

# 2<sup>nd</sup> Grade Standards at a Glance

## Choices and Consequences

In 2<sup>nd</sup> grade, students will learn about choices and consequences. They will engage in thinking and conversing about their own responsibility to take care of their community, focusing on cooperation and citizenship. They will also learn about how government plays a role in establishing and maintaining local community spaces.

[Unit 1: Buxton: A Lost Utopia](#)

[Unit 2: Environment](#)

[Unit 3: Transportation in Rural and Urban Spaces](#)

This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

## Unit 1: Buxton: A Lost Utopia

**Compelling Question:** What key decisions influence whether a community thrives?

**Vocabulary:** coal mine, railroad, racism, Jim Crow laws, thrive. claim, evidence, compelling questions, supporting questions, relevant, source, contextualize, corroborate, reasonable

<b>Anchor Standard</b>  <i>The student demonstrates an understanding of:</i>	<b>Social Studies Standard(s)</b> (includes inquiry and content standards)  <i>Therefore, the student is able to:</i>	<b>Example Content/Concepts</b>  <i>Content/Concepts students should understand include:</i>	<b>ELA Standard(s)</b>  <i>ELA standards which connect to Social Studies Standards:</i>
<b>Constructing Compelling Questions (Inquiry)</b>	SS.2.1. Explain why a compelling question is important.	N/A	SL.2.3
<b>Constructing Supporting Questions (Inquiry)</b>	SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	SL.2.3
<b>Gathering and Evaluating Sources (Inquiry)</b>	SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	N/A	W.2.8
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	N/A	RI.2.8, RI.2.9, W.2.1, W.2.2, W.2.7, SL.2.2
<b>Communicating and Critiquing Conclusions (Inquiry)</b>	SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details	N/A	N/A

<b>Taking Informed Action (Inquiry)</b>	SS.2.5. Take group or individual action to help address local, regional, and/or global problems. SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	RI.2.3, SL.2.2 SL.2.1
<b>Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)</b>	SS.2.7. Explain how people from different groups work through conflict when solving a community problem.	The Consolidation Coal Company created Buxton to be an ideal community where people thrived with strong economic and recreational opportunities.	RI.2.1, RI.2.2, RI.2.5, RI.2.6, W.2.3, SL.2.2
<b>Interpret Processes, Rules and Laws (Civics/Government)</b>	SS.2.10. Determine effective strategies for solving particular community problems.	The Consolidation Coal Company created Buxton to be an ideal community where people thrived with strong economic and recreational opportunities.	RI.2.1, W.2.3, SL.2.2
<b>Evaluate the National Economy (Economics)</b>	SS.2.12. Identify how people use natural resources to produce goods and services.	Railroad companies used a lot of coal as fuel for their locomotives. Owning a coal company would be a financial advantage for the railroad. The natural resource of coal was used to fuel the train.	RI.2.2, RI.2.5, RI.2.6, W.2.3, SL.2.2
<b>Create Geographic Representations (Geography)</b>	SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	Explain how coal moved from the mines to be distributed throughout Iowa via rail lines	RI.2.7, W.2.3
<b>Evaluate Human Environment Interaction (Geography)</b>	SS.2.17. Explain how environmental characteristics impact the location of particular places.	Coal veins, railroad lines, roads, and access to water (Bluff Creek) made Bluff Creek Township an ideal location for Buxton.	RI.2.7, W.2.3
<b>Analyze Human</b>	SS.2.18. Describe how the choices people	Consolidation Coal Company had 19	RI.2.7, W.2.3

<b>Population Movements and Patterns (Geography)</b>	make impact local and distant environments.	mines in southern Mahaska and northern Monroe counties. This created a major industry in the late 1800s and early 1900s, but has created significant environmental hazards today.	
<b>Analyze Change, Continuity, and Context (History)</b>	SS.2.20. Determine the influence of particular individuals and groups who have shaped significant historical change.	Benjamin Buxton of The Consolidation Coal Company created Buxton to be an ideal community where people thrived with strong economic and recreational opportunities.	RI.2.1, W.2.3, SL.2.2
<b>Iowa History (History)</b>	SS.2.24. Describe the intended and unintended consequences of using Iowa's natural resources.	Consolidation Coal Company had 19 mines in southern Mahaska and northern Monroe counties. This created a major industry in the late 1800s and early 1900s, but has created significant environmental hazards today. The closure of the Consolidation Coal Company impacted the residents of Buxton and ultimately led to its demise.	RI.2.2, RI.2.5, RI.2.6, RI.2.7, W.2.3, SL.2.2

<b>Supporting Question</b>	<b>Resources</b>	<b>Additional Resources</b>
1. How was Buxton a unique community?	<ul style="list-style-type: none"> <li>• <a href="#">Benjamin C. Buxton, Founder of Buxton, Iowa, Date Unknown (Image)</a></li> <li>• <a href="#">Postcard View of Center Street in Buxton, 1908 (Image)</a></li> <li>• <a href="#">Panoramic View of Buxton, 1910 (Image)</a></li> <li>• <a href="#">Postcard Showing Buxton Coal Bank in Shaft of #12 Mine, 1910 (Image)</a></li> <li>• <a href="#">Postcard of Miner with Mule-Drawn Cart in a Shaft of Buxton's #12 Mine, 1910 (Image)</a></li> <li>• <a href="#">Monroe Mercantile Company Opening, 1911 (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Images of America: Lost Buxton</a> by Rachelle Chase - This recent publication is loaded with rich images and meaningful quotes from dozens of Buxton citizens. The author synthesizes many sources to concisely tell the story of Buxton with meaningful details.</li> <li>• <a href="#">CRI News Package: Home from Buxton, Iowa</a> This two-minute video tours a house from Buxton that was moved to Oskaloosa around the 1920s, and then was moved again to</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Monroe Mercantile Company Interior, 1911 (Image)</a></li> <li>• <a href="#">Monroe Mercantile Company Employees, 1911 (Image)</a></li> </ul>	<p>the Nelson Pioneer Farm during October 2008.</p> <ul style="list-style-type: none"> <li>• "Searching for Buxton" Documentary (<a href="#">Part One</a> and <a href="#">Part Two</a>) A young African-American goes searching for his family's past in a long-disappeared Iowa coal mining town and discovers that much of the prosperity and goodwill his relatives enjoyed nearly a century ago is elusive today. Narrated by Simon Estes.</li> <li>• <a href="#">"The Buxton Souvenir Number" from the Iowa State Bystander</a> This additional resource includes eight newspaper pages of photos and articles about Buxton that were published in the Iowa State Bystander on December 6, 1907.</li> <li>• <a href="#">C. &amp; N.W. Ry. Depot in Buxton, Iowa</a> A photo of a train depot for Chicago and Northwestern Railway in Buxton, Iowa, in 1905.</li> <li>• <a href="#">Additional Buxton Photographs from the State Historical Society of Iowa</a></li> </ul>
<p>2. In what ways did Buxton prosper?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Buxton Wonders Baseball Team, 1915 (Image)</a></li> <li>• <a href="#">Interview of Paul Wilson, Born in Buxton, May 13, 1992 (Document)</a></li> <li>• <a href="#">"Back to Buxton," July 1, 2009 (Document)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Buxton: Work and Racial Equality in a Coal Mining Community</a> by Dorothy Schwieder - Professor, researcher and author Dorothy Schwieder provides details and explanations of many causes and effects of the formation and decline of Buxton.</li> <li>• <a href="#">"Editor's Observations" from the Iowa State Bystander</a> This October 29, 1909, newspaper article by John Lay Thompson, editor of the Iowa State Bystander, describes the success of African-Americans in Buxton, Iowa. During an era of Jim Crow laws in the South, those who were recruited from</li> </ul>

		<p>Virginia to come and work for Consolidation Coal Company experienced a far different reality in Buxton than they had in Virginia. In his editor's column, Thompson writes about the demographics, businesses, prominent citizens and services located in Buxton, Iowa, in or around 1909.</p>
<p>3. What caused Buxton to turn into a ghost town?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Aftermath of Explosion in Buxton's #12 Mine, Date Unknown (Image)</a></li> <li>• <a href="#">"Buxton Review" in the Iowa State Bystander, June 26, 1914 (Document)</a></li> <li>• <a href="#">"As I Remember" by Minnie London, 1940 (Document)</a></li> <li>• <a href="#">Buxton: Work and Racial Equality in a Coal Mining Community, 1987 (Document)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reclaiming Iowa's Abandoned Coal Mine Lands</a> This eight-minute Iowa Outdoors video focuses on Iowa's coal mines. A century ago, southern Iowa was home to hundreds of surface coal mines. As the coal boom died so did the companies that mined for it, leaving those mines abandoned and open to the elements. Today, decades after the industry died, efforts slowly continue to clean up the deserted mines and reclaim the ground that was once rich with coal.</li> </ul>

You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/buxton-lost-utopia>.

## Unit 2: Environment

**Compelling Question:** How does the way we live impact our environment?

**Vocabulary:** pollution (air, land, water), disciplinary lenses (historian, economist, political scientist, geographer), reduce, recycle, reuse, environment, primary/secondary source, renewable resources, non-renewable resources, natural resources, landforms, regions

<b>Anchor Standard</b>  <i>The student demonstrates an understanding of:</i>	<b>Social Studies Standard(s)</b> (includes inquiry and content standards)  <i>Therefore, the student is able to:</i>	<b>Example Content/Concepts</b>  <i>Content/Concepts students should understand include:</i>	<b>ELA Standard(s)</b>  <i>ELA standards which connect to Social Studies Standards:</i>
<b>Constructing Compelling Questions (Inquiry)</b>	SS.2.1. Explain why a compelling question is important.	N/A	SL.2.3
<b>Constructing Supporting Questions (Inquiry)</b>	SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	SL.2.3
<b>Gathering and Evaluating Sources (Inquiry)</b>	SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	N/A	W.2.8
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	N/A	RI.2.8, RI.2.9, W.2.1, W.2.2, W.2.7, SL.2.2
<b>Communicating and Critiquing Conclusions (Inquiry)</b>	SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details	N/A	N/A

<b>Taking Informed Action (Inquiry)</b>	<p>SS.2.5. Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	N/A	RI.2.3, SL.2.2, SL.2.1
<b>Analyze Civic and Political Institutions (Civics/Government)</b>	SS.2.8. Explain the purpose of different government functions. (21st century skills)	<ul style="list-style-type: none"> <li>• Clean Air and Water Act</li> <li>• Impact of not having parks, garbage collection, etc.</li> </ul>	L.2.4, RI.2.IA.1
<b>Interpret Processes, Rules and Laws (Civics/Government)</b>	SS.2.9 Develop an opinion on a decision about a local issue. (21st century skills)	<ul style="list-style-type: none"> <li>• Local debate about a community decision (e.g., where to build a road or park)</li> <li>• Weigh the pros and cons of a school, community, and/or city decision</li> <li>• Witurbines/wind farms</li> </ul>	SL.2.3, W.2.1, RI.2.8
<b>Evaluate the National Economy (Economics)</b>	SS.2.11. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	<ul style="list-style-type: none"> <li>• Make choices about which updates to a local park would be best given a limited budget (e.g., a \$10,000 budget and three options to improve a city or county park such as adding a new piece of playground equipment, a gazebo, bathrooms, or a number of trees)</li> </ul>	W.2.1
<b>Evaluate the National Economy (Economics)</b>	SS.2.13. Describe examples of the goods and services that governments provide.	<ul style="list-style-type: none"> <li>• Exploring what taxes are and what the money is spent on (e.g., national parks, schools, building and maintaining roads), zoning</li> </ul>	W.2.2
<b>Create Geographic Representations</b>	SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people	<ul style="list-style-type: none"> <li>• Place symbols on a map to label natural resources</li> </ul>	W.2.1, RI.2.3



<b>(Geography)</b>	or goods that consider environmental characteristics.	<ul style="list-style-type: none"> <li>Use map to show state of Iowa and/or National Parks</li> </ul>	
<b>Evaluate Human Environment Interaction (Geography)</b>	SS.2.17. Explain how environmental characteristics impact the location of particular places.	<ul style="list-style-type: none"> <li>Examine and /or create maps to investigate the location of cities, borders of states/countries, in relation to rivers, mountains, deserts, etc. and natural resources.</li> </ul>	SL.2.4, RI.2.2, RI.2.5
<b>Analyze Human Population Movements and Patterns (Geography)</b>	SS.2.18. Describe how the choices people make impact local and distant environments.	<ul style="list-style-type: none"> <li>Analyze how pollution travels through air and water</li> <li>Investigate the impact of a local environmental decision (e.g., the building of a dam, the removal of the prairie, the preservation of a forest or a river)</li> </ul>	RI.2.4, RI.2.6
<b>Analyze Change, Continuity, and Context (History)</b>	SS.2.19. Make a prediction about the future based on past related events. historical change.	<ul style="list-style-type: none"> <li>Trace what natural resources have been used for energy throughout the past in Iowa and brainstorm ideas for what energy sources will be used in the future.</li> <li>Examine the past, present, and future of farming, mining, and/or logging industries.</li> </ul>	W.2.1, RI.2.9
<b>Compare Perspectives (History)</b>	SS.2.21 Compare perspectives of people in the past to those in the present with regards to particular questions or issues.	<ul style="list-style-type: none"> <li>Analyze primary sources related to, but not limited to: Rachel Carson, Gifford Pinchot, Bohumil Shimek, Ada Hayden, Thomas McBride, John Muir, Theodore Roosevelt, Louis Hermann Pammel, John Lacey</li> </ul>	
<b>Justify Causation &amp; Argumentation (History)</b>	SS.2.22. Identify context clues and develop a reasonable idea about who created the primary or secondary source, when they created it,	<ul style="list-style-type: none"> <li>Analyze a historical painting/image/document with</li> </ul>	

	where they created it, and why they created it.	respect to why and who created it.	
<b>Justify Causation &amp; Argumentation (History)</b>	SS.2.23. Given a set of options, using evidence, articulate why one reasons is more likely than others to explain a historical event or development.	<ul style="list-style-type: none"> <li>Investigate multiple perspectives of an event (Nashua River, NH; loss of Wetlands and/or Prairieland in Iowa, Iowa's Threatened and Endangered Species Program</li> </ul>	

Supporting Question	Resources	Additional Resources
1. Why are landforms important?	<ul style="list-style-type: none"> <li><a href="#">Sierra Nevada Mountain Pass, 1867 (Image)</a></li> <li><a href="#">Valley of the Mississippi River near Clinton, Iowa, 1899 (Image)</a></li> <li><a href="#">Des Moines River Valley, 1901 (Image)</a></li> <li><a href="#">Grand Canyon in Arizona, 1913 (Image)</a></li> <li><a href="#">Zion National Park in Washington County, Utah, 1993 (Image)</a></li> <li><a href="#">Sweet Corn Field near Marengo, Iowa, August 8, 2016 (Image)</a></li> </ul>	<p><b>Website:</b></p> <ul style="list-style-type: none"> <li>Landform, National Parks, and <a href="http://mrnuussbaum.com/united-states/national_parks/">http://mrnuussbaum.com/united-states/national_parks/</a></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>US Landforms (TrueBooks: US Regions) by Dana Meachen Rau</li> <li><a href="#">What are Landforms?</a> by Bobbie Kalman</li> </ul>
2. What are renewable and nonrenewable resources?	<ul style="list-style-type: none"> <li><a href="#">Mississippi River Power Plant in Keokuk, Iowa, 1910 (Image)</a></li> <li><a href="#">Thomas Lake Logging Camp, April 21, 1910 (Image)</a></li> <li><a href="#">Harvesting Wheat in Walla Walla County, Washington, between July and September 1941 (Image)</a></li> <li><a href="#">Remains of the Old Carissa Gold Mine in South Pass City, Wyoming, May 27, 2016 (Image)</a></li> <li><a href="#">Farm Scene with Wind Turbines in Hardin County, Iowa, August 18, 2016 (Image)</a></li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Lorax</a> by Dr. Seuss</li> <li><a href="#">Our Natural Resources</a> by Teacher Created Materials; Jennifer Overend Prior</li> <li><a href="#">John Deere, That's Who!</a> By Tracy Nelson Maurer</li> <li><a href="#">Hey Mr. Logger</a> by Grace Brannigan</li> <li><a href="#">Mining</a> by Jane Drake and Ann Love</li> <li><a href="#">Our Natural Resources</a> by Jennifer Overend Prior</li> <li><a href="#">Common Ground</a> by Molly Bang</li> </ul>

<p>3. What impact do people have on the environment?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Cabinet Portrait of Iowa U.S. Representative John Lacey, ca. 1890 (Image)</a></li> <li>• <a href="#">U.S. Rep. John Lacey's Bill about the Department of Agriculture, 1900 (Document)</a></li> <li>• <a href="#">President Theodore Roosevelt and Conservationist John Muir on Glacier Point, 1903 (Image)</a></li> <li>• <a href="#">Letter from Louis Hermann Pammel to the Bank President in Steamboat Rock, Iowa, December 27, 1916 (Document)</a></li> <li>• <a href="#">"Legislation on State Parks" Essay from The Annals of Iowa, 1921 (Document)</a></li> <li>• <a href="#">Louis Hermann Pammel Speaking at Dedication of Ledges State Park in Iowa, October 9, 1924 (Image)</a></li> <li>• <a href="#">Iowa State Parks including Lakes and Streams, 1927 (Map)</a></li> <li>• <a href="#">Polluted Stream in Dubuque, Iowa, April 1940 (Image)</a></li> <li>• <a href="#">Girl Scout in Canoe Picking Up Trash in Potomac River, April 22, 1970 (Image)</a></li> <li>• <a href="#">Traffic on Interstate 405 in Los Angeles, California, 2012 (Image)</a></li> <li>• <a href="#">Aerial View of Four-Way Interchange in Los Angeles, California, Date Unknown (Image)</a></li> </ul>	<p><b>Misc.:</b></p> <ul style="list-style-type: none"> <li>• Gaylord Nelson Letters: Elementary school students write to Nelson about pollution <a href="http://www.nelsonearthday.net/docs/nelson_6-56_kids_book_letters.pdf">http://www.nelsonearthday.net/docs/nelson_6-56_kids_book_letters.pdf</a></li> <li>• Clean Air and Water Act <a href="https://www.epa.gov/laws-regulations/summary-clean-water-act">https://www.epa.gov/laws-regulations/summary-clean-water-act</a></li> <li>• This Day In History: April 22, 1970 First Earth Day <a href="http://www.history.com/this-day-in-history/the-first-earth-day">http://www.history.com/this-day-in-history/the-first-earth-day</a></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Wartville Wizard</a> by Don Madden</li> <li>• <a href="#">The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks</a> by Barb Rosenstock</li> <li>• <a href="#">A River Ran Wild</a> by Lynne Cherry</li> <li>• <a href="#">Wump World</a> by Bill Peet</li> <li>• <a href="#">Everglades</a> by Jean Craighead</li> <li>• <a href="#">Spring After Spring: How Rachel Carson Inspired the Environmental Movement</a> by Stephanie Roth</li> <li>• <a href="#">All That Trash: The Story of the 1987 Garbage Barge and Our Problem with Stuff</a> by Meghan McCarthy</li> <li>• <a href="#">One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</a> by Miranda Paul</li> </ul>
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-sources/environmental-impact>.

## Unit 3: Transportation in Rural and Urban Spaces

**Compelling Question:** How is life the same and different in rural and urban areas?

**Vocabulary:** urban, rural, automobile, railroad, public transportation, subway, barge, lock & dam, container ship

<b>Anchor Standard</b>  <i>The student demonstrates an understanding of</i>	<b>Social Studies Standard(s)</b> (includes inquiry and content standards)  <i>Therefore, the student is able to</i>	<b>Example Content/Concepts</b>  <i>Content/Concepts students should understand include:</i>	<b>ELA Standard(s)</b>  <i>ELA standards which connect to Social Studies Standards:</i>
<b>Constructing Compelling Questions (Inquiry)</b>	SS.2.1. Explain why a compelling question is important.	N/A	SL.2.3
<b>Constructing Supporting Questions (Inquiry)</b>	SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	SL.2.3, RI.2.1
<b>Gathering and Evaluating Sources (Inquiry)</b>	SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	N/A	W.2.8, RI.2.10
<b>Developing Claims and Using Evidence (Inquiry)</b>	N/A	N/A	RI.2.8, RI.2.9, W.2.1, W.2.2, W.2.7, SL.2.2, L.2.1, L.2.3
<b>Communicating and Critiquing Conclusions (Inquiry)</b>	SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details	N/A	W.2.8
<b>Taking Informed Action (Inquiry)</b>	SS.2.5. Take group or individual action to help address local, regional, and/or global	N/A	RI.2.3, SL.2.1 SL.2.2

	problems.  SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.		RI.2.2, RI.2.5, RI.2.6, W.2.3, SL.2.2
<b>Evaluate the National Economy (Economics)</b>	SS.2.13. Describe examples of the goods and services that governments provide.	<ul style="list-style-type: none"> <li>• Road construction</li> <li>• Lock &amp; dam construction</li> </ul>	W.2.2
<b>Create Geographic Representations (Geography)</b>	SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	<ul style="list-style-type: none"> <li>• Hauling logs on a sleigh</li> <li>• Hauling cattle from Hampton to Chicago</li> <li>• Delivery of milk and other dairy products</li> <li>• Metro maps</li> </ul>	W.2.1, RI.2.3
<b>Evaluate Human Environment Interaction (Geography)</b>		<ul style="list-style-type: none"> <li>• Location of metro transportation services</li> <li>• Location of homes and businesses in relationship to metro transportation access</li> </ul>	SL.2.4, RI.2.2, RI.2.5

Supporting Question	Resources	Additional Resources
1. What was transportation like in rural areas long ago?	<ul style="list-style-type: none"> <li>• <a href="#">Bird's-Eye View Map of Marengo, Iowa, 1868 (Map)</a></li> <li>• <a href="#">Bird's-Eye View Map of Marshalltown, Iowa, 1868 (Map)</a></li> <li>• <a href="#">Main Street in Elliott, Iowa, 1900 (Image)</a></li> <li>• <a href="#">Horse-Drawn School Bus in Webster, Iowa, 1928 (Image)</a></li> <li>• <a href="#">Wooden Bus of the Renwick Independent School in Iowa, October 1937 (Image)</a></li> <li>• <a href="#">Logs Hauled on a Sleigh by a Team of Horses in Seward, Alaska, between 1900 and 1930 (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">United States Census Bureau</a> Explore the U.S. Census date through this official website for the U.S. Census Bureau.</li> <li>• <a href="#">John Deere Two-Row Corn Picker</a> The two-minute video shows a John Deere two-row corn picker in action from 2015.</li> <li>• <a href="#">Galbraith's Railway Mail Service Maps of Iowa</a> This Library of Congress resources includes historical map of Iowa shows the complex network of railroad lines in Iowa in 1897.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Farmer Harvesting Corn with a John Deere Tractor, 1945 (Image)</a></li> <li>• <a href="#">People Loading Potatoes onto a Chicago, Burlington &amp; Quincy Railcar, 1903 (Image)</a></li> <li>• <a href="#">"Sirloin Special" Hauling Cattle from Hampton, Iowa, to Chicago during Iowa Beef Month, October 1950 (Image)</a></li> <li>• <a href="#">Drivers and Delivery Trucks of the Farmers Mutual Co-Op Creamery in Sioux Center, Iowa, May 1940 (Image)</a></li> <li>• <a href="#">"Main Street Life" Essay from The Goldfinch, 1997 (Document)</a></li> <li>• <a href="#">Train Carrying Logs, between 1900 and 1920 (Image)</a></li> <li>• <a href="#">Train with a Blade Traveling through a Snow Drift, 1905 (Image)</a></li> <li>• <a href="#">Excerpts from The Goldfinch's "The Automobile Age," November 1982 (Document)</a></li> <li>• <a href="#">Excerpts from The Goldfinch's "Railroads...," November 1983 (Document)</a></li> <li>• <a href="#">Tipton Consolidated School Buses, 1940 (Image)</a></li> <li>• <a href="#">Eclipse Lumber Company Truck in Clinton, Iowa, 1913 (Image)</a></li> <li>• <a href="#">Fire Truck in Shenandoah, Iowa, October 1950 (Image)</a></li> <li>• <a href="#">Main Street Construction in Shenandoah, Iowa, October 1950 (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">John Deere Cotton Picker</a> This one-minute video shows a John Deere cotton picker in action in Seminole County, Georgia.</li> </ul>
<p>2. What is transportation like in rural areas today?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Main Street in Columbus Junction, Iowa, 2003 (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">United States Census Bureau</a> Explore the U.S. Census data through this</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Logging Truck in California, June 2013 (Image)</a></li> <li>• <a href="#">Iowa's Rural Public Transit Systems, 2014 (Map)</a></li> <li>• <a href="#">Grain Elevator in El Campo, Texas, March 11, 2014 (Image)</a></li> <li>• <a href="#">Diesel Locomotive in Lamar, Colorado, May 20, 2015 (Image)</a></li> <li>• <a href="#">Train Snow Plow in Glenwood Springs, Colorado, August 4, 2015 (Image)</a></li> <li>• <a href="#">Intermodal Transportation Infographic, 2016 (Document)</a></li> <li>• <a href="#">Dusty Scene of a Farm Truck and Equipment near Taylor, Mississippi, November 11, 2017 (Image)</a></li> <li>• <a href="#">Forklift Loads Bales of Cotton onto a Trunk near Marks, Mississippi, November 11, 2017 (Image)</a></li> <li>• <a href="#">Bus 12 Leaving a School in Pella, Iowa, 2018 (Image)</a></li> <li>• <a href="#">Person Next to a Row of Young Corn Crops, June 28, 2018 (Image)</a></li> <li>• <a href="#">"Compare... Cargo Capacity" Infographic, February 25, 2019 (Document)</a></li> <li>• <a href="#">Barge Carrying Containers near Bellevue, Iowa, Date Unknown (Image)</a></li> <li>• <a href="#">Snow Plow in Rural Iowa, Date Unknown (Image)</a></li> </ul>	<p>official website for the U.S. Census Bureau.</p> <ul style="list-style-type: none"> <li>• <a href="#">GIS Story Map on Rural America</a> This interactive website provides resources to explore U.S. Census population data in regard to rural America.</li> <li>• <a href="#">Locks</a> and <a href="#">Dams</a> These two videos show a barge moving through Keokuk, Iowa, and how a "lock works."</li> <li>• <a href="#">Grain Elevator 3D Animation</a> This one-minute animation outlines how a grain elevator operates.</li> </ul>
<p>3. What was transportation like in urban areas long ago?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Panoramic Map of Chicago, 1857 (Map)</a></li> <li>• <a href="#">Panoramic Map of Davenport, Iowa, 1888 (Map)</a></li> <li>• <a href="#">Elevated Railroad in New York City, 1896 (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">United States Census Bureau</a> Explore the U.S. Census date through this official website for the U.S. Census Bureau.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">South Water Street in Chicago, Illinois, 1899 (Image)</a></li> <li>• <a href="#">Marine Terminals in New York, between 1900 and 1910 (Image)</a></li> <li>• <a href="#">"Excavating for a New York Foundation," 1903 (Video)</a></li> <li>• <a href="#">Express Trains in Subway at Spring Street, New York, 1905 (Image)</a></li> <li>• <a href="#">Lumber Steamer Being Loaded in Gulfport, Mississippi, 1906 (Image)</a></li> <li>• <a href="#">Fire Station No. 1 in Waterloo, 1908 (Image)</a></li> <li>• <a href="#">Wagons Removing Snow in New York City, January 1908 (Image)</a></li> <li>• <a href="#">Madison Avenue in Chicago, Illinois, between 1910 and 1920 (Image)</a></li> <li>• <a href="#">Automobiles Parked on a Street in Des Moines, Iowa, 1913 (Image)</a></li> <li>• <a href="#">Horse-Drawn Wagon Filled with Flynn Farm Dairy Milk Cans in Des Moines, Iowa, 1915 (Image)</a></li> <li>• <a href="#">Western Union Messengers in Des Moines, Iowa, August 1918 (Image)</a></li> <li>• <a href="#">Ford Commercial Airplane, 1925 (Image)</a></li> <li>• <a href="#">Roadway in Des Moines, Iowa, 1928 (Image)</a></li> <li>• <a href="#">Fire Truck in Waterloo, Iowa, May 1938 (Image)</a></li> <li>• <a href="#">Workers Repairing a Streetcar in Council Bluffs, Iowa, 1945 (Image)</a></li> <li>• <a href="#">Construction of Mercy Hospital in Des Moines, Iowa, July 1957 (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bird's-Eye View of Des Moines, Iowa</a> This map from 1868 is a panoramic view of the city of Des Moines, Iowa.</li> <li>• <a href="#">1929 Ford Commercial Airplane</a> This silent, three-minute video is footage from a 1929 Ford Commercial Airplane reliability tour.</li> </ul>
<p>4. What is transportation like in urban areas today?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Aerial View of Downtown Chicago, Illinois, between 1980 and 2006 (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">United States Census Bureau</a> Explore the U.S. Census data through this official website for the U.S. Census Bureau.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">Red Line Metro in Washington, D.C., between 1980 and 2006 (Image)</a></li> <li>• <a href="#">Bus in Georgia, September 14, 2001 (Image)</a></li> <li>• <a href="#">Busy Street in New York City, May 8, 2010 (Image)</a></li> <li>• <a href="#">Dallas Area Rapid Transit (DART) Train in Texas, May 24, 2014 (Image)</a></li> <li>• <a href="#">"Iowa's Urban Public Transit System," 2014 (Map)</a></li> <li>• <a href="#">Aerial View of Boeing Passenger Aircraft in South Carolina, May 1, 2017 (Image)</a></li> <li>• <a href="#">Massive Container Ship in Savannah, Georgia, May 20, 2017 (Image)</a></li> <li>• <a href="#">Fire Trucks and Firefighters in New York, Date Unknown (Image)</a></li> <li>• <a href="#">Fleet of Snow Plows in Iowa, Date Unknown (Image)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Urban- Suburban-Exurban- Rural Continuum</a> This online document from The Ohio State University looks into the definitions, trends and interdependencies related to the urban-suburban-exurban-rural continuum. Contains helpful photos to show the differences.</li> </ul>
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You can view the corresponding text set at <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/transportation-rural-and-urban-spaces>.