

Herbert Hoover

National Park Service
U.S. Department of the Interior

Herbert Hoover National Historic Site
West Branch, Iowa



From Iowa to the World

Curriculum and Activities for Grades 6-8



Revised October 14, 2010

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Herbert Hoover: From Iowa to the World. Herbert Hoover National Historic Site, National Park Service, West Branch, Iowa. Original edition by Patricia Wheeler, 1995. *The Herbert Hoover Story.* Revised and updated by Daniel Stevenson; edited by Adam Prato 2010.

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For the Educator

We hope you will consider a field trip to the Herbert Hoover National Historic Site and the Hoover Presidential Library-Museum. The park and the library-museum provide an opportunity to become familiar with daily life in an Iowa town in the late 1800s and to consider how the values and attitudes learned from this place affected the life, work, and world view of Herbert Hoover.

This curriculum guide will acquaint you with the life of Herbert Hoover, the Herbert Hoover National Historic Site, and the Hoover Presidential Library-Museum. Inside you will find information about Hoover's life and career as well as a variety of classroom activities for your students. If you are able to bring your class to the historic site, the suggested activities will both preview and reinforce ideas presented at the park and the library-museum. If you are unable to bring your class for a visit, you may use these materials as a supplement to your current curriculum.

For more information on field trips to the National Historic Site and the Presidential Library-Museum, please visit <http://www.nps.gov/heho/forteachers/planafieldtrip.htm>. You may schedule your visit by calling the Presidential Library-Museum at (319) 643-5301.

This guide may be reproduced for educational purposes—please copy or print whatever you need and share it with other educators!

If you have questions or are in need of further information, please contact us at:

Herbert Hoover National Historic Site
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<http://www.nps.gov/heho/index.htm>

Curriculum Connections and Objectives

A visit to the Herbert Hoover National Historic Site and the Hoover Presidential Library-Museum fit within the framework of a number of course topics, and align neatly with both the Iowa Core Curriculum for History for grades 6-8 and the Curriculum Standards for Social Studies from the National Council for the Social Studies (NCSS.)

Program Objectives for students

Students will be able to:

1. Relate the events of Herbert Hoover's childhood in West Branch, Iowa, that may have motivated his accomplishments and public works.
2. Understand the daily life of a rural community in the 1870s and 1880s and connect that experience to their own daily lives.
3. Describe and evaluate the activities that led to Hoover's recognition as a good citizen of the world.

Course Connections

Early US History

A visit to the historic structures at Herbert Hoover National Historic Site connects well with US history units relating to the late 1800s. Specific historical themes covered during a tour of the park include the interactions of people with their environment, the influences of the technology of the time and the importance of faith and education for early Iowans.

Modern US History

Classes studying the early 20th century through the Great Depression would also benefit greatly from a visit to the park in concert with the tour of the library-museum. The very real influences on a young Herbert Hoover are explored and can give insight towards understanding Hoover's actions as a humanitarian and public official.

Natural/Life Sciences

Although the countryside would have been planted with row crops when Hoover was a child, the park includes 81 acres of reconstructed prairie that provide a wide variety of curriculum connections. Students studying any type of life science could benefit from this window on to what the prairies of Iowa once were like. Please see the Curriculum Materials page on our website for lesson plans and activities related to the prairie.

Curriculum Connections

NCSS Standards

This curriculum and a visit to the park relate to the following social studies standards amongst others.

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.

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.

Iowa Core Curriculum for History

This curriculum and a visit to the park and the library and museum relate to the following essential concepts and essential skills from the Iowa Core Curriculum for History for grades 6 through 8 among others.

1) Understand historical patterns, periods of time, and the relationships between these elements.

- Identify similarities within and among periods of time.

3) Understand the role of culture and cultural diffusion on the development and maintenance of societies.

- Assess the effect of culture on a society, group, or individual's decisions or actions.

4) Understand the role of individuals and groups within a society as promoters of change or the status quo.

- Analyze the actions of individuals and groups in the development of historical events.
- Identify significant individuals who have impacted history in a positive or negative way and analyze how their contributions impacted world events.

7) Understand the role of innovation on the development and interaction of societies.

- Identify major technological advancements and evaluate their impact on social, political and historical events.

8) Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

- Interpret, analyze, and evaluate historical issues.
- Determine the validity and accuracy of primary sources and secondary sources and evaluate them for bias.

Background Information

The following is provided to give you a brief overview of Herbert Hoover, West Branch, the National Historic Site and the Presidential Library-Museum. Please contact us or visit our website if you have any questions before your visit.

Herbert Hoover

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, Hoover helped to create safer highways and aircraft, promote better health care for children, and standardize commercial products. In this role in 1927, he mustered a fleet of 600 boats and 60 airplanes to rescue 325,000 Americans who were left homeless during a catastrophic Mississippi river flood.

Following World War II, President Truman chose Hoover to help the hungry people of Europe once again. After this, he spent his “retirement” years as an amazingly prolific author, speaker, and government advisor. 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.

West Branch, Iowa

West Branch Iowa was founded in 1851, largely by Quakers coming from Ohio. When Hoover was born here in 1874, the town had around 350 people, and was going through a great period of growth with the recent arrival of a train line and general modernization. Today West Branch is home to roughly 2,300 people, and I-80 has replaced the railroad as the community’s connection to the world.

Herbert Hoover National Historic Site



The cottage in which Herbert Hoover was born, a blacksmith shop, the Quaker Meetinghouse Hoover attended as a youth and the first schoolhouse in West Branch are preserved in the Herbert Hoover National Historic Site. The gravesite of President and Mrs. Hoover and 81 acres of reconstructed prairie are part of the site as well.

An Act of Congress in 1965 established the park as a national historic site managed by the National Park Service. The national historic site's purpose is to preserve the historically significant properties associated with the life of Herbert Hoover as well as to commemorate and interpret his life, career, and accomplishments.

Herbert Hoover Presidential Library-Museum

The Herbert Hoover Presidential Library-Museum was dedicated by Herbert Hoover and Harry Truman on August 10, 1962. The museum tells the story of Mr. Hoover's life and career, while the library preserves the papers of the former President, his family, and those with whom he worked—documents which are made available to researchers and scholars.



Pre-visit Activities

The following activities are provided to teach your students about Hoover's life and experiences, primarily as they relate to his time spent as a child in West Branch, Iowa. This information will help your students be well prepared with ideas and questions for their tour of the Herbert Hoover National Historic site. If you are unable to bring your students to the park, these activities can serve as an introduction to the first President born west of the Mississippi.

Each activity includes questions that can be used either for discussion or as writing prompts. The questions ask students to reflect on what they have read, connect it to their own lives, and predict the effect of what they learn. You can print the activities up as worksheets, have students work in groups, or present this information however you wish.

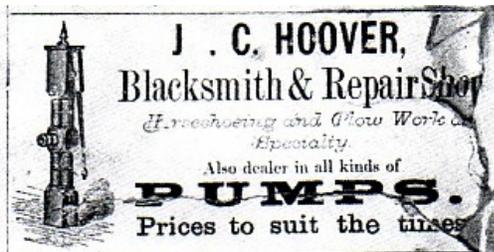
1. **Timeline.** Students will gain perspective on the daily life of Herbert Hoover through looking at inventions and developments from his lifetime. Students are asked to add in their birth year, as well as the years of inventions and developments important to them.
2. **Reading: Herbert Hoover's Family Background.** Students will learn about Hoover's family and daily life during his time in West Branch. The questions accompanying this reading focus on understanding daily life in the late 1800's and connecting those experiences to students' own lives.
3. **Reading: Herbert Hoover Remembers His Childhood.** Students will read about Hoover's remembrances of his time in West Branch. They will consider the impact of his childhood on his later life, as well as connect it to their own lives and experiences.
4. **Schematic of the Birthplace Cottage.** Students will consider a schematic of the small cottage in which Hoover was born and spent his first few years of childhood. Again, they will learn about Hoover's experiences as they make connections to their own lives.

Herbert Hoover's Family Background

Herbert Hoover, the first President born west of the Mississippi, was born in a small two room cottage on August 10, 1874. Herbert's father Jesse and his grandfather Eli Hoover built the cottage in 1871.



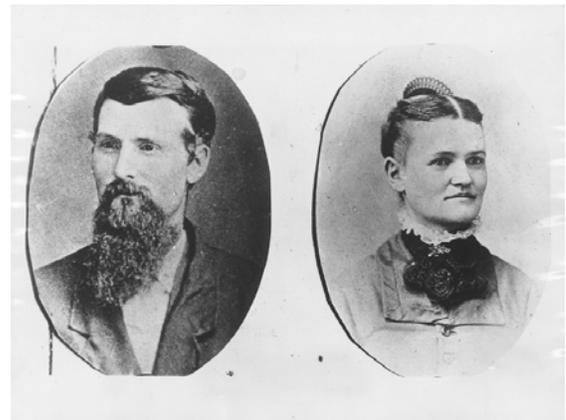
Jesse and Hulda Hoover had three children. Theodore was born in 1871, Herbert in 1874, and Mary in 1876. As young children they were known as "Tad," "Bert," and "May." This family of five made a cozy home out of the two-room cottage at the corner of Penn and Downey streets. The main room of the cottage 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." The whole family shared the single bedroom, with the boys sleeping together in a trundle bed pulled out from under their parents' bed.



As Jesse Hoover prospered as a businessman, he sold the cottage and his blacksmith shop in 1878. In May of the next year, the Hoover family moved to a larger two-story house about one block south of the cottage, and—as reported in the *West Branch 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 opened a farm implement store. Hoover proved to be a good businessman and quickly expanded his inventory to include pumps and wagons. He also bought a machine to make barbed wire.

Then disaster struck: Jesse Hoover died of rheumatism of the heart on December 13, 1880, at the age of 34. Hulda Hoover supported her three children by taking in sewing and by accepting assistance from some of her relatives. Nearby communities often called upon her to speak at Quaker meetings. After returning from one such speaking trip to the nearby town of Springdale Hulda fell ill. She died of typhoid complicated by pneumonia in February of 1884.



After Hulda died, relatives gathered to decide who should care for the children. May Hoover stayed with grandmother Minthorn (Hulda's mother.) Tad went to live with uncle Henry Davis Hoover, where he was expected to earn his keep by helping with farm work. Young Bert was taken in the family of his uncle Allan and aunt Millie Hoover near 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. Sometimes Bert and his cousin 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.

When he was 11, Bert's relatives sent him to Newberg, Oregon to live with Hulda's brother, Dr. Henry John Minthorn, and his family. A local family from West Branch also was headed west, and accompanied Bert as a new chapter of the life of the future president began. Hoover would go on from Oregon to attend Stanford University and eventually would become a successful mining engineer, a humanitarian providing food aid to Belgium during World War I, US Secretary of Commerce, and, of course, President of the United States. Quite a life's journey for a boy born in a two room cottage in West Branch, Iowa!



Herbert Hoover, 11 years old, 1901

Reflect

1. What types of businesses did Hoover's father operate?
2. Why would those businesses have been important in the economy of a town like West Branch?
3. What caused the deaths of Jesse and Hulda Hoover?
4. How did their deaths affect the lives of their children?
5. How did young Hoover earn spending money and how much did he earn?

Connect

1. How does the amount Hoover made compare with what you might earn today doing odd jobs?
2. How does daily farm life in 19th century Iowa differ from your daily life today?

Predict

1. What are some ways you can imagine Hoover's childhood experiences might have affected his later life and achievements?

Hoover Remembers His 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."

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 homemade sleds." 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."



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?"

The values of the Religious Society of Friends (Quakers) played an important role in shaping Herbert Hoover's life. "Before I left Iowa," Hoover noted, "I had read the Bible in daily stints from cover to cover." The desire for education, a solid work ethic, the recognition of the duty to help those in need, and a belief in the equality of all people were fundamental to his character.

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.

Reflect

1. What was Hoover's attitude toward school and school teachers when he wrote his memoirs?
2. What values did Hoover learn from his religious group?

Connect and Predict

3. How did Hoover's childhood activities and attitudes differ from your own?
4. What do you think you will see at the historic site that will reflect Hoover's memories?

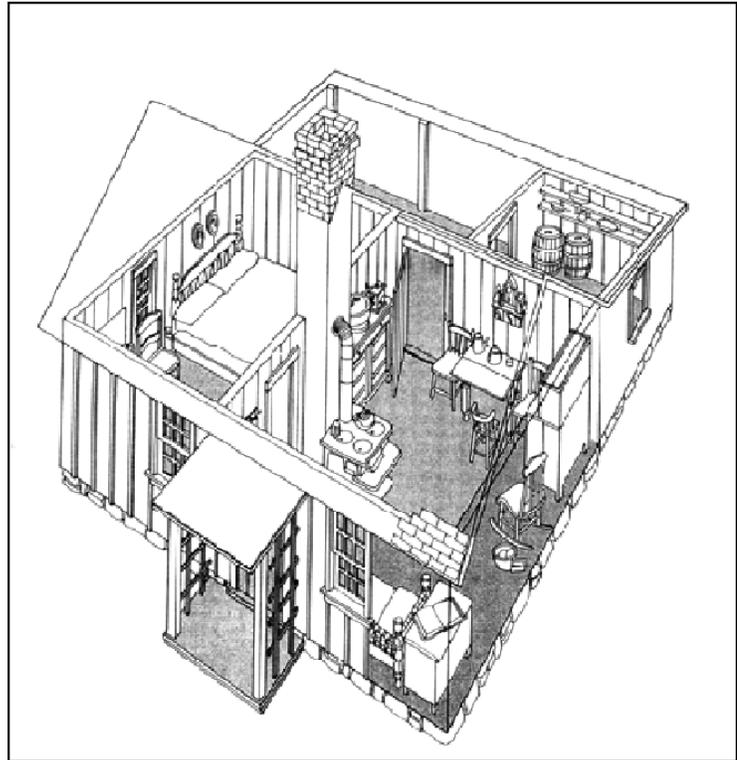
Schematic of the Birthplace Cottage

This schematic shows the interior of the cottage in which Herbert Hoover was born. The furnishings approximate what the Hoover family would have had in their home.

Hoover's father and grandfather built the cottage, which measured 14 ft. x 20 ft. Hoover once said about the cottage: "This house where I was born in is physical evidence of the unbounded opportunity of American life."

Reflect

1. One observer described Hoover's birthplace as "modest but pleasant." Do you agree with that description? Why or why not?
2. Based on what you can see, describe how the Hoover family used the space in their cottage.



Connect and Predict

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?
4. List some questions you have about the house for the park ranger during your visit.

Post-visit Activities

These activities are intended to further your students' learning, after their visit to the Herbert Hoover National Historic Site, through the use of various social studies skills. With a basic introduction to the accomplishments of Herbert Hoover, these could be used even if your class is unable to make a visit to the park.

Each activity includes questions that can be used either for discussion or as writing prompts. You can print the activities as worksheets and have students work in groups.

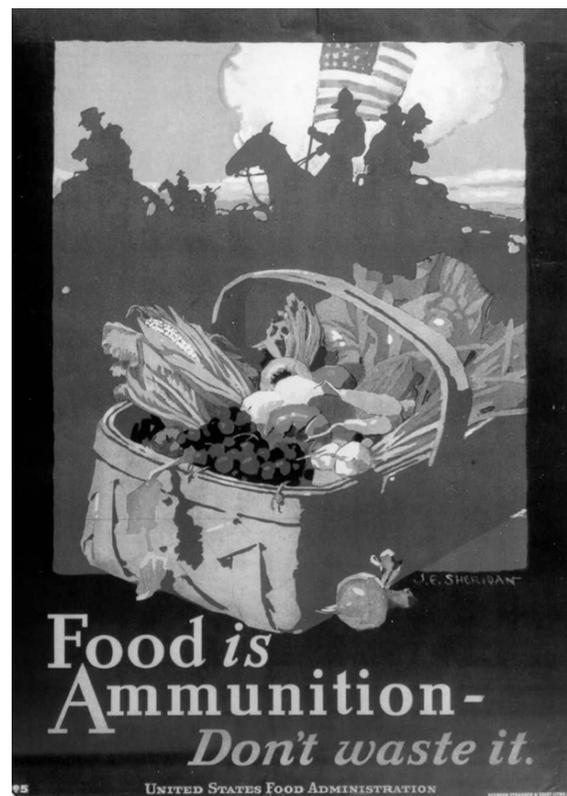
1. **World War I Food Posters.** Students are presented with four World War I food posters and asked to analyze both for content and meaning. A series of prompts and questions ask the student to consider the message of the creator of the posters, as well as the meaning of the symbols used and word choice. Students are asked to consider the effectiveness as the posters as well as to consider how they would produce such an item today.
2. **Political Cartoons about Herbert Hoover.** This section includes two cartoons from the 1920s by Ding Darling, the Pulitzer Prize-winning political cartoonist for the Des Moines *Register*. Students are provided some context for the cartoon and asked to consider the content, meaning, and intent of them.
3. **Portions of the 1880 Census.** Three pages from the 1880 census of West Branch are provided for students' consideration. They are asked to find specific details from the census, as well as to consider larger questions that can be answered using this data. Herbert Hoover's immediate family and some of his relatives are found in the included portion of the census.
4. **Possible Extensions.** This section includes some ideas for projects and activities that tie into what students learn about Herbert Hoover through a field trip to the park and these curriculum materials. Please let us know if you have any additional activity ideas—you can contact us through the park website: www.nps.gov/heho/contact.

World War I Food Posters

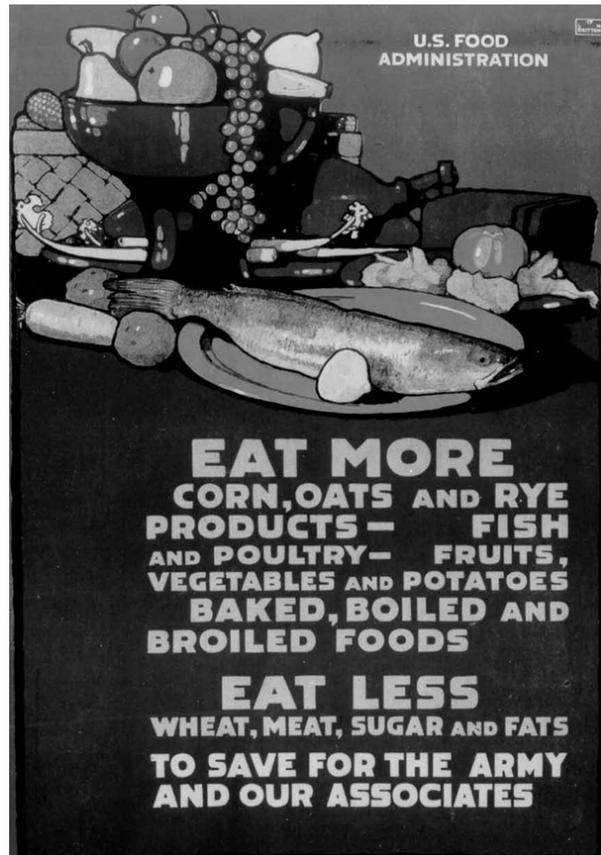
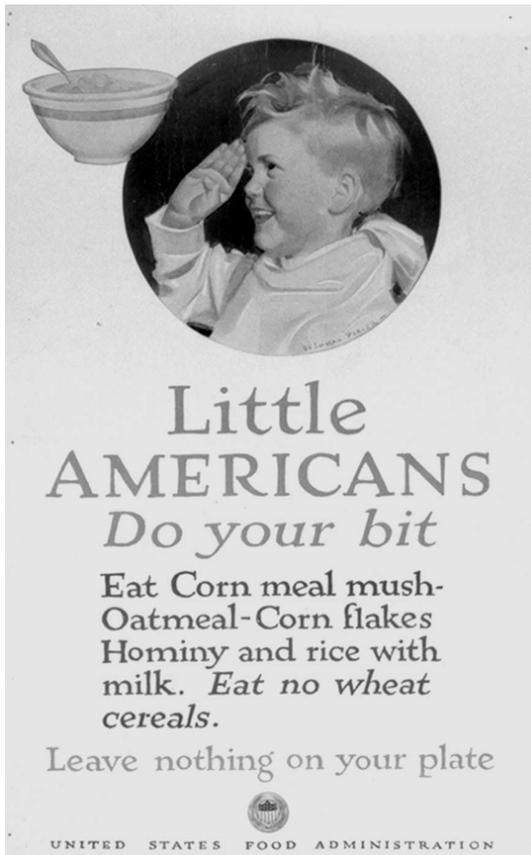
As head of the United States Food Administration during World War I, Hoover used posters like these to remind people to conserve food so there would be enough for American servicemen. He encouraged Americans to grow more of their own food and to give up eating certain foods needed by American troops.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

Consider the images and words on the posters to the right. Think about what message the designer of the poster would have wanted people to get from each one. Focus on the symbolism of the various elements and the possible meanings of the different images. Also, think about the wording and word choices and how they affect the message of the posters.

1. How do you think the images and words in the posters would appeal to people's sense of patriotism?
2. How do these compare to images and words that are used today to appeal to people's patriotism?
3. Do you think that using posters like these two would be effective today? Why or why not?



Look at the two posters and answer the following questions.



1. Who do you think are the intended readers of these posters? What clues show this?
2. Would observing these food rules be hard for you to do? Why or why not?
3. Do you think that using posters like these two would be effective today? Why or why not? How might you include the use of new technologies to get out a message like this?
4. On another sheet of paper, sketch out a modern day version of the posters above. Think about the images and words that you could use to convince people today to make daily sacrifices to support a war effort.

Political Cartoons about Herbert Hoover

While running for President in 1928, Hoover visited his birthplace in West Branch, Iowa. This cartoon by Ding Darling, the famous cartoonist for the Des Moines Register and noted conservationist, sought to show a connection between the boy Hoover and the candidate for president.

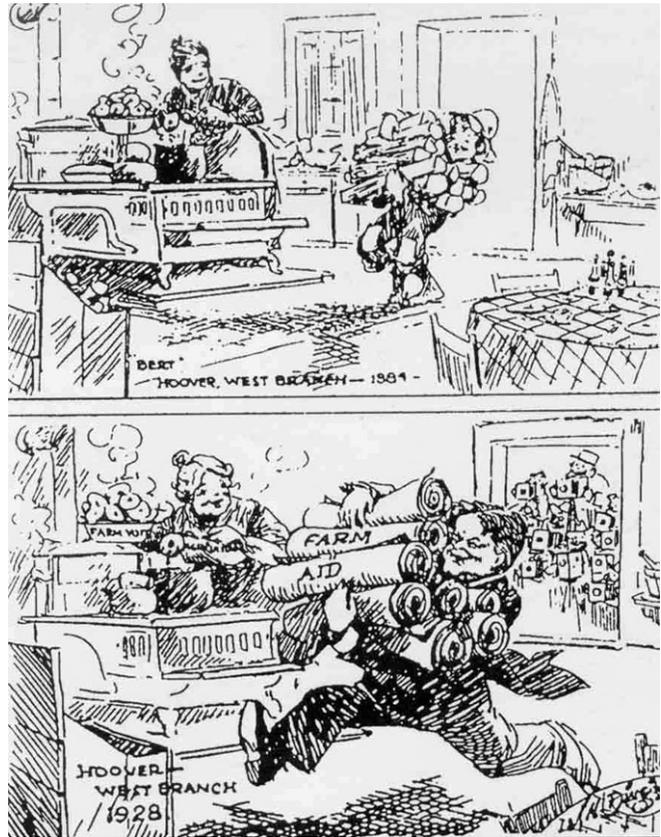
Text from the cartoon:

In the top panel, the words “Bert Hoover, West Branch—1884” can be seen at the bottom of the picture.

In the bottom panel, the woman cooking is labeled “Agriculture,” and behind her is a pot labeled “Farm Vote.” Hoover is carrying a pile of papers labeled “Farm Aid,” and at the bottom of the picture it says “Hoover—West Branch 1928.”

The cartoon’s caption was: “As the twig is bent—the tree is inclined.”

1. In both pictures, Hoover can be seen as helping out—specifically who is he helping in each picture? What is he doing to help them?
2. Considering that Hoover was running for President when this cartoon appeared, what sort of voters does the cartoon suggest that he is trying to appeal to?
3. Do you think that the cartoonist supported Hoover’s bid for the presidency? What evidence is there in the cartoon to support your answer?



This cartoon, also by Hoover's friend Ding Darling, was published when Hoover inaugurated as the 31st President of the United States. Needless to say, Hoover had come a long way from the two room cottage in which he was born!

Text from the cartoon:

Over the boy it says "An orphan at 10." On the boy's scarf is the name "Hoover."

Next to the man is the label "President of the United States at 54."

The cartoon's caption was: "When such things are possible there is nothing very wrong with our country."

1. How does the author portray the difference in Hoover's situation as a boy and as a man of 54? Think of the clothing, objects in the hands, and other differences.



2. How do you think the experiences of the young Herbert Hoover might have affected his actions and beliefs as President of the United States? As well as considering the cartoon, think back to the reading about Hoover's childhood in West Branch.

3. Brainstorm a list of prominent people who have risen from humble beginnings to success in America today. Choose one of these people and draw a cartoon about them similar to the one above.

Portions of the 1880 Census

The United States has taken a census of its population every ten years since 1780. The census offers a window through which we see the lives of people from long ago. When Herbert Hoover was five years old, Peter Thomas visited West Branch as an enumerator for the 1880 census. Thomas visited every house in West Branch and asked questions about all the people who lived there—including about their professions and the places of birth of their mothers and fathers. In total, he reported that the population of West Branch was 502, with 267 females and 225 males and 111 families in all.

Please look over the following three pages from that 1880 census and use them to answer the questions below. You will see that each family or household was assigned a number—Herbert Hoover’s family was listed as Family Number 78. Most of the terms and headings should be self explanatory. One note: “Civil Condition” refers to marital status: W = widowed, M = married, and S = single.

1. List the different jobs of people as reported in the census. Do these types of jobs fit your picture of historical West Branch from your visit to the park? How do they differ from the types of jobs people have in your town?
2. How many people were in Herbert Hoover’s family? How many relatives of Bert’s can you find in these pages?
3. How many of the people listed on these pages were born in Iowa? List where those not born in Iowa were from. What does this suggest about the town of West Branch (and the State of Iowa)?
4. Based on the information in these pages from the census, can you figure out the names of some kids Bert might have played with?
5. What are some other ways you can imagine historians using census information?
6. Complete a census of your class! Make a list of things you’d like to know, and ask all of your classmates.

Family number in order of visitation	Name of Persons in Place of Abode on June 1. 1880.	Color	Sex	Age at Last Birthday	Relationship to head of Household	Civil Condition	Profession	Place of Birth	Place of Birth of Father	Place of Birth of Mother
	Townsend, Walter	W	M	15	Son	S	Working on Farm	Iowa	Ohio	Ohio
	Townsend, Oliver	W	M	12	Son	S	Working on Farm	Iowa	Ohio	Ohio
24	Pinkham, James	W	M	45		M	Secretary of State Temperance Society	Me.	Me.	Me.
	Pinkham, Mary	W	F	48	Wife	M	Keeping House	Va.	Va.	Va.
	Pinkham, Sarah F.	W	F	9	Daughter	S		Iowa	Me.	Va.
25	Beeson, Richard	W	M	62		M		Ohio		
	Beeson, Rebecca	W	F	61	Wife	M	Keeping House	Ohio		
	Bundy, Rachel P.	W	F	56		W	Keeping House	Ohio	Va.	Va.
	Bundy, Rachel E.	W	F	20	Daughter	S	At Home	Ohio	Ohio	Ohio
26	Hoover, Allen	W	M	35		M	Farmer	Ohio	Ohio	Ohio
	Hoover, Amelia	W	F	33	Wife	M	Keeping House	Ind.	Ohio	Ohio
	Hoover, Alice	W	F	9	Daughter	S		Iowa	Ohio	Ohio
	Hoover, Walter	W	M	5	Son	S		Iowa	Ohio	Ohio
27	Keeler, Daniel	W	M	38		M	Farmer	N.Y.		
	Keeler, Louisa	W	F	38	Wife	M	Keeping House	Ohio	Ohio	Eng.
	Keeler, Grace	W	F	9	Step-Daughter	S		Ill.		
	Keeler, John	W	M	70	Father	W		Ohio	Ohio	Eng.

Family number in order of visitation	Name of Persons in Place of Abode on June 1, 1880.	Color	Sex	Age at Last Birthday	Relationship to head of Household	Civil Condition	Profession	Place of Birth	Place of Birth of Father	Place of Birth of Mother
	Douglass, Sylvester	W	M	21	Son	S	Clerk in Agricultural Store	Iowa	Pa.	Ohio
	Douglass, Eddie	W	M	16	Son	S	Farm Hand	Iowa	Pa.	Ohio
	Douglass, Mary E.	W	F	13	Daughter	S	At Home	Iowa	Pa.	Ohio
	Douglass, Maude	W	F	2	Daughter	S		Iowa	Pa.	Ohio
67	Rummells, John	W	M	40		M	Butcher	Pa.	X	Pa.
	Rummells, Amanda	W	F	50	Wife	M	Keeping House	Pa.	Pa.	Pa.
	Rummells, Sarah	W	F	20	Daughter	S	At Home			
	Rummells, Susannah	W	F	16	Daughter	S	At Home			
	Rummells, John	W	M	15	Son	S	Working on Farm			
	Rummells, Lydia	W	F	13	Daughter	S				
	Rummells, Josiah	W	M	9	Son	S				
68	Swafford, Louis	W	M	27		S	Merchant	Iowa	Pa.	Ohio
	Cook, Ellis	W	M	89		M		Pa.	Pa.	Pa.
	Cook, Betsey	W	F	72	Wife	M	Keeping House	N.H.	N.H.	N.H.
69	Hoover, Eli	W	M	59		M	Laborer	Ohio	N.C.	Ky.
	Hoover, Hannah	W	F	48	Wife	M	Keeping House	Ire-land	Ire-land	Ire-land
	Hoover, Mary J.	W	F	18	Daughter	S	At Home	Iowa	Ohio	Ire-land

Family number in order of visitation	Name of Persons in Place of Abode on June 1. 1880.	Color	Sex	Age at Last Birthday	Relationship to head of Household	Civil Condition	Profession	Place of Birth	Place of Birth of Father	Place of Birth of Mother
	Collins, Eli	W	M	24	Son	S	Farmhand	Iowa	N.J.	N.J.
	Collins, Frances	W	F	9	Grand-daughter	S		Iowa	Ohio	Iowa
78	Hoover, Jesse	W	M	33		M	Agricultural Implement Dealer	Ohio	Ohio	Ohio
	Hoover, Hulda	W	F	32	Wife	M	House Keeper	Canada	Canada	Canada
	Hoover, Theodore	W	M	9	Son	S	At School	Iowa	Ohio	Canada
	Hoover, Herbert	W	M	5	Son	S	At School	Iowa	Ohio	Canada
	Hoover, Mary	W	F	3	Daughter	S		Iowa	Ohio	Canada
79	Smith, Peter	W	M	44		M	Carpenter	Mass.	R.I.	R.I.
	Smith, Mary	W	F	36	Wife	M	Keeping House	Ohio	Ohio	Ohio
	Smith, Clara	W	F	18	Daughter	S	At Home	Ohio	Mass.	Ohio
	Smith, Ella	W	F	15	Daughter	S	At Home	Iowa	Mass.	Ohio
	Smith, Etta	W	F	10	Daughter	S	At Home	Iowa	Mass.	Ohio
	Smith, Eddie	W	M	8	Son	S		Iowa	Mass.	Ohio
	Smith, William	W	M	5	Son	S		Iowa	Mass.	Ohio
80	Coombs, Joseph	W	M	58		M	Carpenter	Me.		
	Coombs, Lucy	W	F	40	Wife	M	Keeping House	Me.	Me.	Me.
	Coombs, George	W	M	15	Son	S	Carpenter	Me.	Me.	Me.

Possible Extensions

The life and achievements of Herbert Hoover, a visit to the Herbert Hoover National Historic Site and the Hoover Presidential Library-Museum, and this curriculum guide provide many themes that lend themselves to many possible activities. Below are a number of activities we recommend, and we would love to hear any others you might think of—please contact us at www.nps.gov/heho with any ideas!

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 the reading "Hoover Remembers His Childhood: 1874-1884." 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.

Hoover and US History

Herbert Hoover is a President who has been portrayed in many different ways both in his lifetime and after it. Have students research several different sources for information about Hoover—textbooks, reference books, or trusted internet sources. While they look at the different sources, have them chart different terms that are used to describe Hoover and his presidency.

Have them write a short reflection on what they find. What differences are there from source to source? How might they account for differences? How do the accounts they find of Hoover and his presidency differ from what they learned at the park and the library-museum? You also could have them write their own biography of Hoover integrating the various sources about him. One additional writing idea would be to have them write an essay explaining how Hoover represents or fits into the period they are studying in US history.

Community Service Projects

Community and public service were very important for Herbert Hoover—indeed he was known as the “Great Humanitarian.” He worked throughout his lifetime to help many people, particularly children. Have your students brainstorm needs in their community and ways that they can address these. You can then work on these as a class, or encourage students to volunteer on their own.

Visit www.volunteer.gov/gov for volunteer opportunities available through a variety of federal agencies.

Teacher to Ranger to Teacher

Teacher-Ranger Daniel Stevenson updated this curriculum guide as part of the National Park Service's Teacher to Ranger to Teacher (TRT) program. Mr. Stevenson teaches 8th grade U.S. history in West Liberty, Iowa. Through an agreement with a public school district, a teacher may be detailed to work as a park ranger for up to eight weeks in the summer. The Teacher-Ranger performs the duties of a park ranger-interpreter, reviews educational programming, and develops lesson plans and activities for use in the park and in the classroom. The Teacher-Ranger makes presentations or teaches lessons as a park ranger during National Park Week of the following school year.



For more information about TRT at Herbert Hoover National Historic Site or other National Parks, visit www.nps.gov/learn/trt.