



Herbert Hoover: Iowa Farm Boy and World Humanitarian



(Herbert Hoover National Historic Site)

Although some people remember Herbert Hoover as the man who was President during the early years of the Great Depression, others may know him as a complex public servant, the "Great Humanitarian" whose career spanned a remarkable seven decades. A graduate of Stanford University, Hoover became a successful mining engineer before organizing relief programs for the starving victims of World War I.

As Secretary of Commerce under Presidents Harding and Coolidge, he helped to create safer highways and aircraft, better health care for children, and the standardization of commercial products. And, in 1927, he mustered a fleet of 600 boats and 60 airplanes to rescue 325,000 Americans who were left homeless during the catastrophic Mississippi River flood.

Following World War II, President Truman chose him to help the hungry people of Europe once again, and he spent his "retirement" years as an amazingly prolific author, speaker, and government adviser. Continuing his life-long desire to help needy children, he also served as chairman of the Boys' Clubs of America, helping to open 500 new chapters throughout the United States.



Document Contents

National Curriculum Standards

About This Lesson

Getting Started: Inquiry Question

Setting the Stage: Historical Context

Locating the Site: Map

1. Map 1: Iowa and Surrounding States

Determining the Facts: Readings

1. Reading 1: Herbert Hoover's Family Background
2. Reading 2: Hoover Remembers His Iowa Childhood: 1874 -1884
3. Document 1: Cedar County Clerk Records
4. Reading 3: Feeding the Children

Visual Evidence: Images

1. Photo 1: Hoover's Birthplace
2. Drawing 1: Schematic Drawing of Hoover's Birthplace
3. Photo 2: Downtown West Branch, Iowa, 1908
4. Illustration 1: World War I Posters
5. Cartoon 1a: As the twig is bent — the tree is inclined
6. Cartoon 1b: That's all right, Mr. President. We can just shake hands with ourselves

Putting It All Together: Activities

1. Activity 1: Recreating a Personal Childhood
2. Activity 2: Hoover and U.S. History
3. Activity 3: Citizenship and the Local Community

References and Endnotes

Additional Resources



Where this lesson fits into the curriculum

Time Period: 1870s-1930s

Topics: This lesson could be used in connection with studies of World War I, as an introduction to Hoover's presidency and the Great Depression, or in a unit devoted to citizenship.

Relevant United States History Standards for Grades 5-12

This lesson relates to the following National Standards for History from the UCLA National Center for History in the Schools:

US History Era 7

- **Standard 2C:** The student understands the impact at home and abroad of the United States involvement in World War I.
- **Standard 3D:** The student understands politics and international affairs in the 1920s.

US History Era 8

- **Standard 1A:** The student understands the causes of the crash of 1929 and the Great Depression.
-

Relevant Curriculum Standards for Social Studies

This lesson relates to the following Curriculum Standards for Social Studies from the National Council for the Social Studies:

Theme IV: Individual Development and Identity

- Standard C: The student describes the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
- Standard F: The student identifies and describes the influence of perception, attitudes, values, and beliefs on personal identity.

Theme VI: Power, Authority, and Governance

- Standard I: The student gives examples and explains how governments attempt to achieve their stated ideals at home and abroad.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Theme IX: Global Connections

- Standard F: The student demonstrates understanding of concerns, standards, issues, and conflicts related to universal human rights.

Theme X: Civic Ideals, and Practices

- Standard B: The student identifies and interprets sources and examples of the rights and responsibilities of citizens.

Relevant Common Core Standards

This lesson relates to the following Common Core English and Language Arts Standards for History and Social Studies for middle school and high school students:

Key Ideas and Details

- CCSS.ELA-LITERACY.RH.6-12.1
- CCSS.ELA-LITERACY.RH.6-12.2
- CCSS.ELA-LITERACY.RH.6-12.3

Craft and Structure

- CCSS.ELA-LITERACY.RH.6-12.4
- CCSS.ELA-LITERACY.RH.6-12.6

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.6-12.7

Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RH.6-12.10



About This Lesson

This lesson is based on the National Register of Historic Places registration files, "Herbert Hoover National Historic Site." This lesson was written by Pat Wheeler, former Chief of Resource Education and Public Use Management at Herbert Hoover National Historic Site. It was edited by Teaching with Historic Places staff. This lesson is one in a series that brings the important stories of historic places into classrooms across the country.

Objectives

1. To relate the events of Herbert Hoover's childhood in West Branch, Iowa, that may have motivated his concern for children around the world;
2. To understand the daily life of a rural community in the 1870s and 1880s;
3. To describe and evaluate the activities that led to Hoover's recognition as a good citizen of the world;
4. To discuss and give examples of ways they can act as good citizens in their own community.

Materials for students

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.

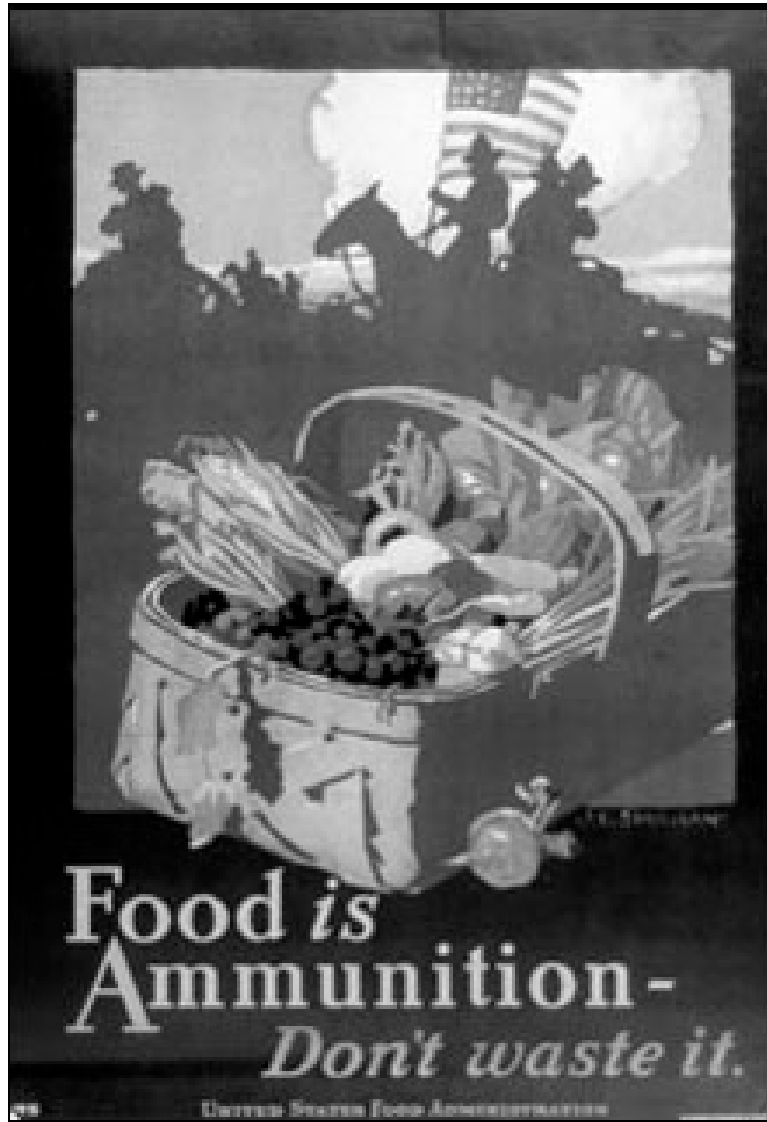
1. One of Iowa;
2. Readings compiled from contemporary writings and quotations;
3. A copy of Cedar County Clerk Records;
4. Images of Hoover's birthplace;
5. Four posters from World War I;
6. Two political cartoons.

Visiting the site

Herbert Hoover National Historic Site, administered by the National Park Service, is open from 9 a.m. to 5 p.m. daily, except January 1, Thanksgiving, and December 25. For more information, write to the Superintendent, Herbert Hoover National Historic Site, P.O. Box 607, West Branch, IA 52358 or visit the park [website](http://www.nps.gov/heho) (<http://www.nps.gov/heho>).



Getting Started



What is the purpose of this poster? When do you think it was used? What event in U.S. history do you think it was associated with?

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Photo Analysis Worksheet

Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, and activities--do you notice?

Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:

What questions do you have about the photograph? How might you find answers to these questions?



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Setting the Stage

Shortly before Herbert Hoover (1874-1964) was inaugurated in 1929 as the 31st president of the United States, he made the following prophetic statement:

My friends have made the American people think me a sort of superman, able to cope successfully with the most difficult and complicated problems....They expect the impossible of me and should there arise conditions with which the political machinery is unable to cope, I will be the one to suffer.¹

Later that year the stock market crashed, plunging the nation into a depression that rocked not only the United States, but the entire world. The political machinery was unable to cope with the Great Depression, and for some years Hoover's reputation suffered. One newspaper called him "President Reject"; a textbook called him "the man with ice water in his veins." In 1932, however, one commentator prophesied, "Hoover will be known as the greatest innocent bystander in history...full of courage and patriotism, undaunted to the last...a brave man fighting valiantly, futilely to the end."

¹ Richard Norton Smith, *An Uncommon Man: The Triumph of Herbert Hoover* (Worland, Wyo.: High Plains Publishing Company, Inc., 1984), 103.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Locating the Site

Map 1: Iowa and Surrounding States



Herbert Hoover's adult life reflected the values he learned during his childhood in West Branch, Iowa, a small farming community on the rolling hills of the prairie. Founded in 1850 by Quakers, the town had a population of 350 by the time Hoover was born in 1874. By 1880 more than 500 people lived in West Branch. Besides his father's blacksmith and farm implement shops, the town had a dentist, a stone mason, a wagon maker, a painter, a photographer, a jeweler, a cabinet maker, a dry goods store operator, an insurance agent, and two cobblers. Most of these businessmen were Quakers like Hoover's parents, and their example shaped his beliefs.

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Map 1

- 1) What natural features helped determine Iowa's boundaries?
- 2) Locate West Branch and describe its location within the state of Iowa.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Determining the Facts

Reading 1: Herbert Hoover's Family Background

Jesse Hoover, with the help of his father, Eli, built a simple two-room cottage in the spring of 1871. The sturdy, cozy little home still stands on its original site at the corner of Downey and Penn streets in West Branch, Iowa. The timbers for this house probably came from Minnesota or Wisconsin because most of Iowa was covered by tall grass prairie. The logs would have been lashed together and rafted down the Mississippi River to a saw mill in Iowa. The finished lumber was then hauled to West Branch by ox cart.

The main room of the cottage served as living room, dining room, and kitchen. To reduce the heat in the house in the summer, the stove was moved to the back porch, which became a "summer kitchen." Jesse and Hulda Hoover's oldest child, Theodore, was nearly three years old when Herbert was born in 1874. Two years later their younger sister May was born. The whole family shared the single bedroom, with the boys sleeping together in a trundle bed pulled out from under their parents' bed.

Jesse Hoover prospered as a blacksmith and sold the cottage and shop in 1879. In May of that year, the Hoover family moved to a larger two-story house about one block south of the cottage, and — as reported in the *Local Record* — the family was "as snug as a bug in a rug." After selling the shop, Jesse Hoover purchased a building on the corner of Main and First streets where he began a farm implement business. Hoover proved to be a good businessman and quickly expanded his inventory to include pumps and wagons, and he also bought a machine to make barbed wire.

Then disaster struck: Jesse Hoover died of pneumonia on December 13, 1880, at the age of 34. Hulda Hoover kept her three children together by taking in sewing and accepting assistance from some of her relatives. She was often called upon to speak at the Quaker Meeting, and it was after returning from such a speaking trip to the nearby town of Springdale that she became ill with typhoid fever, from which she died in February 1884.

After Hulda's death, the Hoover children were separated. May was taken in by Grandmother Minthorn and Theodore went to live with his uncle, Davis Hoover. Herbert lived with his uncle Allan and aunt Millie Hoover on a farm northeast of West Branch.

The Allan Hoover farm was a busy place, as was typical of the time. The family made their own soap, wove their own rugs, sewed their own clothes, canned their own fruits and vegetables, and butchered hogs and cattle for meat. Farm families consumed about 80 percent of the products of their land and exchanged the remaining goods for other essentials and for the interest on the mortgage, which was a constant source of anxiety.

Hulda's estate provided \$1.75 a week to Uncle Allan for Herbert's room and board, but this was reduced in return for Herbert's assistance with the chores. Herbert and his cousin Walter tended the garden and picked fruits and berries for Aunt Millie to can and preserve. Sometimes they earned extra money for special jobs: five cents a hundred to cut thistles, and two cents apiece for cleaning the barns. They even picked potato bugs at one cent a hundred. Herbert used some of his money to buy fish hooks. He used a butcher string for a line and a willow branch for a pole.

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Although the work was hard, the farm provided adequate food, clothing, and shelter for everyone's health and comfort. However, Herbert Hoover's life once again was altered by a death, this time of the son of Dr. Henry John Minthorn, Hoover's uncle in Newberg, Oregon. Uncle Minthorn hoped that Herbert would replace this boy in their family, so he asked him to come to live in Oregon. In those days the railways had emigrant trains to the West. Each car was fitted with bare bunks and a kitchen stove. After some searching, an emigrant family was located that was willing to look after Herbert on the train to Oregon. Herbert was just 11 years old when his aunt Millie packed up some food and clean clothes and sent him off on the train.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Reading 1

- 1) What types of businesses did Hoover's father operate? Why would those businesses have been important in the economy of a town like West Branch?
- 2) What caused the deaths of Jesse and Hulda Hoover? How did their deaths affect the lives of their children? How have advances in health care reduced the dangers of death from those diseases?
- 3) How did young Hoover earn spending money? How does the amount he made compare with what you might earn today doing odd jobs?
- 4) Describe daily life on an Iowa farm in the late 19th century. How did families use their farm products? What types of goods would a family have to buy at a store? What is a mortgage and why was it such a burden?
- 5) How did another death within Hoover's extended family change his life again?



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Determining the Facts

Reading 2: Hoover Remembers His Iowa Childhood: 1874–1884

In spite of his relatively short time in Iowa, Hoover remembered those years with great fondness. "I prefer," he later wrote, "to think of Iowa as I saw it through the eyes of a ten-year-old boy. Those were eyes filled with the wonders of Iowa's streams and wood, of the mystery of growing crops."¹

There also was Cook's Hill, and Hoover described it as a place "where on winters' nights, to satisfy our human craving for speed, we slid down at terrific pace with our tummies tight to home-made sleds."² The Wapsinonoc Creek was dammed to form a swimming hole under the willow trees. In the woods along the Burlington track Hoover trapped rabbits and occasionally felled a pigeon or chicken with bows and arrows. Using willow poles as rods and worms for bait, Hoover fished for sunfish and catfish in the streams.

The Burlington railroad tracks were filled with gravel where boys searched for agate and fossil coral, polishing them on the grind stone. Hoover remembered that "Their fine points came out wonderfully when wet, and you had to lick them with your tongue before each exhibit."³

Hoover went on to recall that "Iowa in those years as in these, was filled with days of school — and who does not remember with a glow some gentle woman who with infinite patience and kindness drilled into us those foundations of all we know today?"⁴ Hoover also regularly attended meetings of the Religious Society of Friends, a group better known as Quakers. Individual Bible reading was part of their concept of education. "Before I left Iowa," Hoover noted, "I had read the Bible in daily stints from cover to cover."⁵ The Quakers strongly supported education and the values of thrift and individual enterprise. They worked hard and could always be counted upon to help others in need.

Although Hoover left Iowa at the age of 11, his adult character owed much to those years. He maintained an interest in the outdoors, and he never forgot the lessons of his early religious training.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Reading 2

- 1) What kinds of amusements did Hoover enjoy as a child? How do these compare with the activities children pursue today?

- 2) What was Hoover's attitude toward school and school teachers when he wrote his memoirs? Do you think you will have the same attitude about school when you are an adult as you do now?

- 3) How do you think Hoover's religious beliefs influenced the values he held as an adult?



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Determining the Facts

Document 1: Cedar County Clerk Records

Springdale Iowa 8/10/02
 Recd of Sammie Tatum guardian of Herbert
 C. Hoover Fourteen ⁰² Dollars (\$14.00)
 in full for clothing purchased & made for said
 H. C. Hoover.
 Items of clothing.
 Allen Hoover

one pair pants	\$1.25
Making of same	.50
Shoes	2.50
arithmetic	.75
mending boots	.50
box of collars	.10
Suit of clothes	6.00
hat	.35
hat for every day	.12
box of collars	.10
hat - for every day	.15
Suspenders	.15
Shirting	.40
Making two shirts	.30
Material for pants	1.27
Making	.50
	<u>\$14.92</u>



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Determining the Facts

Transcript: Cedar County Clerk Records

Springdale Iowa 8 mo.

Recd (received) of Laurie Tatum guardian of Herbert C. Hoover Fourteen .92 Dollars (\$14.92) in full for clothing purchased & made for said H. C. Hoover.

Items of clothing.

[signed] Allen Hoover

one pair pants \$1.23

Making of same .50

Shoes 2.50

Arithmetic .75

mending boots .50

box of collars .10

Suit of Clothes 6.00

hat .35

hat for every day .12

box of collars .10

hat for every day .15

Suspenders .15

Shirting .40

Making two shirts .30

Material for pants 1.27

Makeing .50

[Total] \$14.92

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Document 1

1) What is the purpose of this document?

2) What kinds of costs were paid by Laurie Tatum, the guardian of Herbert Hoover, to Allen Hoover for the care of his nephew? How do those costs compare with prices paid today? Why do you think prices of goods have changed over the years?

3) What items of clothing can you find on the list that are not commonly worn by young people today?



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Determining the Facts

Reading 3: Feeding the Children

World War I (1914-18) brought enormous destruction to European nations. The German army swept through Belgium on its way to France and occupied that nation for the rest of the war. Belgium normally bought most of its food from other nations, and when the war prevented these imports, the population was reduced to near starvation. Surveys taken early in the war showed that some 10 to 12 million children in a total of 18 other nations were also suffering from malnutrition or starvation.

American diplomats and displaced Belgians searched for someone who would lead the Commission for the Relief of Belgium. In 1914, they chose Herbert Hoover, who was living in London at the time and who, during his brilliant career, had become well known as an effective leader and an aggressive negotiator.

Hoover had worked hard to establish his career. After his move to Oregon in 1885, he attended school for a time, but left at age 15 to go to work as a clerk in an office. Although he did not graduate from high school, he continued to read and study on his own. In 1891, he was admitted to the first four-year class at Stanford University in Palo Alto, California, and worked at odd jobs to pay his tuition and room and board. Hoover's first job as a college graduate was pushing a cart in a mine. That did not last long. Within a few years, he became a well-known mining engineer with offices in San Francisco, New York City, Paris, London, and Petrograd, Russia. He was already a millionaire several times over when the war broke out.

He stood to make many more millions from the increased demand brought by the war for ores and metals. When he was asked to head up a relief mission, Hoover took a day to think over the offer, and then accepted, calling it "the greatest job Americans have undertaken in the cause of humanity."¹ He knew he would lose a great deal of money since he would have to neglect his business. He accepted no salary from the commission he set up, and he spent some of his personal fortune in his efforts. To a close friend he asserted, "Let the fortune go to hell."²

Experience proved that if the children received one hot supplemental meal daily in schoolhouses and special canteens, in addition to their families' meager rations, they made a dramatic and quick recovery. Hoover spent all of his waking hours trying to ensure that those supplemental meals would be available to any youngster who would benefit from them. Years later he reflected on his experiences with the relief commission:

Love of children is a biological trait common to all races....It therefore seemed to me that around this devotion there could be built a renaissance of unity and hope among the distracted elders....It was not expensive to rehabilitate an individual child in this way....The cost of each meal to us could be measured by a few cents. A pound of concentrated food, in rich soup, stews, milk, porridge, cocoa, sugar minerals and cod liver oil daily is like water to a wilting plant.³



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Reading 3

- 1) How many European children were underfed and ill during the early years of World War I?

- 2) Why do you think Hoover felt that feeding the children was important to the future of the world?

- 3) What personal sacrifices did Hoover make in accepting the position as head of a relief commission? What aspects of his childhood might have influenced that decision?

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Visual Evidence

Photo 1: Hoover's Birthplace



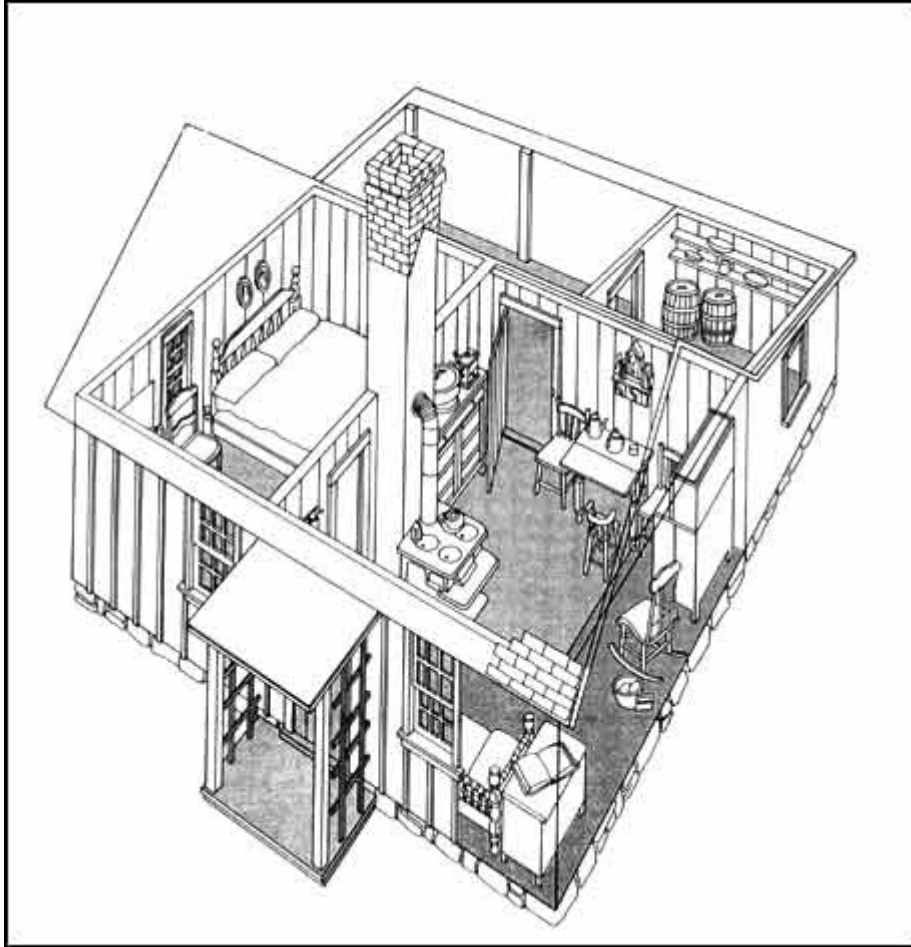
(Herbert Hoover National Historic Site)



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Visual Evidence

Drawing 1: Schematic Drawing of Hoover's Birthplace



(Herbert Hoover National Historic Site)



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Photo 1 and Drawing 1

- 1) One observer described Hoover's birthplace as "modest but pleasant." Do you agree with that description? Why or why not?
- 2) Describe how the Hoover family used the space in their cottage. (You may need to refer to Reading 1).
- 3) Measure out a 14' by 20' space in the classroom or school yard. What do you think it would have been like for a family of five to live in a space this size? How might a family use such a space today?



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Visual Evidence

Photo 2: Downtown West Branch, Iowa, 1908



(Herbert Hoover National Historic Site)

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Photo 2

- 1) What are some of the similarities and differences between this street in West Branch and the street where you live?



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Visual Evidence

Illustration 1: World War I Posters



(Courtesy of Herbert Hoover Library)



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Caption for Illustration 1

Posters like these were found all over the United States and were used to remind people to conserve food so there would be enough for American servicemen. As head of the United States Food Administration during World War I, Hoover encouraged Americans to grow more of their own food and to give up eating certain foods needed by American troops. The slogan "meatless, wheatless, sweetless, heatless" was often repeated.

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Illustration 1

- 1) Do you think the posters are effective? Why or why not?

- 2) Would observing the U. S. Food Administration's slogan be difficult for you today? Why or why not?

- 3) Draw your own poster to try and convince other students to give up a favorite food.

Teaching with Historic Places

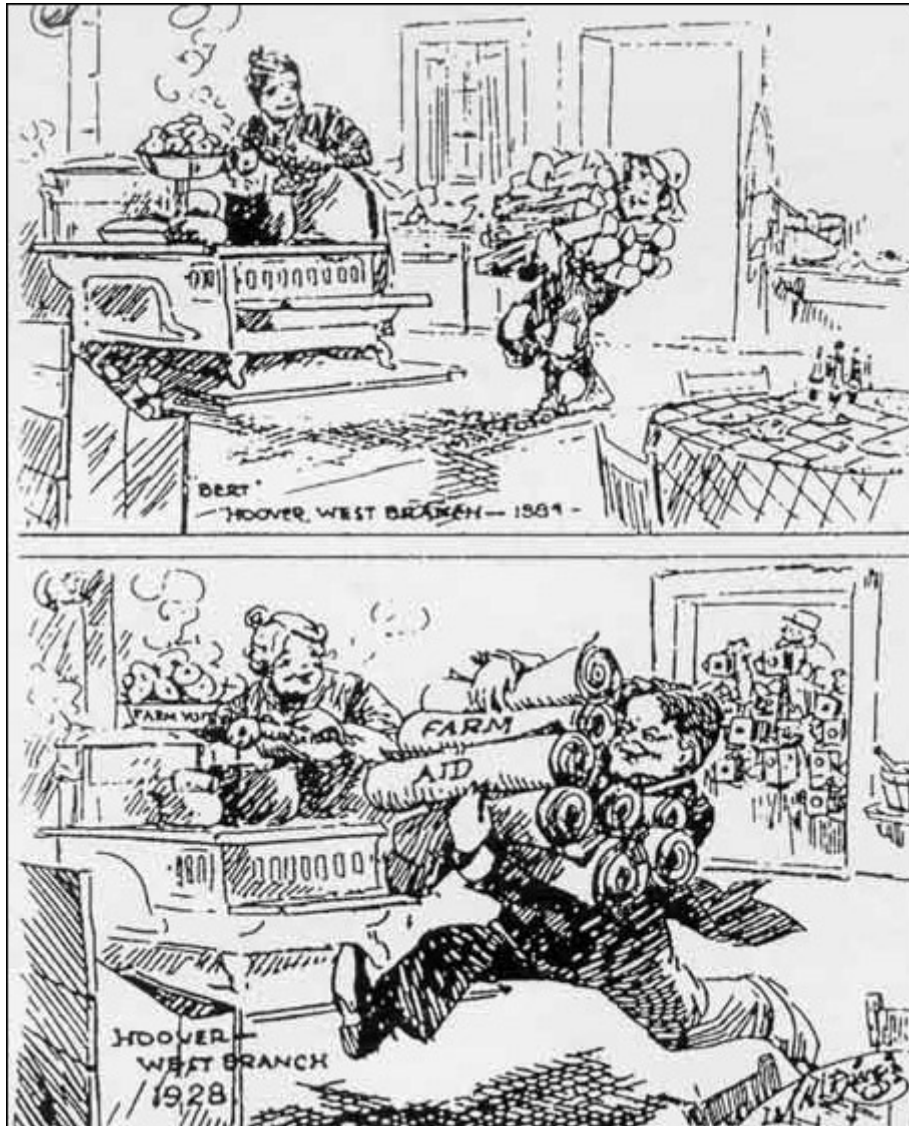
National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Visual Evidence

Cartoon 1a: As the twig is bent — the tree is inclined



(Courtesy of J.N. "Ding" Darling Foundation)



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Visual Evidence

Cartoon 1b : That's all right, Mr. President. We can just shake hands with ourselves



(Courtesy of J.N. "Ding" Darling Foundation)



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Questions for Cartoon 1a and 1b

- 1) In your own words, describe what each cartoon means.

- 2) What additional information is added by the captions?

- 3) What character traits and values is the cartoonist emphasizing?

- 4) What kind of influence do you think cartoons have on how the public perceives political officials, especially the president?

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Putting It All Together

The childhood experiences and the early public career of Herbert Hoover seem to be in sharp contrast to his performance and reputation as president. The following activities will help students to put "both" Herbert Hoovers into perspective.

Activity 1: Recreating a Personal Childhood

Have students look again at the cartoons and think about the caption "As the twig is bent — the tree is inclined." Then discuss with them the idea that each human experience is different from any other. That is, many young boys of Hoover's time probably carried in wood for the kitchen stove, but few of them went on to become public servants as Hoover did. Still, many of those boys did grow up to be thoughtful and caring individuals. Have students reflect on their own first 11 years. Have them then pretend they are 77 years old and writing their own memoirs. Ask them to write three or four descriptive paragraphs similar to those in Reading 2. What amusements did they enjoy as young children? How were these amusements shaped by their surroundings? What role has school, neighborhood, and family played in shaping their values? Have a few volunteers share their memoirs. Emphasize to the class that while we are shaped by our past, we are not bound by it.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Activity 2: Hoover and U.S. History

Have students check three or four different U.S. history textbooks to see how the authors treat Hoover. What kinds of adjectives are used to describe the man and his programs? How do these adjectives square with what they learned in this lesson about Hoover's Iowa childhood and his efforts to save the children of Europe? Have students write a short, balanced biography of Hoover using materials provided in this lesson, in U.S. history books, and in books available in most school and public libraries.

Some useful works include: Suzanne Hilton, *The World of Young Herbert Hoover* (New York: Walker and Company, 1987); Susan Clinton, *Encyclopedia of American Presidents: Herbert Hoover* (Chicago: Children's Press, 1988); Richard Norton Smith, *An Uncommon Man: The Triumph of Herbert Hoover* (Worland, Wyo.: High Plains Publishing Company, Inc., 1984); and Herbert Hoover, *The Memoirs of Herbert Hoover, Years of Adventure, 1874-1920* (London: Hollis and Carter, 1952). When essays are completed, have students discuss and edit them in small groups. If essays are of sufficiently good quality, have the class present them to the school library for use by subsequent classes that will be studying U.S. history.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Activity 3: Citizenship and the Local Community

The lesson mentions that a survey taken early in World War I showed that many millions of children were suffering from malnutrition or starvation. Explain to students that surveys often are used by social scientists to gather information necessary to formulate generalizations. Have students use this technique to gather information on the attitudes a cross section of their local community or neighborhood holds toward the concept of good citizenship. Have them note that Hoover, before the Great Depression, was called a "Great Humanitarian," and considered a good citizen of the world. Have students draw out from the readings the kinds of attitudes and behaviors that led to Hoover's value system.

Next, have students construct a survey that will help them to understand what their community regards as good citizenship and what aspects of the community's history may have led to those values. They might consider using such questions as: What attributes of character do good citizens share? What kinds of activities that benefit the community do good citizens take part in? After the questions have been agreed on by the class, have each student survey three people — teachers, parents, neighbors, local business people. When the surveys are completed, have students work in groups of three to discuss and tally responses. A final tally should then be compiled and presented to the class. Conduct a discussion based on the results of the survey. Finally, ask the class as a whole to develop a definition of good citizenship and list ways in which they could act as good citizens in their own community.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

References and Endnotes

Reading 1

Reading 1 was compiled from Pat Wheeler, *My Roots Are in This Soil* (Eastern National Park and Monuments Association, 1976); and Herbert Hoover, *The Memoirs of Herbert Hoover, Years of Adventure, 1874-1920* (London: Hollis and Carter, 1952).

Reading 2

Reading 2 was compiled from Herbert Hoover, *The Memoirs of Herbert Hoover, Years of Adventure, 1874-1920* (London: Hollis and Carter, 1952).

¹Hoover, 1.

²ibid.

³ibid., 3.

⁴ibid, 5.

⁵ibid., 8.

Reading 3

Reading 3 was compiled from Herbert Hoover, *The Memoirs of Herbert Hoover, Years of Adventure, 1874-1920* (London: Hollis and Carter, 1952); Susan Clinton, *Encyclopedia of American Presidents: Herbert Hoover* (Chicago: Children's Press, 1988); Richard Norton Smith, *An Uncommon Man: The Triumph of Herbert Hoover* (Worland, WY.: High Plains Publishing Company, Inc., 1984).

¹Clinton, 9.

²Smith, 81.

³Hoover, 322.



Herbert Hoover: Iowa Farm Boy and World Humanitarian

Additional Resources

Herbert Hoover: Iowa Farm Boy and World Humanitarian emphasizes the importance that Hoover's upbringing had upon his future humanitarian works. Below are resources for future exploration of Herbert Hoover and his presidency.

Herbert Hoover National Historic Site

The Herbert Hoover National Historic Site is a unit of the National Park Service. Visit the [park's web pages](#) for additional information.

American Presidents Travel Itinerary

The Discover Our Shared Heritage online travel itinerary on [American Presidents](#) provides information about the 31st President of the United States, Herbert Hoover, and on the [Herbert Hoover National Historic Site](#) and [President Herbert and Lou Henry Hoover's Rapidan Camp](#).

Herbert Hoover Presidential Library and Museum

[The Presidential Library and Museum](#) maintains the [Herbert Hoover Papers](#) and includes [resources](#) for educators.

National Archives (NARA)

The Archives has placed on its web site a large number of items about Herbert Hoover and his presidency. To find them, visit the [NARA search engine](#).

The White House

The White House website provides a [biographical sketch](#) of Herbert Hoover and a copy of his Inaugural Address.

West Branch, Iowa

This site looks at the [history](#) of Herbert Hoover's hometown.