theme: What this place does for the community

Connection to Iowa Core - History:

- Understand the economic needs and wants affect individual and group decisions.
- Understand that the economic activities in the community have changed over time.
- Understand that the types of work in local communities have changed over time.
- Understand the historical patterns, periods of time, and the relationships among these elements.
- Understand the differences in life today as compared to the past.

Example in a visit to Walnut Hill:

How did towns in Iowa develop? Why did certain businesses appear before others? What does the blacksmith do for the people who would live in and around the town of Walnut Hill?



Grade level: 6th, 7th, 8th Grades

Theme: Technological change at home and in the workplace

Connection to Iowa Core - History:

- Understand the role of innovation on the development and interaction of society.
- Understand the influence of cultural, scientific, and technological decisions on societies.
- Understand how technology has influenced the course of history through revolutions in agriculture, manufacturing, and other fields.

Example in a visit to Walnut Hill:

The Walnut Hill Advocate is the local newspaper. The printer not only prints the newspaper, but also prints handbills, announcements, broadsides, and cards. How does the equipment used in the print shop relate to, and reflect, the broader picture of technological change? How has technology changed how we get our news?



Grade level: 9th-12th Grades

Theme: Interdependence of town and farm

Connection to Iowa Core - History:

- Understand the role of innovation on the development and interaction of society.
- Understand how technology has influenced the course of history through revolutions in agriculture, manufacturing, and other fields.
- Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Example in a visit to Walnut Hill:

Walnut Hill is a farm-supported community that shows life about 10 years after the end of the American Civil War. Yet it did not exist in isolation. The Tangen family and their home represent immigrants from Scandinavia that have done well. How did the Industrial Revolution change what machinery was carried by a farm implement dealer, such as Ole Tangen in 1876?



Working Farms - 1700, 1850, 1900

Grade level: Kindergarten-2nd Grade

Theme: Housing for the family and the livestock on the farm

Connection to Iowa Core - History:

- Understand the economic needs and wants affect individual and group decisions.
- Understand the difference between a “need” and a “want”.
- Understand that cultural diffusion affects the development and maintenance of society.
- Understand the reasons that groups of people moved into and within the United States in the past.
- Understand that people construct knowledge of the past from multiple and various types of sources.
- Understand the past, present and future in relation to historical events.

Example in a visit to the Farms:

Staff at each farm will discuss the types of homes people lived in during the time, such as bark lodges at the 1700 Ioway Farm, a log house at the 1850 Pioneer Farm, and a house made from lumber at the 1900 Farm.



Grade level: 3rd, 4th, 5th Grades

Theme: Food production, preparation, and preservation

Connection to Iowa Core - History:

- Understand the historical patterns, periods of time, and the relationships among these elements.
- Understand differences in life today as compared to the past.
- Understand the roles of groups and individuals within a society as promoters of change or the status quo.
- Understand the people, events, problems, and ideas that were significant in the history of their state.

Example in a visit to the Farms:

Students will learn how farmers in various time periods grew crops, and how and why that changed over time. They will also learn about how the products from the farm were used for food and preserved for the future.



Grade level: 6th, 7th, 8th Grades

Theme: Technological change inside the farm house and on the farm

Connection to Iowa Core - History:

- Understand the role of innovation on the development and interaction of society.
- Understand the influence of cultural, scientific, and technological decisions on societies.
- Understand how technology has influenced the course of history through revolutions in agriculture, manufacturing, and other fields.

Example in a visit to the Farms:

Advances in farm tools allowed fewer farm families to grow more food and to raise more animals. Your students will learn about the innovations that made this possible, from using draft animals instead of hand tools, to using horses instead of oxen.



Grade level: 9th-12th Grades

Theme: Interdependence of farm and town, and technological change

Connection to Iowa Core - History:

- Understand the role of innovation on the development and interaction of society.
- Understand how technology has influenced the course of history through revolutions in agriculture, manufacturing, and other fields.
- Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Example in a visit to the Farms:

How did the changes in technology effect the growing of crops and the raising of livestock? How did interactions between groups of people affect each group, such as when the loway and fur traders from France exchanged trade items?

