



NSDAR Educational Resources Committee

"The Countess Who Helped Create Boulder City, Nevada" A Local/State/Women's History Unit (Day One) Lesson Plan

Contributor: Dr. Kay Moore

Grade Level: Fourth Grade

1. Identify the standards to be addressed:

SS.4.1. Generate compelling questions to explore the history of Nevada. SS.4.29. Investigate the role of Nevada's economy in relation to the national economy.

2. Statement of the objective and lesson outcomes:

After listening to and discussing parts of the book, *What Was the Great Depression?* by Janet B. Pascal, students in pairs will research a photo of life in Nevada during the 1930s and provide a caption for each that accurately expresses whether this is the same condition as other parts of the U.S. at that time or different.

3. Materials, resources, and technology to be used by teacher/students:

Book, *What Was the Great Depression?* by Janet B. Pascal (Chapters 1; 3); Enough computer/printer access for pairs of students; Cards with key words for student research about Nevada (e.g. images family life 1930s Nevada; images occupations 1930s Nevada; images houses 1930s Nevada); Bulletin board with title, "Nevada during the Great Depression." If desired for content support, *The Great Depression for Kids: Hardship and Hope in 1930s America, with 21 Activities* (For Kids series) Paperback – July 1, 2015, by Cheryl Mullenbach or other books about the Depression (see list below). There are also short videos online showing children in the 1930s.

4. Introduction of the topic:

Using a timeline, show students how long ago was 1930-1940 from current year. Working in pairs, students will generate 3 questions they wonder about what life was like for children at that time. Read book passages. Class discusses questions/answers about life in the U.S. during the Great Depression.

5. Procedure for instruction:

With pair partner, students will research to see if life in Nevada followed the same pattern as the rest of the country. Using a search engine, give students via cards, different aspects of life to investigate. Students should print out their photo and write their caption on it.

6. Lesson closure:

Students share the photos they found and class votes on whether they agree or disagree that photo shows the same or different as what the rest of the country is experiencing. Photos are displayed on a bulletin board titled, "Nevada during the Great Depression."

7. Assessment of student understanding:

Each pair of students should have three questions prepared for video viewing. They should also find a photo appropriate to the topic provided about Nevada and write a correct caption using same or different accurately.

Supporting Booklist

- Burgan, Michael.(2011). *The Great Depression: An Interactive History Adventure* (You Choose: Historical Eras). Capstone Press.
- Freedman, Russell. (2010). *Children of the Great Depression*. HMH Books for Young Readers.
- Garland, Sherry. (2018). *Voices of the Dust Bowl* (Voices of History). Pelican Publishing.
- Kidcaps. (2012). *The Great Depression: A History Just For Kids*. CreateSpace Independent Publishing Platform.
- Lassieur, Allison. (2016). *The Dust Bowl: An Interactive History Adventure* (You Choose: History). Capstone Press.
- Lied, Kate. *Potato: A Tale from the Great Depression*. National Geographic Children's Books.
- Mackall, Dandi Daley. (2007). *Rudy Rides the Rails: A Depression Era Story* (Tales of Young Americans). Sleeping Bear Press.
- Marrin, Albert. (2012). *Years of Dust: The Story of the Dust Bowl*. Puffin Books.
- Mullenbach, Cheryl. (2015). *The Great Depression for Kids: Hardship and Hope in 1930s America, with 21 Activities*. Chicago Review Press.
- Pascal, Janet B. (2015). *What Was the Great Depression?* Penguin Workshop.
- Smith, Robert W. (2006). *Spotlight on America: The Great Depression*. Teacher Created Resources.
- Stanley, Jerry. (1993). *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*. Crown Publishers.
- Turner, Ann. (1997). *Dust for Dinner* (I Can Read Book - Level 3). (Ill. Robert Barrett). HarperCollins.
- Winter, Jonah. (2011). *Born and Bred in the Great Depression*. Schwartz & Wade.



NSDAR Educational Resources Committee
"The Countess Who Helped Create Boulder City, Nevada"
A Local/State/Women's History Unit (Day Two)
Lesson Plan

Contributor: Dr. Kay Moore

Grade Level: Fourth Grade

1. Identify the standards to be addressed:

SS.4.13. Analyze the diverse population of Nevada's Native Americans and settlers of this state and discuss their unique experiences and contributions. SS.4.4. Analyze the sourcing and context of sources through corroboration and close reading. SS.4.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.

2. Statement of the objective and lesson outcomes:

After reviewing information about dam construction and listening to the biography of Ida Browder, students will work with a partner to list 10 ways she supported the men who built the dam as well as improving and expanding their physical home of Boulder City.

3. Materials, resources, and technology to be used by teacher/students:

Color Photos of Hoover Dam; Video: "The History of the Hoover Dam" by Liberty Treehouse (You Tube, app.5 min); Included Biography: The Countess Who Helped Create Boulder City, Nevada (copy for each student)

4. Introduction of the topic:

Show a photo of Hoover Dam and ask what importance this had to the local Nevada community? Southwest U.S.? Show video.

5. Procedure for instruction:

With a show of hands, have students vote whether they think women were involved in the construction of Hoover Dam. Have students listen while biography sheet is read aloud by teacher. As they hear a way Ida helped the workers, students should underline that phrase/sentence. Working with a partner, students should be able to create a list of 10 ways that Ida supported the dam workers and the construction of Boulder City. Have each group share orally one thing she did until all of her contributions have been noted.

6. Lesson closure:

Have students vote again about the role of women in the construction of Hoover Dam. All should now vote that women also had an integral role in the overall construction of the dam. Ask if there are other things about Ida they would like to know and how could they find out.

7. Assessment of student understanding:

Each pair of students should have 10 ways that Ida helped the dam workers and realize her efforts helped the dam project as a whole. All should now vote that women were also an integral part of the project.

Biography Sheet for Ida Browder

(There are photos of Ida Browder online. Use a search engine to locate and show students. Not included to avoid copyright issues.)

Ida Mathilde Pauline Stoof Kloos Browder Hancock Mountford (1889-1961)

The Countess of Boulder City

Ida Mathilde Pauline Stoof was born into a royal family in 1889 in Austria-Hungary and emigrated to the U.S. in 1909 with her first husband, Wilhelm Kloos. Ida was college-educated, could speak five languages including English and had a passion for opera. She and Wilhelm separated, but divorce took a while to achieve.

On January 18, 1924, Ida married Marbus Dean Browder in Ogden, Utah. She became a naturalized U.S. citizen in 1928. Unfortunately, Marbus died in 1930. Now Ida needed a way to provide for their two children, Marbus Richard (age 13) and Ida Katherine (age 8).

From 1929-1939, the U.S. experienced the Great Depression. Many people did not have jobs so news of the construction of Boulder Dam (later called Hoover Dam) motivated some to head to Nevada. Ida agreed, figuring it might provide her with a means of support.

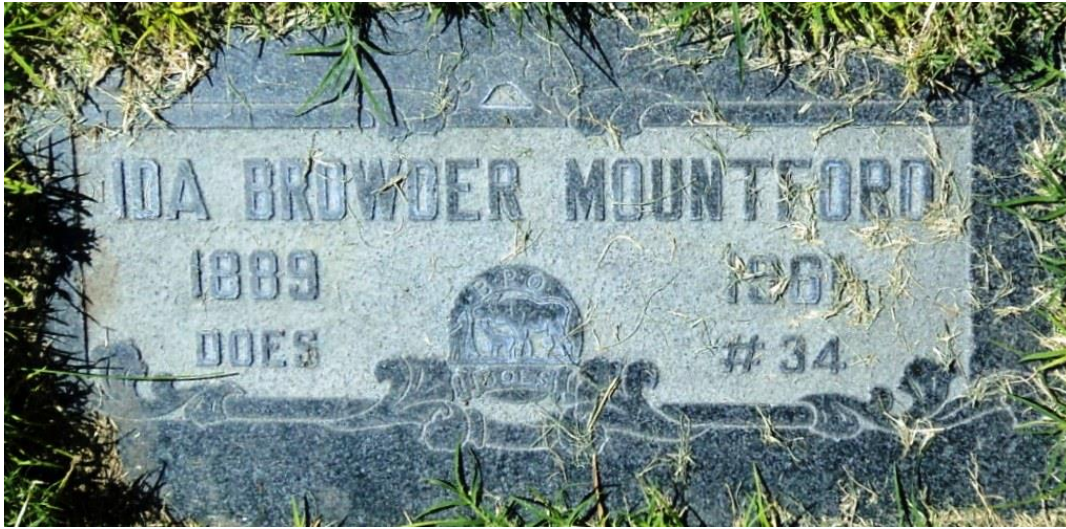
The federal government controlled the area around the construction site. Ida received permission to build a diner in Boulder City, the first commercial establishment in the newly created town. Since the government had not considered that women would come to the dam construction site, this was quite an honor. During construction of the diner, the family lived in an army tent behind the building. Browder's Lunch, at 552 Nevada Way, opened in December 1931. At peak building times on the dam, it stayed open 24 hours a day. The café also expanded into 554 and 558 Nevada Way. Food was always affordable at Ida's restaurant. The "Regular Dinner" cost 50 cents.

Ida quickly became an integral part of the new city. She held the organizational meetings for the Chamber of Commerce, American Legion Auxiliary and Veterans of Foreign Wars post (to honor her husband, Marbus Browder, and others who fought in World War I). Until a formal bank was created, she operated an informal savings bank for the dam workers. Working with Dr. Elwood Mead of the Bureau of Reclamation and city manager Sims Ely, they persuaded the Library of Congress to donate 3,000 books which became the first library in Boulder City. It was named the Marbus Browder Memorial Library for her son who died of spinal meningitis in 1932. The Boulder City School District was created on August 28, 1933, by the Clark County Commissioners. Ida was the first woman elected to the local school board.

Ida stayed in Boulder City, marrying Thomas Robert Hancock who died in 1952 and then Leonard Arthur Mountford in 1954. He died in 1960 so Ida outlived all four of her husbands as Kloos died in 1954 in Riverside, California.

Ida died in 1961 and is buried in the Boulder City Cemetery (501 Adams Blvd.) as Ida Browder Mountford. Her grave is marked with the symbol of the Benevolent, Patriotic Order of DOES (the women's group)

associated with the Benevolent and Protective Order of Elks). Her restaurant is still known as the Browder building and is included in the Boulder City Historic District which was placed on the National Register of Historic Places in 1983.



References

- Dickerson, Donald. (October 1, 2017). *Boulder City Correspondence*. Nevada Travel Network, Found at <http://nevadagram.com/boulder-city-correspondence-october-2017/>
- Ferrence, Cheryl. (2008). *Around Boulder City*. Arcadia Publishing. (photos on p. 16-17)
- Goodyear, Celia Shortt. (July 5, 2017). Preservation preferred: Committee asks owner to sell historic Browder building. *Boulder City Review*. As found <https://bouldercityreview.com/news/preservation-preferred-committee-asks-owner-to-sell-historic-browder-building/>
- Papa, Paul W. (2017). *Boulder City: The Town that Built the Hoover Dam*. Arcadia Publishing.
- Patterson, J. (July 26, 2017). Browders' tale shows resilience of city, its residents. Special to *Boulder City Review*.
- Shoaff, Roseanne. (April, 2009). Boulder City History: Glass Ceilings. *Boulder City Magazine*. Found at http://www.bouldercitymagazine.com/past_issues/2009/2009_apr/history.html.



NSDAR Educational Resources Committee

“The Countess Who Helped Create Boulder City, Nevada” A Local/State/Women's History Unit (Day Three)

Lesson Plan

Contributor: Dr. Kay Moore

Grade Level: Fourth Grade

1. Identify the standards to be addressed:

SS.4.12. Analyze how Nevada’s population and culture have changed over time. SS.4.30 Explain the benefits of saving and methods of saving, including but not limited to: financial institutions and saving at home.

2. Statement of the objective and lesson outcomes:

After watching a video about making a food of the 1930s, students will accurately calculate costs of items Ida Browder used in her cooking, trying to be frugal and save money as well as compare those prices to food costs today.

3. Materials, resources, and technology to be used by teacher/students:

Great Depression Cooking - The Poorman's Meal (You Tube video: <https://www.youtube.com/watch?v=3OPQgH3YIHA>; approx. 7 minutes); Price List from 1930s (included); Grocery store ads (enough for each child); Box Lime Jell-o, Can of Hawaiian Punch

4. Introduction of the topic:

Have a few students share a new food they just found they liked. Discuss other new foods that have come on the market (such as almond milk; coffee-flavored candy). Show a box of lime Jell-o and a can of Hawaiian Punch, asking students when they thought these products were invented. (Lime Jell-o: 1930; Hawaiian Punch: 1934). Discuss why some products cost more than others (i.e., availability of ingredients, quality of ingredients, packaging, advertising, etc.).

5. Procedure for instruction:

Ida Browder needs help in ordering food for her diner. She is trying to cut costs so she can save money to buy her daughter a birthday gift. She has a maximum \$25 budget to spend. Working with a partner, students will calculate the cost of Ida’s food order using 1930s prices and then compare the same items to modern costs using food ads from local grocery stores. Online ads may be used, if needed. They will determine if Ida has saved enough money to buy her daughter’s gift and how much more the same items would cost if purchased today.

6. Lesson closure:

Students should arrive at the following:

Butter: 22 lbs.	\$6.16	
Ritz crackers: 15 boxes	\$2.85	
Eggs: 18 dozen	\$5.22	
Flour: 1470 lbs.	\$4.74	
Bread: 30 loaves	\$1.50	
Milk: 5 gallons	\$2.00	Total: \$22.47
		Saved: \$2.53

Prices today will vary. Have students reflect again on why costs have increased.

7. **Assessment of student understanding:**

Students should recognize that food prices have changed over time and that different factors affect costs. They should be able to determine that Ida was able to save money from her budget.

Price Sheet

	1930s Price	Today - Store used: _____
Loaf of sliced white bread (20 oz)	5 cents	_____
Butter (1 lb.)	28 cents	_____
Dozen eggs	29 cents	_____
Milk (1 quart)	10 cents	_____
Potatoes (per lb.)	1 cent	_____
Sugar (per lb.)	5 cents	_____
Flour, Gold Medal (24.5 lb bag)	79 cents	_____
Ritz crackers (1934) (box)	19 cents	_____
Spam (1937) (can)	10 cents	_____
Hostess Twinkies (1930) (2 pack)	5 cents	_____
Kraft Miracle Whip (1933) (Small jar)	10 cents	_____
Nabisco Vanilla Wafers (pkg of cookies)	10 cents	_____

Ida's Grocery List Cost

Beginning Budget: \$25

- Butter: 22 lbs. _____
- Ritz crackers: 15 boxes _____
- Eggs: 18 dozen _____
- Flour: 1470 lbs. _____
- Bread: 30 loaves _____

Milk: 5 gallons _____ Total Cost: _____

Money saved? _____



NSDAR Educational Resources Committee
“The Countess Who Helped Create Boulder City, Nevada”
A Local/State/Women's History Unit (Day Four)
Lesson Plan

Contributor: Dr. Kay Moore

Grade Level: Fourth Grade

1. Identify the standards to be addressed:

SS.4.4. Analyze the sourcing and context of sources through corroboration and close reading; SS.4.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.

2. Statement of the objective and lesson outcomes:

After discussing advertising techniques, students will design a billboard ad for Browder Café incorporating at least one discussed advertising technique and be able to identify advertising techniques used in billboards created by other students.

3. Materials, resources, and technology to be used by teacher/students:

Let's Think About the Power of Advertising by Elizabeth Raum (Heinemann, 2014); Newspaper ad for Browder Café (see below); Overview of Some Persuasive Techniques (included); Ads (Magazine, Newspaper, Online) that are examples of these techniques; Drawing paper and supplies

4. Introduction of the topic:

After the dam was completed in 1936, Boulder City no longer had a big project to provide work for people. Businesses had to advertise to bring in tourists. Ida used newspaper ads (see below). Ask students to discuss with a partner, if they thought this was effective to draw people into her diner and to explain their reasoning when called on in a class discussion.

5. Procedure for instruction:

Share the book *Let's Think About the Power of Advertising*. Discuss the worksheet, “Overview of Some Ways Ads Persuade You” (included). Students will design an advertising billboard for the Browder Lunch using at least one of the discussed advertising techniques.

6. Lesson closure:

Each student presents a billboard to the class. Another student identifies the advertising technique used and explains what evidence was evaluated to reach that conclusion.

7. Assessment of student understanding:

Students should be able to correctly use one of the discussed advertising techniques in their billboard and identify the correct advertising technique used in the billboards of the other students.

Ad for Ida Browder's diner

Its glittering newness affords the ideal headquarters for visitors to Boulder Dam Recreational Area — the untraveled scenic vacation-land of the great southwest.

The tips of San Francisco peaks near Flagstaff are said to reach 12,000 feet above sea level.

great monument to man's ingenuity and the march of civilization.

The Dam is 227 feet high, 45 feet wide at the top and 600 feet wide at the base. U. S. Highway 89 is carried by Boulder Dam from Arizona to Nevada. The view from the top of Boulder Dam is astounding and breath-taking.

BOULDER CITY, NEV

When Visiting Boulder Dam Eat at
BROWDER CAFE
 MRS. IDA M. BROWDER HANCOCK

NEVADA JEWELRY CO.
 WATCHES — DIAMONDS — SOUVENIRS
 I. S. STARTIN BOULDER CITY

CENTRAL SERVICE

Overview of Some Ways Ads Persuade You

Persuasive Technique	How It Works	Why Does It Work
Testimonial/Famous Spokesperson	A well-known person promotes the item	People want to be like the celebrity so they buy the product
Bandwagon	Pushes you to want to do something because “everybody else” is doing it	People want to be liked and fit in so they buy the product
Plain Folks	Shows ordinary people using the product	People feel they will like the product because others like them are shown enjoying it
Humor	Tells little about the qualities of the product, but is funny	People remember they were amused by the ad so buy the product due to this enjoyment



NSDAR Educational Resources Committee

“The Countess Who Helped Create Boulder City, Nevada”

A Local/State/Women's History Unit (Day Five)

Lesson Plan

Contributor: Dr. Kay Moore

Grade Level: Fourth Grade

1. Identify the standards to be addressed:

SS.4.9. List and discuss group or individual action to help address local or regional problems; SS.4.10. Use deliberative and democratic procedures to take action about an issue.

2. Statement of the objective and lesson outcomes:

After discussion about the effect of the road bypass on businesses in Boulder City today, students will discuss in small groups and then as a class, actions that could be taken to draw in tourists and new residents and vote which to suggest in a class-constructed business letter to the City Council.

3. Materials, resources, and technology to be used by teacher/students:

1) Boulder City residents adapting as new I-11 bypass opens, Las Vegas Review-Journal, August 4, 2018. As found at: <https://www.reviewjournal.com/business/tourism/boulder-city-residents-adapting-as-new-i-11-bypass-opens/>

2) Photo of Browder building in 2018:

https://www.google.com/search?q=Ida+Browder+building+Boulder+City+NV&client=firefox-b-1&source=lnms&tbm=isch&sa=X&ved=0ahUKewi368merP_eAhVGHTQIHfxTD1sQ_AUIECgD&biw=1525&bih=709#imgsrc=if4L6pEBsP2i6M:

3) Sample Business Letter:

https://claudiadalessioskare.weebly.com/uploads/2/2/3/1/22310422/business_letter_sample.pdf

4. Introduction of the topic:

Review why Ida Browder had to advertise to bring customers into her café after the dam was completed in 1936. Share modern bypass newspaper story. Students should see a parallel between post-dam construction days and Boulder City in 2018 when the road bypass opened as both resulted in less people traveling through the city. Show photo of Ida's building in 2018 and discuss why it is important to save the building.

5. Procedure for instruction:

Have students get in groups of three. One student should be designated the recorder for each group. Students brainstorm at least three activities that would draw tourists or new residents to Boulder City. Discuss these as a class and then vote on the idea the class feels would be the most effective. Construct as a class, a business letter to the City Council of Boulder City stating this idea and the rationale for its selection.

6. Lesson closure:

Have one student prepare the class letter for mailing. Send the letter and share any response it generates. If possible, ask a representative from the City Council to meet with the class in person to discuss the issue.

7. **Assessment of student understanding:**

Students should be able to compare what happened to Boulder City in 1936 to what happened in 2018 and generate ideas about how to draw tourists to the city. They should be able to work collaboratively with their group and be able to participate effectively in the class letter writing activity.