

USING GEOGRAPHY TO HELP TEACH HISTORY:  
DUAL-ENCODING HISTORY LESSON PLANS

by

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## **Abstract**

Analysis of polling documents indicates how little most Americans know about the world. Geography education is the key to offsetting geographic illiteracy. Fortunately programs designed to improve K-12 geography education are growing in number and strength. How can we teach more and better geography within the school system? Given the dominant role of history in the K-12 social studies curriculum, use of the psychological theory of dual-encoding to integrate geography and history lesson planning is one approach to bring more geography into the classroom. As part of Kansas Geographic Alliance programmatic activity, Kansas history and geography standards, with emphasis on the tested standards, were assessed to identify candidate themes for development of dual-encoded educational units and associated lesson plans. Three workshops were delivered to share these dual-encoded units and lesson plans. The workshops were for education faculty, teachers getting in-service professional development, and for a group of pre-service teachers in a social studies methods class. Attendees at the workshops provided assessment and feedback of the material. Based on informal comments and written responses from the workshop attendees, it is concluded that dual-encoding will enable considerable progress in geography education. Not only will the knowledge provided demonstrate the impact and significance of geography to history teachers and their students, but dual-encoded lessons will advance teacher content and pedagogical knowledge, and most importantly students will learn both geography and history better.

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## **Dedication**

I dedicate this work to my parents, Vernon and Sandra Tabor, who taught me the importance of geography at a young age.

## Chapter 1 - SETTING THE STAGE

Over the past two decades, great concern has been expressed regarding the geographic literacy of American society. The welfare and security of our nation both today and in the future depends on a well-rounded international knowledge base and an ability to apply that information (NRC 1997). Currently the population is greatly lacking in knowledge of geography. As an example of the shortcomings of geographical awareness, the *Roper Public Affairs 2006 Geographic Literacy Study* showed that 51% of Americans, aged 18-24, consider map reading skills absolutely necessary, yet only 12% can place Afghanistan on a map despite the major war being fought there and significant media coverage of it. Young Americans display an inaccurate view of the United States, with 60% overstating the country's population by two to four times, 73% believing that immigration has one-sixth the impact on population than it actually does, and 74% believing that English is the most commonly spoken native tongue in the world (it is not). Lastly, even with the recent media spotlight on the devastation of Hurricanes Katrina and Rita, 67% cannot recognize Louisiana on a map, 48% cannot locate Mississippi, and 25% cannot find the Gulf of Mexico when asked (Roper 2006). Due to these deficiencies, there has been a new focus on geographic education and its importance. However, a true lack of the concept of what geography is and how it can be taught has made this endeavor difficult, especially since existing education structures limit geography education exposure.

In education, geography can be considered an umbrella discipline that bridges and connects to many other disciplines (*i.e.* history, anthropology, biology, geology, etc.) because it engages student learning through an understanding of connections and relationships among essentially everything in our world (NRC 1997). Greater geographic knowledge will reduce human and environmental suffering as society begins to understand that geography is not just

about where things and places are, but why they are there and the cultural, religious, and historical connections that have occurred because of these relationships (Carr 2005). Without teaching young Americans formal geography from the beginning of their education, the structure of their geographical comprehension will be speculative, making it hard for them to justify and use their knowledge. If students do not gain a geographic understanding, they will not be able to apply the geographic perspectives that provide a basis for understanding patterns, associations, and inter-relationships through asking the questions: what, where, why, and how (Gersmehl and Gersmehl 2007). These perspectives include understanding relationships between places, interpreting human-environment connections, identifying and deciphering spatial arrangement and interaction, and comprehending associated patterns and how they matter at the local, regional, and global scale (Golledge 2002). Geography has a great deal to provide to the future decision-makers that will help determine the future of this country. Without geography, the United States will be "...unprepared for an increasingly global future" (Roper 2006, 7).

## **Goals and objectives**

The goals of this study were to further geography education in Kansas through development of curricular materials and to provide professional development workshops that help build a stronger background in geographical and pedagogical content knowledge (Ormrod and Cole 1996). Given that history receives the most attention in the Kansas social studies curriculum (Thornton 2005), growth in geography content knowledge was presented through the use of the process of dual-encoding history lesson plans with strong geographical content for grades seven and eight. This information was used in three ways: 1) to demonstrate how geography education can increase student learning, 2) to show teachers that geography is not an

isolated subject but can be taught in conjunction with other disciplines, and 3) to facilitate an improvement in Kansas geography education. The outcome of this study is more than an activity in geography education, this research effort will contribute to the progress being made across the disciplines of geography and education and will contribute to growth in the field of geography education (Bednarz 1997).

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The research objectives addressed with this study were:

- 1.) Determine appropriate history standards that can be enhanced with geographical content.
- 2.) Prepare a teachable rationale for dual-encoding.
- 3.) Create lesson plans that can be used to demonstrate the value of dual-encoding.
- 4.) Deliver lesson plans at three professional development in-service and pre-service workshops.
- 5.) Assess teacher response to the practice of dual-encoding and lesson plan material.

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Elementary and secondary geographic education is the primary building block for spatial understanding. Higher quality geographic education relates directly to greater increases in spatial awareness, improved public interest, and real world use of geography-based knowledge (NRC 2006). Geography education can start as early as kindergarten and has been shown to be especially beneficial to student learning between kindergarten and second grade. Students at that age respond well to maps and other visual-based learning concepts such as translation, perspective, alignment, scale, symbols, abstraction, and generalization due to their mental cognition and social development level (Downs *et al.* 1988). It has been suggested that students who have not acquired these skills by second grade will spend time later in their education and

life playing catch up as they work to acquire them. From this past research, it can be seen how important geographic education is from an early age and without a solid foundation there is an even greater need for geographic education in later years, such as middle school. The current effort to better geography education will only occur if ideas from geography, child development, and education are integrated (Downs *et al.* 1988).

## **Dual-encoding**

Dual-encoding is best defined as the cognitive psychology theory that verbal and non-verbal information are processed differently and travel along distinct pathways in the human mind to create separate representations for information processed in each pathway. The verbal and non-verbal codes for representing information are used to organize external information into knowledge that can be utilized, kept, and retrieved for future use (Sadoski and Paivio 2004). This process utilizes the Dual Coding Theory of general cognition. Students learn better when more than one pathway of learning and memory is being stimulated and with the use of dual-encoding an increase in learning is achieved (Paivio 2006). Dual-encoding can be used to integrate the social science education disciplines and is a highly efficient way to increase the amount of geography taught in the classroom setting. This is especially true with history, a subject with which geography can relate closely. History adds the "when?" component to the set of questions asked in geography. The tie between history and geography is stated well in Downs *et al.* (1988), "...facts as such have little value, just as dates have little value in history. But dates well correlated tell the history of the world, in the same way, geographical facts are the background for world knowledge and understanding" (p. 681). Through a better understanding of spatial relationships and the ability to identify, ask, and answer place-based questions, students will not only have a better grasp of the history they are learning, but through the use of

both verbal and non-verbal information that geography and history provide, students have a better chance of remembering and being able to use both the historical and geographical information again (Paivio 2006).

This study and its materials and workshops will provide teachers with an integrated approach to history by incorporating geographical concepts and skills to provide for an enhanced student learning experience. The goal of the lesson plan sets and professional development workshops is to demonstrate to history teachers that geography, due to its versatility, is an aspect of what they teach, can be integrated with ease, and is pertinent for higher levels of historical and spatial learning. Teachers will gain a greater geographical and pedagogical content knowledge, as well as an understanding of the process of dual-encoding and how it applies to lesson planning as a new way to systematically and efficiently share information, with the aspiration of influencing classroom practices (Binko and Neubert 1996). The offering of professional development workshops in conjunction with the availability of dual-encoded lesson plans will help shape the Kansas classroom by making geography education more accessible.

Many teachers are unfamiliar with the subject of geography, the vast amount of material that it encompasses, and how to teach it; the process and results of this study will give them greater opportunity to incorporate geography into their teaching patterns and practices. It is also hoped that this study will help bridge the gap of minimal communication and restructure the traditional educational hierarchy that exists between K-12 teachers and university faculty. Ormrod and Cole (1996) state that this perceived education hierarchy, where teachers feel inferior due to the differing levels of education between them and the university professor giving the in-service, is often an issue when university departments offer professional development. Better learning and feelings of self-efficacy are achieved when people are taught by others of

whom they feel equal (Ormrod and Cole 1996 and Binko and Neubert 1984). Better education is imperative for our country and its future. "If no U.S. child really is left behind, they should know where other children are" (Carr 2005, 42).

## **Chapter 2 - BUILDING A CASE FOR THE STUDY**

“A school is not merely a teaching shop; it transmits values and attitudes (CACE, 1967). It is a place where students come to find out about the world and about themselves in that world. Effective teaching should build on the intense interest that students show in the world around them. Indeed, developing the individual is a necessary part of developing society.” (Morrison 1994, Preface)

Scholarship on dual-encoding of history and geography concepts fit within a number of existing categories of literature related to teaching strategies and an educational context. This chapter addresses the history of social studies education, the importance of geography education in K-12 curriculum, and cognitive development and adolescent learning capacity related to geographical concepts and skills. An examination of the implementation and use of standards-based education follows, specifically the 1994 Geography for Life National Geography Standards, Goals 2000, and Elementary and Secondary Education act, commonly known as the No Child Left Behind act. An explanation for the use of dual-encoding and how it pertains to educational lesson planning is explored as well as the educational connection between geography and history. All of these concepts are reviewed as they influence, change, and relate to teacher professional development and pre-service teacher education. The review of literature leads into what this combination of information means for the state of Kansas and its education program as the context of the study.

### **Brief history of social studies education**

Dating back to the late 19th century and early 20th century, the term social studies did not exist in the same form as it does today. For students, the social studies experience placed the



strongest emphasis on American and World History with intermittent short courses on economics, government, and geography depending upon the grade and school. The modern idea of social studies began in the early 20th century. Scholars took the traditional American and World history and combined these histories with additions from the disciplines of economics, civics, and geography to create social studies. The goal for this integrated social studies curriculum was to create a global citizen (Evans 2004). From the initial development of the new subject to every stage of implementation since, there has been disagreement over the definition of social studies, what it encompasses, and how it should be taught. The compression of individual subjects and their synthesis into one cohesive core subject has been difficult because each discipline involved wants a say in how their field is represented and taught. Over the last century there have been many changes to, and influences on, the subject of social studies, including major events such as World War I, World War II, racial desegregation, women's liberation, and the Cold War. During these time periods the United States focused on creating a well-educated student who was knowledgeable about the world in order for the nation to have a competitive edge on the global scale. The government supported this effort by providing funds for social studies as a core subject (Evans 2004).

Today the status of social studies education remains a concern. With the use of words like fusion, integration, and correlation, social studies content has evolved with time but as a whole there has been little notable change to teaching style and habits, rendering some of the effort by those involved in bettering social studies education useless because implementation is lacking in classroom practice. Establishment of the National Council for the Social Studies (NCSS) came from the battle for more and better social studies education and the organization currently defines social studies as "...the integration of history, the social sciences, and the

humanities to promote civic competence," (Evans 2004, 165) and specifies that "...social studies education should employ...powerful teaching to assure that learning is meaningful, integrated, value-based, challenging, and active" (Gallavan and Knowles-Yanez 2004, 65). In the United States, twenty-first century standards based education has dealt a big blow to the subject of social studies, because even though it is identified as a core subject, social studies is not in the mandatory testing category, thus the subject area is losing classroom time and school focus (Thornton 2005). In addition, federal dollars to support K-12 research and training in the social studies are very limited in comparison with funding for reading, mathematics, and science.

### **Importance of geography education in the K-12 curriculum**

Geography is essential in the K-12 classroom.

"The simple fact is that places are different, and different kinds of behavior are appropriate in different places. The study of geography is the way in which human beings organize and communicate this information to each other" (Gersmehl 2005, 162).

Geography education is the key to developing a geographic aptitude and geography can be integrated into almost any subject being taught because it is a holistic discipline that helps organize location and places. The geographic perspective allows the student to find answers to the questions they have about the world that they live in and can be broken down into three simple ideas: (1) reasons for things being where they are, (2) advantages for things being in the appropriate places, and (3) penalties for things being in the wrong places (Gersmehl 2005). As such, geography provides a way for students to frame the knowledge they are acquiring in other school subjects. Geographic knowledge has real-world applicability and allows the student to make better decisions important to their well-being. Examples include: where to move and live,

where to get a job, how to navigate personal movement, where to place industry, an airport, international trade routes, or how to evaluate foreign affairs, economic policy, city planning, zoning and land use. Geography, as part of the social studies, "...should prepare students for their lives" (Thornton 2005, 28). Through an increased understanding of the world around us comes a strengthened comprehension of relationships between people, places, and environments of the world, which is essential in today's society.

"There is now a widespread acceptance among the people of the United States that being literate in geography is essential if students are to leave school equipped to earn a decent living, enjoy the richness of life, and participate responsibly in local, national, and international affairs." (*Geography for Life* 1994, 9)

Geography provides teachers with a stage to use graphicacy in the classroom. Graphicacy is the visual learner connection between literacy and mathematics the way geography is a bridge between the arts and sciences. The distinct contribution of graphical communication is hard to quantify and fit into formulas, which is why its presence is so crucial (Balchin and Coleman 1965). Graphics, including maps, offer assistance for interpretation and better understanding of a concept, whether it is simple or complex, through graphic design and composition (*e.g.* use of color, patterns, design, texture, balance, etc.). The use of maps is critical to geographic education because maps cannot be vague without showing it (unlike writing); maps can be more precise, and as such, they offer great use as tool for communicating patterns and identifying limitations and relationships. Ultimately children relate well to maps because there are rules and spatial guidelines (as opposed to the subjectivity and open interpretation of writing and lack of real world applicability of some mathematics) (Balchin and Coleman 1965).

There are two main components to geography education: 1) geography in K-12 classrooms and 2) the disciplinary field of geography carried out in university departments. There is a great difference in how geography is both viewed and taught at various levels. There is an identified need for formal knowledge to build a foundation over the acquisition of informal knowledge that may or may not always be correct (Golledge 2002). Many universities require geography as a part of general education, while many high schools do not even offer a general geography course. Children are capable of starting to think spatially between the ages of 3 and 5; there is no reason that a student's first exposure to geography should wait until they are 18 years old and starting college (Downs *et al.* 1988). This crucial point is that there is an identified need for increased school age geography education that goes beyond just building a factual knowledge base. Currently, geography is most commonly taught in the middle school years of grades 6-8 (Anthamatten 2004). "Curriculum materials that integrate text and graphics can help middle school students understand complex topics..." (Krajcik 2010, 458)

A successful geography education program needs to understand the content and the nature of what is to be learned, the nature and cognitive ability of the learner, and the expectations and knowledge that the teacher can bring to the classroom. Because the "...lecture-assign-study-recite-memorize-test-grade sequence has often tried the patience, killed the interest, stifled the imagination, and insulted the intelligence of learners" (Muessig 1987, 520), geography concepts can be taught in more engaging and creative ways. Teachers need to learn that geography is as an approach for developing, investigating, and answering questions, recognizing and solving problems, and assessing possible outcomes (Bednarz 2003). Teachers are the gatekeepers of education and without the right support, appropriate training, and subject matter

enrichment; the teacher's methods may fail to capture student interest and learning. Because of this, geography teacher education is important for both the teacher and student (Thornton 2005).

Geographic information systems (GIS) are a crucial set of cognitive processes and a technology provided by geography. The interactive mapping of GIS allows students to investigate patterns and trends of contemporary problems, such as biodiversity loss, water quality, and climate change, and then brainstorm possible solutions (Kerski 2010). According to McClurg and Buss (2007), there are four fundamental reasons for the incorporation and use of GIS in the K-12 classroom: 1) local applications of GIS enable students to complete in-depth studies of local issues and conditions, 2) GIS is an especially powerful for analyzing conditions and changes in the environment and looking for solutions, 3) the technologies used and the meaningful nature of the issues addressed enhance student interest in geography, and 4) students who gain familiarity with technology and its applications early will be more inclined and comfortable to use technology later in life. GIS software programs are increasingly easier to obtain and pre-service and in-service professional development on how to use GIS in the classroom is also on the rise (Bednarz and Ludwig 1997). Use of GIS in the classroom should be the next step in social studies technology adoption on a wide scale.

Strides have been made towards improving geography education programs in the K-12 classroom. The National Geographic Society (NGS) took note of the issues in geography education and has worked diligently to improve the situation. They set forth seven goals: 1) to have geography taught as an independent subject in every school in America, 2) to better prepare teachers to teach geography, 3) to have endowments in all fifty states for continued financial support, 4) for local communities to become involved in the school geography effort, 5) to establish geographic alliances that can be used as a resource for K-12 and university-level

geography education, 6) to make America competitively geographically literate, and 7) to have all students be able to view the world from a geographical perspective (Grosvenor 1995). In order to complete these goals, NGS first joined forces with the academic community by establishing a connection with the Association of American Geographers (AAG). Then through funding from their personal endowment, NGS helped establish the Geographic Alliance Network with the goal of having each individual state become a part of and to start to take ownership for geography education programs in their state. Through use of the state-based Geographic Alliance Network, summer institutes providing professional development workshops for teachers have been (and continue to be) developed, promoted, and delivered. National Geographic then created successful public awareness programs such as Geography Awareness Week, the National Geographic Bee, and My Wonderful World. It has been suggested that the process of reinventing geography education has taken longer than anticipated and has required more money than initially believed, but progress has been made and the fight for better geography education continues (Grosvenor 1995).

### **Implementation and use of standards-based education**

It is a challenge to study state standards because they are flexible and under constant scrutiny, review, and change. In 2001, the Elementary and Secondary Education Act, which is commonly known as No Child Left Behind legislation identified nine core subjects including geography. However, with the enactment of the No Child Left Behind (NCLB) act, no funding was made available for geography, and because geography was not a mandatory state test subject, relevant standards became greatly overlooked in many states. This happened largely due to the fact that the standards are presented to teachers as a large, vague, and intangible mass that

they must first decipher in order to implement in their classroom. NCLB left interpretation and enactment up to individual states resulting in geographic educational efforts that vary widely from state to state (Anthamatten 2004).

School level geographic education is in trouble and, is frequently considered less important than other subjects. External support for teacher training is potentially threatened by restriction of funding by National Geographic for the state geographic alliances due to economic budget issues and geography classes are not always taught by teachers who have been properly educated in geography (Bednarz and Bednarz 2004). Geography's position within the school curriculum should be justified as more than just a discipline of important knowledge; geography provides an important reference framework for societal functions and life skills. Geography in the K-12 classroom needs to be more than the presence of a map on the wall (Muessig 1987), "...geography has the right to be reinforced at every grade level just like math, science, and English" (Kaufhold 2004, 96).

As a combined effort of the National Geographic Society and the Association of American Geographers, a major movement to bring more geography into the classroom was started by the creation of The Five Themes of Geography (Lanegran and Natoli 1984). The Five Themes of Geography are: location, place, human-environment interaction, movement, and region. They provide a framework from which to teach geography education by breaking down the holistic components of geography in order to locate, describe, and explain natural and human characteristics and connections. In development of The Five Themes, the goal was to answer two specific questions: why are certain things located in a particular place and how do these particular places influence our lives? Through use of The Five Themes in teaching geography, it was anticipated that students would be able to better learn the concept of scale and

generalization, have an increased ability to gather evidence for problem identification and solution, form an improved understanding of human settlement patterns, have an increased fluency with maps, appreciate fieldwork, and establish a natural and human context for understanding all relationships on Earth. The Five Themes of geography were widely influential in geography education and are still used extensively today (Lanegran and Natoli 1984).

### **Creation of the National Geography Standards**

In 1994, the National Geography Standards were created by the American Geographical Society (AGS), AAG, National Council for Geographic Education (NCGE), and the NGS.

"These initiatives reflect an understanding that geography is not a luxury in school curriculum. Instead it is a necessary component of any reform initiative aimed at preparing students for the challenges of the twenty-first century." (NRC 1997, 27)

The goal is to help each student become geographically informed, with a geographically informed person being defined as one able to see the meaning of how things are arranged in space, identify relationships between people, places, and environments, and use spatial and human environmental perspectives in real-life (*Geography for Life* 1994). The Geography for Life standards were written to provide as an organizational structure for geographic education and concept integration in the K-12 system. If implemented and supported, it was thought that these standards would constitute a world-class education in geography for American students. The standards act as a guide to help administrators, schools, and teachers decide what to teach, the grade level for teaching specific material, and to provide realistic expectations of knowledge advancement. A major principle behind the standards is that geographic understanding is a life-long process that takes place in both formal and informal settings, such as in school and in



society, family, occupation, and the environment. These national standards are built on The Five Themes of geography and based on three learning outcomes: 1) space and place, 2) environment and society, and 3) spatial dynamics (*Geography for Life* 1994).

Eighteen standards were created for implementation into K-12 classrooms and they are identified by number, grade levels, essential element classification, standard title, explanation of student learning objectives, and three ways that a student can demonstrate this knowledge. The subject material is divided into categories called essential elements. The essential elements are: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Each essential element contains two to five standards (Table 2.1).

<b>Essential Element</b>	<b>Geography for Life Standard</b>
The world in spatial terms	1 - How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
	2 - How to use mental maps to organize information about people, places, and environments in a spatial context
	3 - How to analyze the spatial organization of people, places, and environments on the Earth's surface
Places and regions	4 - The physical and human characteristics of places
	5 - That people create regions to interpret Earth's complexity
	6 - How culture and experience influence people's perceptions of places and regions
Physical systems	7 - The physical processes that shape the patterns on Earth's surface
	8 - The characteristics and spatial distribution of ecosystems on Earth's surface
Human systems	9 - The characteristics, distribution, and migration of human populations on Earth's surface
	10 - The characteristics, distribution, and complexity of Earth's cultural mosaics
	11 - The patterns and networks of economic interdependence on Earth's surface
	12 - The processes, patterns, and functions of human settlement
Environment and society	13 - How forces of cooperation and conflict among people influence the division and control of the Earth's surface
	14 - How human actions modify the physical environment
	15 - How physical systems affect human systems
	16 - The changes that occur in the meaning, use, distribution, and importance of resources
The uses of geography	17 - How to apply geography to interpret the past
	18 - How to apply geography to interpret the present and plan for the future

**Table 2.1 The Geography for Life Standards, (Source: *Geography for Life 1994*)**

The Geography for Life standards are innovative, applied, and a solution-oriented work. However, since their creation there has been less use of these standards and a reduced influence than initially imagined. A number of reasons can be identified, including that the standards rely on teachers as the main factors of implementation and any innovation requires time for implementation. There has been a reluctance to teach the standards rather than The Five Themes of geography, even though the standards were written to be teachable in conjunction with The Five Themes. A lack of secondary materials for assisting in the teaching of the standards, such

as supplemental resources from textbooks and map companies has also limited implementation. If there is little push for implementation of the Geography for Life standards at the administrative level, then it will be harder for teachers to bring that innovative material in their classrooms. Studies on the role and use of the standards in the classroom through teachers affiliated with their state geographic alliance, showed that students of those teachers implementing the Geography for Life standards perform better on social studies and geography tests than those students whose teachers are not associated with a local geographic alliance and not using the National Geography Standards in their classroom (Englert and Barley 2003). “The function of the Standards is to bring school geography more in line with what academic geographers consider doing, learning, and knowing geography” (Bednarz 2003, 102).

### **The effect of the No Child Left Behind Act**

There are two additional factors that have helped shape geography education as we know it today: the Goals 2000 Educate America Act and the Elementary and Secondary Education Act, also known as the No Child Left Behind Act (NCLB). The overall objectives of Goals 2000 were to: 1) raise the high school graduation rate to 90%, 2) promote parental involvement, and 3) test students at grades 4, 8, and 12 for competency in reading, math, science, foreign language, civics, government, economics, art, history, and geography in order to provide them with a curriculum that would create a well-educated global citizen. Goals 2000 was established in the early 1990's and was one of the first movements in outcomes-based education (U.S. Department of Education 2009) and started the current trend toward improvement in student performance through tested standards in several subject areas. Unfortunately with many of the goals not being

met, Goals 2000 was replaced by the No Child Left Behind Act in 2001, which took a different approach to standards-based education (U.S. Department of Education 2010).

The No Child Left Behind Act was officially signed into law in 2002 and uses state standards and state tests to measure performance of students test scores in order to judge Adequate Yearly Progress (AYP) of individual schools and districts. Schools became accountable for their student's progress based on student test scores. Government funding provided money to states to implement the NCLB programs. There has been both widespread public criticism and praise for this additive to the U.S. school system and NCLB has been subject of many proposals for reform (U.S. Department of Education 2010). The NCLB act has added many obstacles for social studies education, particularly geography, because geography was not a mandatory tested subject and the related untested standards were different from those in Geography for Life. In addition, of the nine cores subjects identified by NCLB, geography was the only one to receive no federal funding to support NCLB objectives. This multi-standard system, tested or not, made it even harder for teachers to put an emphasis on geography in their classroom, thus causing geography education to have fallen to the wayside in many classrooms and districts.

Nine Core Subjects of Education as Identified by the No Child Left Behind Act in 2001	
1	English
2	Reading or Language Arts
3	Mathematics
4	Science
5	Foreign Languages
6	Civics and Government
7	Arts
8	History
9	Geography

**Table 2.2 Nine Core Subjects of NCLB (Source: U.S. Dept. of Ed. 2010)**

The use of standards based testing has been under constant analysis since the process was implemented in the U.S. education system. Currently the U.S. Department of Education is seeking enhanced assessments to better measure student knowledge and ability than those currently being used. In order to improve assessments, the USDOE is reaching out to individual states to help. It is of great significance that the NCLB mandated assessments be the best available because so many outcomes depend on the assessments (Gewertz 2010). In line with new assessments, state tested standards are revised every seven years to determine, mold, and regulate what students "need" to know, however with the country's current economic status, the years between revisions are being lengthened. In summary, under NCLB, school funding was related to an ability to teach changing standards that were assessed by tests over which there was concern. This has led to questions about whether money spent to improve tests and revise standards should instead be spent to help teachers with increasing content knowledge and

teaching strategies, methods, and techniques. "We've just gone a little test crazy" (Gewertz 2010, 17).

### **The educational connection between geography and history**

Given the comparative advantage of history in relation to other social studies subjects in K-12 education, one idea is to piggyback the teaching of the two subjects. The educational connection between geography and history is clear. The history of people happens in locations and it is relevant to understanding history to know the character of the stage on which that history is playing out. Geography allows the dissection and analysis of the connections between places, people, and the environment. History provides a systematic account of past events as they pertain to a particular person, place, or period. Students need to learn that

"...ideas and perspectives that cut across the physical-human divide, that consider how developments in one place influence those in other places, that focus attention on the ways in which local circumstances affect understandings and activities, and that foster an appreciation for the diversity of peoples and landscapes that comprise the Earth's surface." (NRC 1997, 27)

The holistic geographical perspective allows for a more in-depth look at history and history provides geography with a chronological account of relationships and associations that make up life as we know it today.

Geography is made up of three interrelated and inseparable parts: subject matter, skills, and perspective, all of which are required to be considered geographically informed (*Geography for Life* 1994). These three parts promote general thinking processes such as inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision-making.

"It is essential that students develop the skills that will enable them to observe patterns, associations, and spatial order" (*Geography for Life* 1994, 45).

With this understanding, two geographical perspectives, or identities, become apparent: the spatial perspective and the ecological perspective (Turner 2002). These identities bring society and nature into focus for geographical interpretation and explanation. The spatial perspective examines distributions and the processes that generate those patterns and the ecological perspective observes relationships between humans and environment.

Historical inquiry is concerned with chronology, relationships and cultural changes over time, as well as the evolving relationship between humans and nature (Wishart 2004). The historical perspective adds depth to geographical knowledge by addressing further questions. Fundamental queries include: when? why then? and why is this activity significant? These questions support a greater understanding of past and current events, the reasoning behind why places change, and the variation in pattern of human use of the environment (*Geography for Life* 1994). All human events have both historic and geographic aspects.

Geography and history are curiously intertwined. A rationale for studying history is to examine the past in order to understand the present and hopefully improve upon past mistakes. The past or present cannot be understood without geography and the present cannot be understood without understanding the past, thus geography is needed to understand history (Bednarz 1997). Geography is more than the physical backdrop by which to teach history,

"Geography and history are complementary subjects best taught together within the social studies curriculum. It is part of the collected wisdom that one cannot teach history without geography or geography without history." (Bednarz 1997, 139)

There is a wide consensus in the education world that most teachers of social studies are teachers of history and hopefully the message is clear,

"...we are ignoring an important part of history if we do not include geography as part of our teaching repertoire. The geographic perspective can enrich the study of history by helping students grasp the significance of location, the inevitability

of change, and the importance of human perceptions at given times in the past. Helping students to become more informed geographically means teaching better history and preparing better citizens." (Bednarz 1997, 144)

Students, on average only get 40 minutes per day allotted for social studies, most elementary schools allocate more time to recess (Gandy and Kruger 2004). Due to this classroom time structural limitation, the more content and knowledge that can be efficiently incorporated into one social studies lesson the better and

"...the geography that is integrated into the best social studies units may be richer and more useful because students experience it in a broad, meaningful context" (Muessig 1987, 519).

The combination of geography and history is an ideal pairing, because as defined by place and time, geography and history together provide an integrated narrative by which to teach social studies (Wishart 2004). This complimentary relationship can be applied to any study area or historical era and used to draw into the learning equation direct personal experiences with place, which enhance learning (Thornton 2005). To conclude, history is a recording of the geography of our lives (Gritzner 2003).

### **Cognitive development and adolescent learning capacity of geographical concepts and skills**

"People in geographic education must never lose sight of a simple fact: children are not just miniature adults" (Gersmehl and Gersmehl 2007, 181). They have smaller vocabularies, are still developing mentally and physically, and have experienced far fewer things which affect the size and precision of their personal mental map. However, children begin to think spatially between the ages of three and five years old. Because of this capability, children should be taught spatial skills as early as they are taught reading, writing, and math. Spatial skills come from spatial learning and spatial thinking. Spatial learning is part of the visual learning style that



utilizes images, pictures, colors, and maps to organize and communicate information. Spatial thinking is the process of thinking about locations, conditions, and connections through the use of a collection of cognitive skills (NRC 2006). Geography uses spatial learning to promote and teach spatial thinking ability (Gersmehl 2005).

Spatial learning begins with the ability to distinguish and encode spatial features of an object into mental representations that build on prior information processing. Spatial learning utilizes perceptual or mental images that are generated from textual reading, auditory conversation, and/or ideas they have created on their own. "Memory is highly selective and much of what is perceived is forgotten or reconstructed as a result of organizing schema" (NRC 2006, 97). Spatial learning helps increase memory during learning sessions. There are four stages in the cognitive processing of spatial information: 1) generating a representation, 2) maintaining a representation in the working memory, 3) examining a representation that is maintained to focus in on certain parts of it, and 4) transforming a representation to view it from a new perspective that is useful to the person (NRC 2006).

The set of cognitive skills required to think spatially can be broken into three parts: concepts of space, using tools of representation, and processes of reasoning. Concepts of space are composed of the spatial building blocks (Table 2.2), or modes of thinking proposed by Gersmehl and Gersmehl (2007). Tools of representation include an ability to identify a need and then create and/or use representations such as maps, diagrams, graphs, etc. Processes of reasoning are the practice of going beyond merely retrieving factual information; these reasoning processes give the student an ability to use a higher level of cognitive processing such as the utilization of their own mental map and spatial awareness to solve a problem (NRC 2006).

Spatial thinking can be learned and should be taught in every grade from K-12. It is an essential part of everyday life and a powerful problem solving tool. Spatial thinking allows us to use spatial perception about our relationships with concepts and objects to comprehend the space around us; it enables an "...understanding of the nature, structure, and function of phenomena that range from the microscopic to the astronomical scales" (NRC 2006, 30). Everyday processes of spatial thinking that humans use include: perspective change, scale change, transformation, rotation, pattern searching, simplification, generalization, classification, etc. Many people have natural spatial abilities, though not all, thus it is vital that students receive a formal education that reinforces or teaches them how, when, where, and why to think spatially so that spatial thinking may enrich and better all students lives. "Learning to think is a key educational goal" (NRC 2006, 16).

The grades of K-2 are a crucial time to develop a geographic understanding; unfortunately the education system tends to ignore this fact and puts little to no emphasis on spatial thinking and learning in these formative years. This is largely because it is thought that children have "better" things to be learning at this time, not realizing the significance of spatial thinking and its role in reinforcing other aspects of learning. Critical developable skills for this age group include translation, perspective, alignment, scale, icons, symbols, abstraction, and generalization (Downs *et al.* 1988). Without these essential skills early in life, children have the potential to chronically be behind in their spatial understanding of the world around them.

"Geographic education at the elementary level should be based not only on key geographic understandings, but also on our knowledge of stages of children's cognitive, psychological, and social development. Thus the rich and varied life experiences of children should be used as much as possible to illustrate and develop the geographic understandings and skills selected for study." (Lanegran and Natoli 1984, 10-11)

There are eight modes of spatial thinking that children are capable of that directly apply to all academic subjects (Gersmehl and Gersmehl 2007).

<b>Mode of Spatial Thinking</b>	<b>Definition</b>
Comparison	The process of comparing conditions and connections of one place to another
Aura	The "zone of influence around an object" (Gersmehl and Gersmehl 2007, 184)
Region	The grouping of contiguous locations that share similar conditions and/or connections
Hierarchy	The nested areas of varying sizes and relationship
Transition	The transformation from one place to another
Analogy	The understanding of relationships between locations that are far apart but have conditions or connections that are similar
Pattern	The arrangement of objects not at random
Association	A pair of features that tend to appear together

**Table 2.3 Modes of Spatial Thinking (Source: Gersmehl and Gersmehl 2007)**

There are many teaching methods that are appropriate for each of the eight modes of spatial thinking; ideas include: Venn diagrams, proximity exercises, creation of playground and classroom maps, examination of elevation and rainfall indexes, exploration of local and global relationships, and identification of patterns. “Spatial thinking is a novel yet foundational geographic skill that can and should be fostered in schools” (Jo *et al.* 2010, 54).

Maps are exceptionally critical to child learning and development throughout the school years. Children must be taught the difference between a picture and a map and they are perfectly capable of using that difference and able to recognize the importance of summary graphics or graphicacy (Balchin and Coleman 1965). From this understanding grows the ability to understand the geographic skills of representation, space, and logic. Once children develop a geographic aptitude they gain the holistic level of map understanding in that they can relate

space to the symbolic representation on a map. The process continually builds to achieve a greater knowledge of context, iconicity, and map conventions (Downs *et al.* 1988).

When it comes to teaching geography, the geography teacher must remember that not all students are at the same spatial-cognitive level. Human cognitive skills undergo developmental change throughout the entire life span, teachers must be very aware of their students and their varying levels of ability. Improvement comes with development of both the level of cognitive skill and geographic expertise. Downs and Liben (1991) suggest the use of a three-step cognitive-developmental approach for geographic education. The three step program for geography teachers includes: 1) have a clear statement of the instructional objectives for the course, 2) know the cognitive-developmental level of the students, and 3) design teaching strategies specifically for the cognitive-developmental level of the students. This approach can be used at all levels of geography education.

### **Dual-encoding and the science behind it**

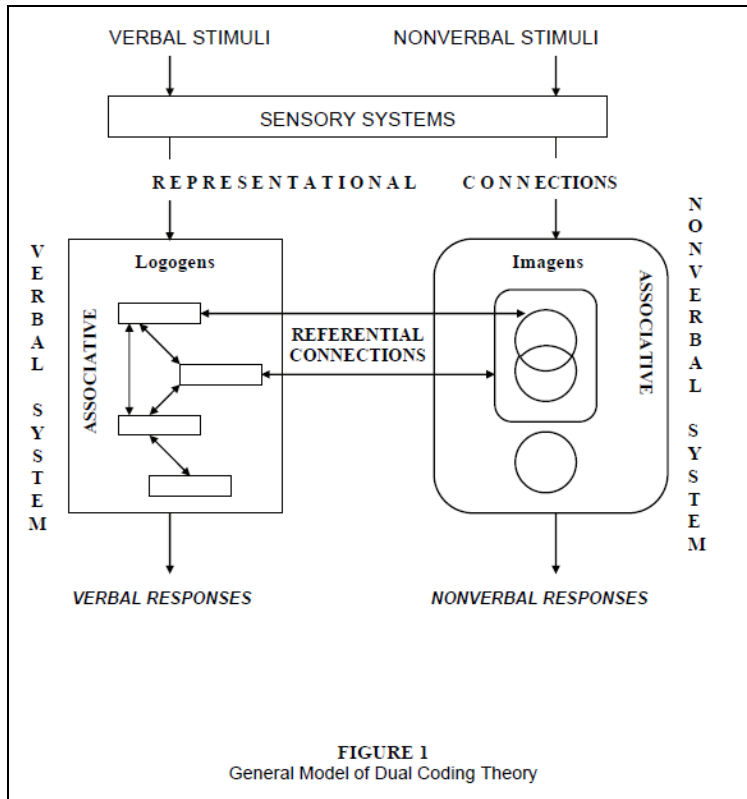
Dual Coding Theory (DCT) is an established theory of general cognition. It was developed to explain the roles of verbal and nonverbal influences on memory and the theory has been extended over time to influence other areas, such as learning. The brain perceives, recognizes, interprets, comprehends, appreciates, and remembers experiences that are both text and non-text or verbal and non-verbal. All five human senses are used to develop these experiences. "A basic premise of DCT is that all mental representation retain some of the concrete qualities of the external experiences from which they derive" (Sadoski and Pavio 2004, 3). The experiences then grow into two mental codes, or pathways. The verbal represents and processes language and the non-verbal processes nonlinguistic objects and events (which is often referred to as an imagery code). Sadoski and Pavio (2004) give the example of a baseball game:

we hear the crack of a bat and the chatter among the ball players, smell the outdoors and the food at the concession stand, taste the hotdogs and peanuts, feel the cool aluminum seats and perhaps a warm breeze, and we see the act of a baseball game. From these inputs our senses work with our verbal and non-verbal codes to add emotional feelings and reactions to create

"Mental imagery [which] plays an invaluable role in adding concrete sensory substance to the meaning; taken literally, this is what "making sense" in reading is all about" (Sadoski and Pavio 2004,13).

There is a frequent misunderstanding concerning the distinction between mental codes for verbal and visual, but the more correct subdivision is of verbal and non-verbal; other senses including smell and feeling can be engaged for similar results. Theories such as DCT are built on the basic units of cognition. The verbal codes are called logogens and the non-verbal codes are called imagens. A logogen is any type of information learned as a unit of language and is a result of the perception of language and the influence of that perception. Imagens are information learned from experience and often perceived in associated sets. These cognitive processes are constantly being stimulated and developing from experience to create personal mental imagery. Logogens are organized in the brain by sequential restrictions and imagens are sorted in a more continuous and integrated way which provides much flexibility to cognition (Sadoski and Pavio 2004).

There are three different levels of processing required to complete the action of DCT: representational processing, associative processing, and referential processing (Figure 2.1). Representational processing is the preliminary activation of the logogens and imagens. Associative processing spreads the activation with the coded pathway to associate meaningful comprehension. Referential processing activates the second code with the meaningful comprehension from the initial processing.



**Figure 2.1 General Model of Dual Coding Theory (Source: Sadoski and Paivio 2004,15)**

### **Dual-encoding as it applies to education**

Dual-encoding is a powerful tool in education. "Dual coding theory and its education implications parallel the historical emphasis on concretization of knowledge through imagery and pictures" (Paivio 2006, 2-3). DCT focuses on memory and learning, which are core education components. An early foundation of nonverbal skills creates a base for increased verbal learning skills and the verbal system benefits from increased activity in the nonverbal arena. Knowledge of dual-encoding calls for innovation to the K-12 teaching system and would enable changes that integrate multi-grade level knowledge and utilize a balance of openness, flexibility, and direction in teaching practice. This opportunity makes available a greater possibility for cross-curricular themes and a new curriculum to be built that has the potential to

be empowering and socially transformative. Simple steps can be taken to increase the use of DCT in the classroom; they are: 1) use of words and pictures instead of words alone, 2) the presentation of pictures and corresponding narrations close together in space and time, 3) minimizing irrelevant details, and 4) presenting words as speech instead of onscreen text (Paivio 2006). Dual-encoding provides the student with the ability to move beyond memorizing the material to critiquing the material because of a greater comprehension (Morrison 1994).

Mayer *et al.* (1997) have been conducting tests for a number of years on measuring learning from verbal and nonverbal items together vs. using only one medium. The tests specifically seek to examine why a student can read or listen to every word of a passage and not always be able to use the information provided in a useful manner. These studies prove that a combination of verbal and nonverbal media for teaching is far more effective than use of just one medium to create meaningful learning. Meaningful learning

"...occurs when students select and organize relevant visual and verbal information and systematically integrate the newly constructed visual and verbal representations. Given the resource limitations on working memory, the processes of selecting, organizing, and integrating are more likely to occur when visual and verbal information is presented contiguously rather than separately."  
(Mayer 1997, 11)

To thoroughly draw this conclusion, two previous studies were conducted, both using a set of problem solving tests to see if the use of dual-encoding increased student memory and learning, than when used separately or alone. The tests were over the operation of bicycle tire pump and automobile braking system. The results showed that "...that pictures and words are most effective when they occur contiguously in time or space" (Mayer and Anderson 1992, 444), and that separating graphics from the corresponding words interrupts the building of referential connections needed to support memory transfer, making it more difficult to properly store and retrieve information for use in the future. The conclusion from these studies is that with

implementation of DCT in the learning environment, students use more than one modality to learn and recall information better, so the teacher must use more than one medium to teach (Mayer and Sims 1994).

Further support for the use of DCT in the classroom comes from two programs implemented by the Arizona Geographic Alliance, called "GeoMath" and "GeoLiteracy" (Hinde and Ekiss 2005). These activities were designed to encourage and include more geography in the middle school and high school classroom. GeoMath and GeoLiteracy were created in a response to secondary teachers finding it necessary to teach geography concepts that should have been taught and learned by students during earlier grades. The initiators of the project found that teachers were more comfortable teaching reading and math than social studies of any kind. Based on this fact, 80 lesson plans were created for reading and math teachers that integrated geography in grades K-8. They then found teachers willing to utilize these new lesson plans. Evaluations indicate that the programs have been very successful through the addition of the geographical components and the investigative perspective that geography offers other subjects. Programs like these are "...proving to be vital in the fight to keep geography an integral part of the elementary curriculum" (Hinde and Ekiss 2005, 29).

Dual Coding Theory is highly applicable to teaching geography. For example, maps provide a means for spatial organization, interpretation, and understanding, which allows for world knowledge to be logically classified within the brain instead of regarded as random and potentially forgotten (Balchin and Coleman 1965). Geography is learned through three strands: 1) images and facts, 2) analyses and theories, and 3) evaluations and issues, all of these strands support the fact that "(C)urrent research suggests that learning is more efficient if multiple brain pathways are engaged" (Gersmehl 2005, 23).



Geography provides other subjects added significance and vitality through its unique avenues to understanding and different perspectives (Binko and Neubert 1996); a frequently cited example is, when geography is integrated and taught together with history. Use of geography integrated with other disciplines creates engagement in higher-level reasoning and thinking. Geographic thought is fundamentally linked to all physical and human activity and therefore are a part of almost every topic of study. Geography is the strong link between people and the Earth, whether studied independently or coupled together with another academic discipline. Basic geographical skills used to stimulate the verbal and non-verbal process of dual-encoding include making graphs or maps, reading maps, making field observations, and constructing models. Teachers should view the skills required for geographic thinking as largely applicable to other subjects and thus the skillsets should be used to accentuate learning in other knowledge domains. Geography does not claim sole power over this subject matter, skills, and perspective as they share them with many other disciplines. Sharing reinforces the value of teaching geography in an interdisciplinary fashion. Geography gives history a greater sense of setting, environment, and cultural landscape as one seeks to understand the development of human society over time.

"By incorporating geography with history or social science, the teacher gives an added dimension to the study of human experience and the variety of human influences shaping our planet" (Binko and Neubert 1996, 32).

### **The process of teacher professional development**

The primary goal of teacher professional development should be the improvement of teaching and/or the improvement of student learning. Teachers are encouraged to regularly update their content knowledge, pedagogical methods, and must meet state and district imposed

requirements regarding updating their professional knowledge. Teachers are the agents of change and reform; there should be an emphasis on educating them through professional development and continuing education in order to influence classroom practice and advance student learning. Teaching forms habits and habits can be difficult to change; nevertheless adopting new methods/approaches is possible. Professional development is typically required throughout an individual teacher's career, but is not always looked upon positively since there is a cost involved. More often than not professional development workshops do not provide more than generic pedagogical strategies rather than content knowledge, this type of professional development is often seen as boring and unhelpful to the disinterested teacher. Professional development workshops and seminars need to focus on how to integrate content and pedagogy on the specific subject that is being addressed in order to re-teach teachers the nature of the material they want to use to educate their students (Bednarz 2003).

Studies have proven that the more hours of professional development teachers complete the greater the positive and significant impact on student outcomes. Loeb *et al.* (2009) states that the content of professional development programs that specifically target both content knowledge and subject-specific instructional methods have the highest success rates. This achievement corresponds to in-service workshops that typically require the participants to be involved in an active learning process as well. These accomplishments can be met at all levels of professional development, which include: pre-service and licensure requirements, induction and mentoring policies for first year teachers, ongoing professional development programs for experienced teachers, and evaluations of professional development (Table 2.4).

Type	Pre-Service Education	Induction Mentoring /	Ongoing Professional Development	Evaluations and Resulting Professional Development
Goal	-Prepare future teachers to teach public school students	-Assist new teachers in transitioning to classroom practice	-Keep teachers abreast of new curriculum and policies	-Assess teachers continuing professional growth and provide ongoing assistance
Strategies	-Quantity of subject matter coursework -Field experience and student teaching -Methods of holding teacher preparation programs accountable for teacher quality	-Minimum length of participation -Mentor eligibility criteria -Resources provided to beginning teachers -Resources provided to mentors -Completion requirements -Link to licensure	-Minimum professional development credits / hours in specific amounts of time -Approval of professional development standards	-Plan requirements (i.e. inclusion of student performance) -Frequency of evaluations -Actions following unsatisfactory review -Evaluator

**Table 2.4 Professional Development Goals and State Strategies (Source: Loeb *et al.* 2009, 25)**

Research by Binko and Neubert (1984) on education strategies that link the K-12 and university system suggest a collaborative model with a strong emphasis on local teacher involvement. The model consists of a central administrative unit, summer institute, and local in-service courses. A central administrative unit (*e.g.*, the State Geographic Alliance structure set up by National Geographic) has an active structure involved in sharing information for professional development. Summer institutes provide an intensive course that allows teachers to spend hands-on time with the material; a summer institute on recent brain research and spatial reasoning related to teaching middle school geography content would involve a considerable number of exercises designed to illustrate the topics. In some cases, teachers follow up the summer institute by providing local in-service workshops in either their school or district in order to further disseminate the new information learned. Binko and Neubert (1984) suggest that

through a well-planned professional development seminar where the teacher participant can connect to the material, any teacher's performance can be improved. Experience indicates that successful teachers are the best professional development teachers. Effective professional development eliminates any perceived hierarchy between university professors, other external professionals, and K-12 teachers; there must be an implied standard of equality in order for better results to be achieved. Becoming an authority on a subject does require more than a summer institute or in-service experience; however the summer institute format does provide teachers with increasingly efficient tools for teaching and creates enthusiasm for further learning (Ormrod and Cole 1996). The central administrative unit can provide additional resources on the material presented in the in-service activity for those teachers who really desire more content.

Geography is a subject area for most teachers wherein they have minimal content knowledge or pedagogical content knowledge. Ormrod and Cole (1996) suggest that there has been little research done on "...whether teachers change their classroom and teaching behavior after staff development and in[-]service activities." In their study, Ormrod and Cole (1996) examined three methods of evaluation to determine effectiveness: on-site questionnaires given halfway through sessions and at the end of the session, follow-up questionnaires sent to the homes of the participants, and telephone interviews as a secondary method of the follow-up questionnaire in attempt to get more feedback from those who did not return the mailed questionnaires. The questionnaires assessed a number of items including: the perceived strengths, weaknesses, clarity, and organization of the material and presentation; effectiveness of instructional aides; specific changes made in classroom and curriculum practices; number of in-services, presentations, or informal sharing with other colleagues about information learned; any difficulties encountered when trying to share new knowledge; extent to which higher thinking

skills were emphasized; and any changes felt in teaching attitude. Results of this study concluded that participants felt that they were better informed about geography and how to teach it, they were implementing presented lesson plan ideas and concepts, were increasingly open to sharing their knowledge with their colleagues, and were more likely to have a feeling of higher competency with their knowledge when they are taught by someone they consider to be a peer and not an authority figure. Overall the teachers stated they had a new enthusiasm for geography.

### **Needs in pre-service teacher education**

There are many difficulties faced in professional development and in-service education: time, money, coordination, infrastructure, and teacher background are some major topics. In-service is increasingly important for geography in today's education system because there are so many different paths to teacher certification today that no teacher is taught the same and the process of pre-service education is creating teachers with unequal abilities (Bednarz *et al.* 2004). Current social studies education and certification for teachers is history-centric. This situation suggests a need for pre-service geography content knowledge and pedagogical content knowledge. Increased focus on a combination between reliable professional development and an increase in pre-service geography education is the key to accomplishing these changes (Bednarz 2010).

There are many reasons to be concerned about pre-service geography education. One of the reasons for apprehension is the many studies that demonstrate a lack of geographic literacy among pre-service teachers. Thomas (2001) used a fifth grade state geography assessment to test

social studies pre-service teachers with a multiple choice test on three areas of basic geography skills and application: global place names, local geography, and the use of maps and graphs. The average score on the test was 69%, which is not a passing grade in the United States school system and "...therefore would suggest that pre-service teachers are not prepared to implement the basic information and skills required of 5th graders on state mandated assessment" (May 2005, 6); this study alone gives a great cause for concern and should prompt a call to action.

Teacher preparation programs are failing to produce adequately trained geography teachers for two main reasons: 1) because social studies pre-service education focuses on primarily history and 2) social studies certification requirements differ by state and by institution, making it hard to provide all pre-service teachers with the same initial skills and knowledge base. There is no uniform required set of classes to complete across the four disciplines of social studies: history, geography, government, and economics. In 1997, only 10% of states required geography for elementary teachers and just 66% required geography for secondary social studies teachers (Gilsbach 1997). Unfortunately the Elementary and Secondary Education Act, or NCLB, further aggravate this problem because in order to be "highly qualified" to teach geography the teacher needs a four-year degree in any related field to geography, such as history, political science, or economics, which allows for K-12 geography teachers to have never taken geography course (Bednarz *et al.* 2004). Educators probably cannot teach geography well if they have not been taught geography by experienced teachers, making it near impossible for their students to receive a good geography education (Gilsbach 1997).

Ludwig (1995) and the Missouri Geographic Alliance (MGA) identified the gap in good pre-service geography education and came up with a plan to make it better in their state. The MGA worked to create better communication between geographic educators and social studies

methods educators by holding a yearly conference on geography methods. Because few collegiate educators know how to teach geography, the MGA felt that geography was overshadowed in pre-service methods courses. By offering a yearly conference, pedagogy on geography becomes more accessible and is easier to spread, while promoting geography education. The conference program includes: basic geography content, educational technology, small group work sessions, and a geography field component to demonstrate hands-on capabilities. Conferences offer opportunity to meet others in the same field with the same interests, share ideas, build positive relationships, and receive new classroom materials and resources. At the time, the geography methods conference was considered one of the most successful activities organized by the MGA (Ludwig 1995).

There are four parts to teacher preparation involved with professional development and a solid pre-service education is the first step to creating good teachers. Bednarz *et al.* (2004) state that good teachers possess four types of knowledge: pedagogical knowledge, content knowledge, pedagogical content knowledge, and practical professional knowledge. Teacher education programs must strike a balance between professional development, methods, and content courses; this balance is crucial for K-8 teachers who may be responsible for teaching more than one subject every day. There needs to be an increase in the number of geography courses being required and a shift made toward more time given to geography pedagogy in pre-service methods courses. These courses need to be carefully select and deliver the information taught to pre-service teachers so that it reflects what they will need to know to teach geography in the K-12 classroom (Mays 2005). Unless there is a balance achieved as an increase in content and in methods requirements are added to the existing pre-service system, there will be minimal impact on geography education (Libbee 1995). On top of the need to teach geographical content

knowledge and pedagogy, geography also encompasses new and important technologies, like Geographic Information Systems (GIS), which is a highly pertinent skill for student's futures (Gatrell 2004). Teacher education is a very difficult structure to change, that is why change is so important and many organizations are working together to propel forth a movement to increase geography pre-service training. It has been suggested that "...real change will take time and a great deal of change is needed. Yet it can be done" (Gilsbach 1997, 37).

### **Final thoughts on the matter**

Many components are needed to build a case for any new plan of action. In this chapter the succession of topics documented the importance and need for geography education, covered both the beneficial and unfavorable national educational structures that exist, and discussed useful strategies to better implement new geographical ideas in the classroom. Dual-encoding is a key process to help accelerate geography education in schools and history provides a great venue within the social studies to apply this approach. The bottom line is that geography is significant to students everywhere, every day, and for the rest of their lives. There is an identifiable need for more and better geography in the K-12 classroom. The next chapter will discuss the specific educational structures of the state of Kansas as they relate to this study.



## **Chapter 3 - WHERE IT ALL HAPPENS**

This study applies specifically to the state of Kansas and its educational structures and processes. The system discussed includes: teacher preparation, the method of certification, utilization of in-service learning and teacher professional development, creation of state tested standards and their value in the Kansas education system, and organizations that support state education structures and processes. The research objectives, literature review, and methods chapters of this thesis all relate directly to the educational procedures that occur in Kansas. National influences, such as the 1994 Geography for Life Standards, the creation of state Geographic Alliances, and the No Child Left Behind Act (NCLB) will be addressed to indicate how they have affected Kansas education.

### **State educational structures**

Organization of education in Kansas consists of the Kansas State Department of Education (KSDE), which is the system as a whole, the Kansas State Board of Education (KSBE), which governs the primary and secondary school system, and the Kansas Board of Regents, which supervises the public colleges and universities. The mission of the KSDE is "...leadership and support through student learning" and the KSBE mission is "...to ensure all students meet or exceed high academic standards and are prepared for their next steps" (Kansas Department of Education 2010, 1). For 2009-2011, KSBE goals and objectives are: 1) redesign the delivery system to meet the changing needs of our students, 2) provide an effective educator in every classroom, 3) ensure a visionary and effective leader in every school, and 4) improve collaboration with families and communities, constituent groups, and policy partners (Kansas Department of Education 2010). Establishment of education standards and all revisions is the

purview of KSBE. Standards revision is typically a four year process. KSBE also regulates state testing each year as well. The Kansas Board of Regents provides general guidelines for the university pre-service education programs. In all 308 school districts in Kansas, there has been a mandated increase in education technology from the KSBE, which is supplying funds and in-service programs to promote this information technology emphasis.

### **Teacher preparation and certification requirements**

Teacher preparation and certification in the state of Kansas is a rigorous process compared to many states. To obtain a teaching license one must have a B.A. or B.S. from an accredited university or college that fulfills the Kansas State Board of Education approved teacher required courses, eight hours of continuing education or one year of accredited teaching in the last six years, satisfactory content assessment scores in areas desired for licensure, and a passing grade on the Principles of Learning and Teaching pedagogy assessment. The KSBE approved university or college teacher curriculum depends upon the individual school as pre-service teacher requirements vary per institution. Teachers from out-of-state are subject to greater scrutiny due to differences in accreditation programs across the country and/or differences in licenses given. A one-year nonrenewable license is an option that provides the individual with more time to complete requirements for initial licensing because their teacher preparation program did not completely cover what the state of Kansas requires (Kansas Department of Education 2010).

## **Social studies pre-service requirements**

Most states have an approved basic curriculum which provides the general minimum guidelines for pre-service education majors. Individual universities typically expand on the basics provided for each discipline. Social studies certification frequently has relatively few specific course requirements within the bulk of the degree course work. The required courses often include U.S. Government, U.S. History, and social studies methods (Libbee 1995). To fulfill the rest of the hours required is at the choice of the student, making it so that future social studies teachers may have to teach a geography course without ever having taken geography at the collegiate level. This circumstance is of particular concern when teachers complete an alternative certification program from out-of-state institutions; alternative certification approaches strive to work with what education the individual already has and is generally composed of just methods courses.

Pre-service curriculum changes most likely need to be addressed within each college or university education department itself. In general, the only people making decisions about individual disciplinary requirements are within higher education.

"Like it or not, each subject is accurately perceived as a special interest group. Each academic discipline sees its own self-interest being enhanced or damaged by changing certification rules. The state department of education and board of education are repeatedly buffeted by requests to "require one course in \_\_\_\_, " or "strengthen the requirements for \_\_\_\_." Such requirements are often, and accurately portrayed as being both sincere and self-serving." (Libbee 1995, 502)

Others are more concerned with the output and ability of the teachers after they fulfill certification requirements and start teaching (Libbee 1995). Besides teaching, another interest to people outside of higher education is the use of core subjects to enhance employability of students and the development of life long skills. Social studies, for example, have the capability to gain support of the general public because of the practical knowledge and abilities a well-

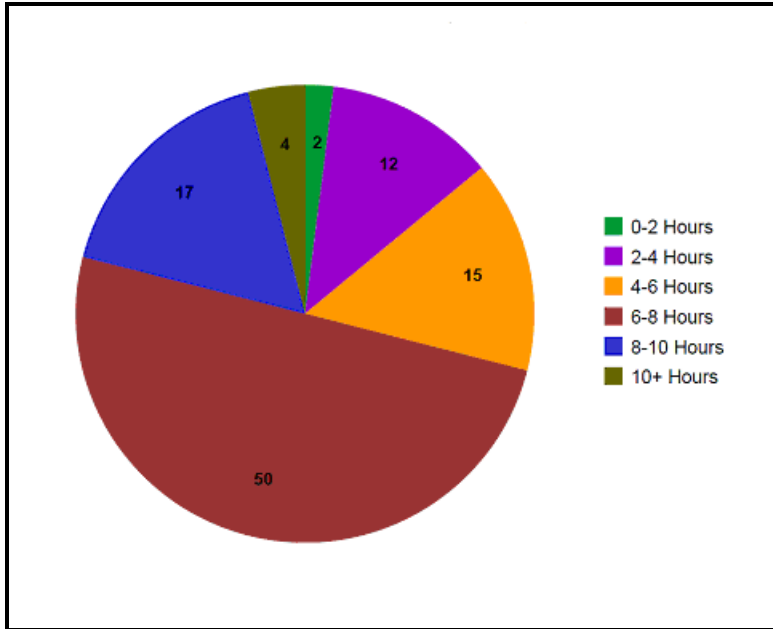
rounded social studies education provides. An example of the practical application of social studies and geography is the use of Geographic Information Systems (GIS). GIS is a technological tool for comprehending geographic information and making intelligent decisions. It is useful both in the classroom and for students to gain real-world working experience and skills. GIS in the K-12 classroom supports social studies, geography, the recent focus on technology, and the standards-based concentration on twenty-first century skills.

An example of how institutions within one state can differ in their pre-service education requirements can be seen between Kansas State University and Fort Hays State University. Kansas State and Fort Hays State are pertinent to this study because pre-service workshops were administered at both universities for this study. For a B.S. in Elementary Education from Kansas State University, twelve credit hours in social studies are required: this requirement is met with four distinct three credit hour classes: one history, one geography, one political science, and one economics. At KSU, recommended courses are U.S. history, world regional geography, U.S. politics, and microeconomics (Kansas State University 2010). At Fort Hays State University, the B.S. in Elementary Education program social studies requirements are broken into two categories: nine required hours in social and behavioral sciences, like economics, U.S. history, or political science, and six hours in international studies, which includes world geography and world history (Fort Hays State University 2010). Both Kansas State and Fort Hays State require one three credit hour course in teaching social studies. Though the requirements are similar, this example demonstrates that there are no uniform policies; for example, it can be seen that there is one required geography course at Kansas State, but not at Fort Hays State because geography is lumped under the international studies category from which students get to select their choice of classes.

A balance must be achieved between developing knowledge of content areas and methods. The content courses taken will best serve teachers if they are applicable to what they are going to teach. Methods courses should be teaching new strategies and ideas, as well as the tried and true practices. If institutions need assistance, state geographic alliances are ready and able to provide support by providing services and materials to update geography and pedagogical content knowledge with new techniques, such as dual-encoding, or other innovative ideas on how to use the Geography for Life (1994) standards and The Five Themes of Geography (Ludwig 1995).

### **Professional development and in-service policy and practice**

Teacher professional development is used as a means to improve teaching. State-level organizations have a limited role in professional development policies, allowing districts to make their own decisions and conceive their own programs; this practice of local control is relatively consistent across all states in the country. Most states, Kansas included, require that teachers complete eight semester credit hours of professional development every five years (Loeb *et al.* 2009); the professional development requirements among states vary from less than two hours to over ten hours in every five years (Figure 3.1). School districts typically build professional development days into their school calendars to assist their teachers in achieving these state requirements. Additionally many teachers use this requirement to accumulate credit hours and continue their personal education through pursuit of a graduate degree. Kansas is well-known in the education community for having very rigid and specific teaching certification, licensure, and professional development requirements.



**Figure 3.1 State Required Professional Development Credit Hours to Achieve in Five Years (Source: Loeb *et al.* 2009, 21)**

### **Geography for Life and the No Child Left Behind Act**

The state of Kansas adopted the Geography for Life standards in 1994 with the idea that implementation would be completed at the local level (White 2000). In 1997, Kansas put in practice a social studies assessment with the anticipation of testing students every other year. The grade levels that take the social studies assessment have changed over time but always fall between the fifth and eleventh grade. The assessments were broken into two parts: the first part contained factual multiple choice questions and the second was a performance activity testing the students writing ability to explain social studies principles. The goal of the Kansas Social Studies Assessment was to evaluate the development of student achievement in critical thinking from a social studies perspective (White 2000). Current KSBE standards for social studies, including those tested through the No Child Left Behind act, were written in 1999 and revised in 2004, with a pending revision date for the near future.

In 2000, White conducted a study looking at how well Kansas students demonstrated the geographical perspective based on knowledge of the Geography for Life standards. Using student responses to assigned and appraised thematic questions, a determination was made to assess how well students applied the geographic perspective and the knowledge in each of the eighteen Geography for Life standards. White found that between 43.1% and 46.3% of students of all ages did not correctly use the geographical perspective to answer their assessment questions. The Geography for Life standards that were most frequently and accurately represented in White's (2000) study include:

- Standard 9 - Characteristics, distributions, and migration of human populations on Earth's surface
- Standard 13 - How forces of cooperation and conflict among people influence the division and control of Earth's surface
- Standard 14 - How human actions modify the physical environment

The results from White (2000) document a need for continual support for social studies in the Kansas classroom. It is important to note that starting in the 2009-2010 school year, the Kansas State Board of Education suspended the social studies assessments and no tests were given that year. There has been no specific date set for additional testing (Kansas Department of Education 2010).

Members of the Kansas State Department of Education agree and abide by the No Child Left Behind Act of 2001. They believe it is an important approach to ensure that all students have fair and equal opportunities for academic achievement. The working plan to accomplish this goal is by emphasizing NCLB programs and services, placing highly qualified teachers in classrooms, and utilizing academic standards and testing system. In 2007, the Kansas State

Board of Education was asked to make recommendations for the NCLB reauthorization act and from the experience of six years under NCLB in Kansas, the board responded with several suggestions. These suggestions included: greater flexibility in determining adequate yearly progress (AYP), reducing the unfair impact of student accountability requirements for mobile populations, increased understanding for accountability of tested students with disabilities or for those that require English language assistance, providing greater time for schools and/or districts identified for improvement, defining effectiveness pertaining to teachers due to national shortage, and maintaining full funding of all programs and services required to carry out NCLB (Kansas State Board of Education 2010). Overall the State of Kansas has fared well under NCLB, in the 2008-2009 school year only 34 of 308 districts, or 11% did not make AYP. The criteria for meeting AYP requirement is to achieve or exceed annual targets in reading and math, have 95% of student population or more take the state assessments, have an attendance rate of all students be at 90% or have increased from prior year, and achieve a minimum district graduation rate of 80%.

### **Supporting organizations**

The Kansas Geographic Alliance (KGA) is a non-profit organization of volunteers committed to advancing geographic literacy in Kansas. The mission of the alliance "...is to improve, promote, and support the teaching of geography in K-12 classrooms throughout Kansas" (Kansas Geographic Alliance 2010, 1). The KGA functions with offices at Kansas State University and Fort Hays State University, is funded by the National Geographic Education Foundation, and members maintain relationships with the KSDE, the Kansas Council for Social Studies (KCSS), and local school districts throughout the state. KGA members were actively



involved in working with and revising the social studies standards when the KSBE called for revisions in 2004 and several members helped with the creation process of the Geography for Life standards. The KGA consists mainly of educators but membership is open to all Kansas citizens. Geographic literacy is encouraged and supported through all of the KGA's activities, which include helping with the annual state Geography Bee, in-service, pre-service, and professional development workshops, summer institutes, and the availability of geography teaching kits, educational games, maps, and resources for educators. The KGA is a significant source of direct support for geography education in Kansas (Kansas Geographic Alliance 2010).

### **Concluding thoughts**

Kansas is a state that has specific requirements for social studies educators, but the amount of required geographic content is relatively small. Through the influence of the No Child Left Behind act and prior structures in place, Kansas is doing well in terms of student success as related to overall national standards. However, the significance and importance of teacher professional development is constant and must always be present in order to maintain teacher-student success rates. Under the NCLB act, geography and the social studies in general are struggling to preserve their place in the daily classroom schedule. Due to the emphasis on reading, math, and writing, sub-disciplines of social studies, like geography or government must fight even harder to achieve time in the classroom and emphasis in the curriculum. Organizations like the KGA are essential to supporting better learning in today's education environment.

## **Chapter 4 - A PLAN TO MAKE IT ALL WORK: DEVELOPING AND TEACHING LESSON PLANS THAT MAKE A DIFFERENCE FOR GEOGRAPHY AND HISTORY**

### **General perspective and process**

Geography is a discipline that integrates well with other subjects. In the K-12 curriculum of the state of Kansas, social studies is divided into four components: economics, government, geography, and history. The majority of classroom time is given to history, so in order to bring more geography into the classroom, five history units were created that are dual-encoded with geographical concepts and skills. Each unit covers a major theme in Kansas history (*e.g.* settlement). Complete unit plans include a cover page, table of contents, concept map, four individual lesson plans, and an appendix containing all of the required resources to implement the lessons in the classroom immediately. The primary textbook used as a resource for the units is The Kansas Journey by Jennie Chinn (2005); it is a textbook written specifically for seventh grade Kansas social studies classes. Additional texts utilized for resources include: Environment and Man in Kansas by Huber Self (1978) and the Historical Atlas of Kansas by Homer E. Socolofsky and Huber Self (1972).

Each unit theme was created purposely to fit and incorporate the seventh and eighth grade history standards, with an emphasis on the tested standards, in collaboration with the seventh and eighth grade geography standards and 1994 Geography for Life standards as well. The history standards were subdivided into five categories and the corresponding unit themes are: 1) Kansas in the Civil War, 2) Native Americans in Kansas, 3) Westward Expansion, 4) Settlement and Transportation, and 5) Settlement and Migration. The dual-encoding process that took place to

create these units and their individual lessons consisted largely of additions of map-based and other non-verbal activities that stimulate the use of geography based skills and their application, such as the ability to interpret, understand, and make maps. Other related activities emphasized increased comprehension of the geographic approach through asking: when? where? and why? Gersmehl and Gersmehl's (2007) eight modes of spatial thinking (*i.e.* comparisons, auras, regions, hierarchies, transitions, analogies, patterns, and associations) and the Five Themes of Geography (*i.e.* movement, region, human-environment interaction, location, and place), were also widely relied upon to bring in and help teach geographical concepts and skills.

In order to share 1) these lesson plans, 2) the use of dual-encoding as a teaching strategy to promote geography content knowledge, and 3) pedagogical content knowledge with local educators, three workshops were given. One workshop was in the in-service and professional development setting and two were in pre-service collegiate education methods classrooms. To assess and gather data on the dual-encoded lesson plans and to establish a rationale for the use of dual-encoding in the classroom, participants in the workshops were asked for feedback and assessment of the material through a questionnaire at the end of the session. This chapter explains the process of identifying relevant history and geography standards, the creation of lesson plans, finding an arena and leading the workshops, and examining the workshop feedback and assessments. Methods used in this study demonstrate the importance of efficient and flexible ideas in lesson planning and teaching, as well as the beneficial influence of cross-curricular themes in the classroom.

## **Integrating standards for lesson planning**

The disciplines within social studies were aligned collectively because they fit together in ways that allow ease of cross-curricular integration. As was seen in the review of literature, geography and history are two particular disciplines that work and mold together exceptionally well for teaching and learning purposes. The Kansas social studies standards are broken into four categories: civics-government, economics, geography, and Kansas/United States/world history. Each social studies category is broken into a grade specific standard, a benchmark number, and a standard number, frequently listed as Grade #: Subject: Benchmark #: Standard #. The standard numbers that are specifically tested on state assessments are marked with a delta sign (▲); not all standards are tested. The example of Benchmark 3 from the eighth grade history standards can be seen in Figure 4.1; note the delta (▲) next to the second standard.

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.

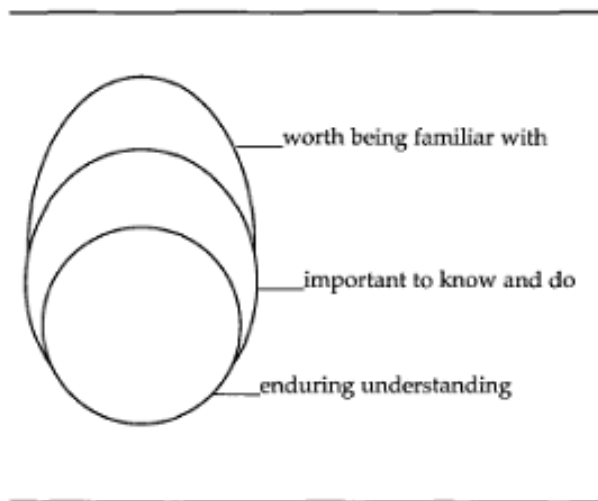
Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(A) interprets the impact of the romance of the west on American culture (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy).</li> <li>▲(K) explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, <i>immigrant</i> agents).</li> <li>(K) describes federal American Indian policy after the Civil War (e.g., Dawes Act, boarding schools, forced assimilation).</li> <li>(K) explains American Indians' reactions to encroachment on their lands and the <i>government</i> response (e.g., Chief Joseph, Helen Hunt Jackson, Crazy Horse, Sitting Bull, Geronimo, Sand Creek, Washita, Little Big Horn, and Wounded Knee).</li> <li>(K) explains how the rise of big business, heavy industry, and mechanized farming transformed American <i>society</i>.</li> <li>(A) interprets data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19<sup>th</sup> century.</li> <li>(A) compares and contrasts the experiences of immigrants in urban versus rural settings.</li> </ol>	<ul style="list-style-type: none"> <li>Use <i>primary source</i> information to contrast the realities of the west to popular stereotypes about the west. (1)</li> <li>Write a newspaper editorial explaining the <i>benefits</i> of the railroad in helping to settle and develop the west. Use specific evidence from history to support the argument for the railroad. Respond to negative views regarding the growth of the railroad by maintaining support for your position. (2)</li> <li>Use primary or secondary resources from the <i>era</i> to defend a position on what mistakes both sides made in dealing with each other: <i>Federal Government</i> and American Indians. (3, 4)</li> <li>Use photographs of immigrants to support or disprove the statement: "Americans welcomed immigrants with open arms when they arrived". (6)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Benefit</i> - something that satisfies one's wants.  <i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).  <i>Era</i> - a period of history marked by some distinctive characteristic.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Immigrant</i> - a person (migrating into) coming to a particular country or area to live.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Society</i> - a group of people bound together by the same culture.</p>	

Figure 4.1 Example of Kansas History Standard (Source: Kansas Department of Education 2010)

On the Kansas assessments, the history dedicated portion consists of 55% of the test and geography, civics-government, and economics sections are each represented with equal portions of 15% per discipline. History has more standards represented with a delta which results in a significantly greater part of social studies classroom time being used to teach history. Because history gets such a large focus from the standards it was pertinent to incorporate geography with history. With the way classroom time allotments are scheduled, this is potentially one of the only ways to allow for more geography without modifying/changing major structural barriers of the national education system.

Once the decision to pair geography with history was made, the grade levels for which to write the lesson plans had to be determined. Because this study is looking specifically at the State of Kansas, it was decided that the best standards to address would be those that concentrated on Kansas history and/or related to Kansas history. After a critical review of the geography and history standards at all grade levels it could be seen that the curriculum addressing Kansas most frequently is presented in the seventh and eighth grade. When identifying standards to be used, the history standards were first selected and the geography standards addressed were then woven around them. This study recognizes that in order to get the attention of history teachers, the history standards, particularly tested ones, must be at the forefront of all efforts. The tested (▲) standards of history that receive considerable interest were advertised to get the participation needed for successful workshops, complete this study, and make a difference using the current educational structure.

After the grade levels for lesson plan creation were decided upon, the standards for both seventh and eighth grade geography and history were thoroughly reviewed, along with an evaluation of the standards for both disciplines again at all grade levels. It was essential to know what concepts and skills students are expected to have beforehand and what they are anticipated to know for future classes to construct worth-while lessons that teachers will want to use. Because geography has many fewer tested (▲) items and history so many tested (▲) items, the concepts related to curriculum priorities and integrated subject knowledge was used (Figure 4.2). The goal was to build teachable units that had several tested items for “enduring understanding” and additional non-delta standards for other areas of the Venn diagram.



**Figure 4.2 Curriculum Priorities and Assessments (Source: Gallavan and Knowles-Yanez 2004, 74)**

When viewing the history standards, the standards were first separated into tested (▲) and non-tested standards. Once the standards were separated they were grouped into related tested standards (▲) and then the non-tested standards were added to the lists. It was from this process that the five unit themes that best suited the standards and applied to Kansas history became apparent. It is important to note that not every tested (▲) or non-tested history or geography standard is addressed in the unit plans; there are too many total standards to teach in only five units. The process of appropriately fitting and naming unit themes was a flexible process and went under revision many times throughout the lesson plan development procedure. After the history standards were grouped and unit themes were created, the geography standards were revisited. The same process was used to align the geography standards with the unit themes, emphasizing the tested standards first. An example of associated history and geography standards from the Native Americans in Kansas unit is:

- History standard (Grade 7: History: Benchmark 1: Standard 4)
  - Analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas: loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict.
- Geography standard (Grade 7: Geography: Benchmark 4: Standard 2)
  - Explains how the spread of cultural elements results in distinctive cultural landscapes (e.g., religion, language, customs, ethnic neighborhoods, foods).

In the lesson planning process, the standards occasionally had to be re-examined, shuffled, and/or added in order to create the best lessons possible. Since the units created are history lessons, the standards listed in the unit concept maps are the history standards. This apparent history focus is hopefully inviting and will be influential in a history teacher's decision to use the material. In Appendix 2 all history and geography standards addressed are listed for each unit plan.

The process began with selecting history as the subject to combine with geography through dual-encoding, followed by selection of the grade levels and specific focus on Kansas, and finally the identification of specific history standards to address in the unit plans. This initial procedure led first to the selection of the five unit plan themes and at last the creation of the lesson plans, which allowed the application of dual-encoding to begin. It is through use of these methods that the first research objective was addressed: determine appropriate history standards that can be enhanced with geographical content.



## **Creating dual-encoded lesson plans**

Dual-encoding is the process of using two or more learning pathways at one time to retain and retrieve information more efficiently. The concept of dual-encoding is vital in today's classroom where an increasing emphasis on tested material takes time away from less emphasized subjects, such as social studies. History and its strong use of texts in pedagogical style is ideal for the verbal function of dual-encoding and geography, with its emphasis on maps and graphicacy, fulfills the non-verbal requirement. With many different learning styles and rates present amongst the students in a classroom, it is important to take into account all levels of student ability; dual-encoding assists with this process by increasing the number of cognitive learning pathways.

After defining the use of dual-encoding and how it works with cross-curricular lesson planning, research was sought out on how to incorporate significant, practical, and useful teaching ideas that correspond with dual-encoding. The thought process behind the production of these lessons is that learning is as much about foundational knowledge content as it is about application. Bloom's Taxonomy (1956) of knowledge, comprehension, application, analysis, synthesis, and evaluation was heavily relied upon (Figure 4.3), as well as Fink's Taxonomy (2003) of integration, application, human dimension, caring, learning to learn, and foundational knowledge (Figure 4.4).

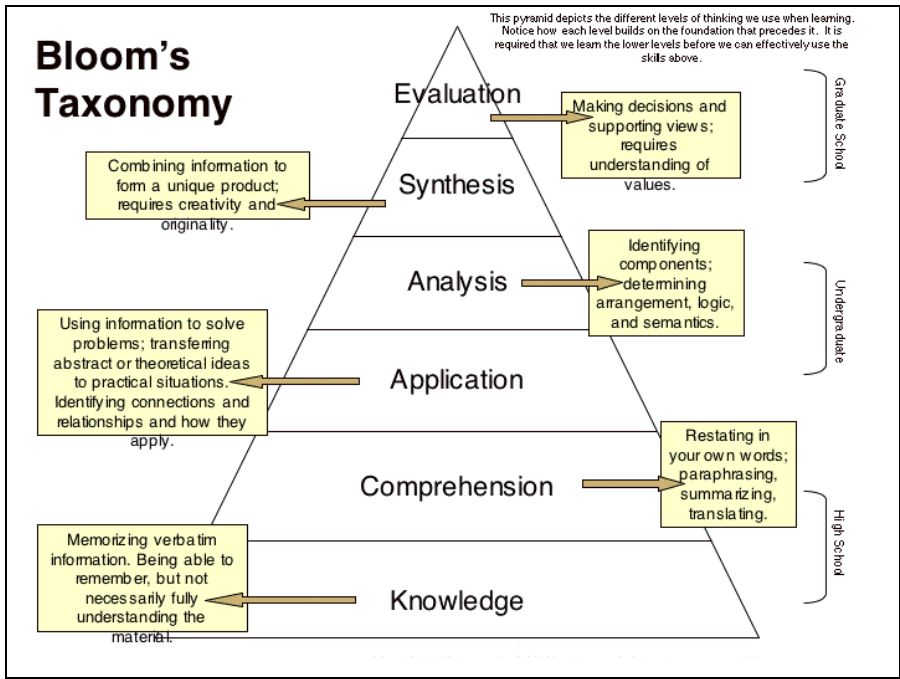


Figure 4.3 Bloom's Taxonomy (Source: Louisiana State University, 2010)

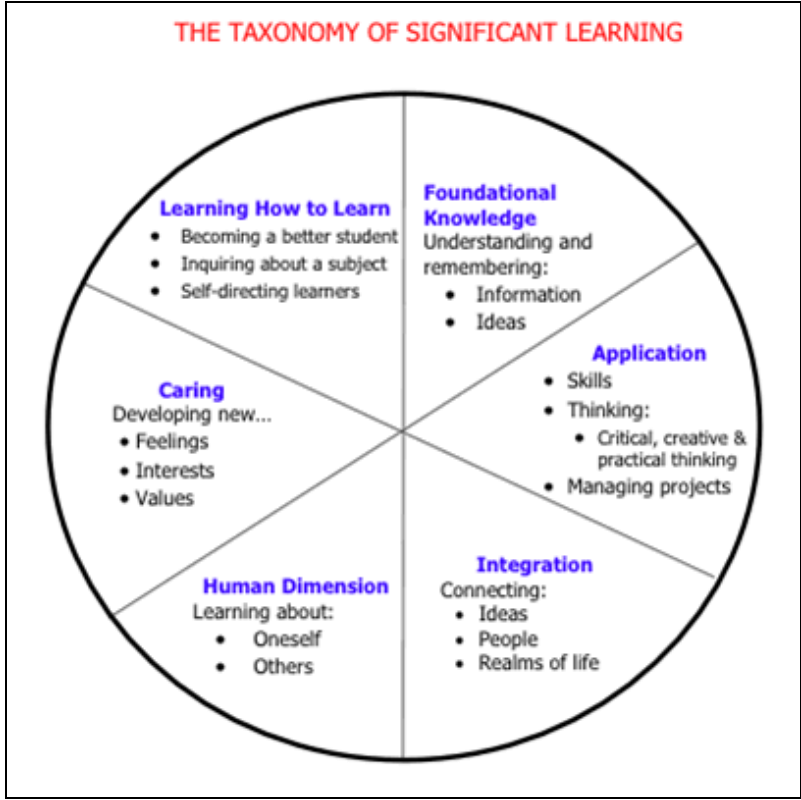


Figure 4.4 Fink's Taxonomy (Source: Academic Commons, 2008)

The use of literacy skills, such as reading, writing, and oral communication to enhance learning is always beneficial, and history and geography provide students many opportunities to incorporate and practice these abilities (Krajcik 2010). Students must always be aware of the established learning goals; learning flourishes when it is holistic and involves the student in an active manner, this includes sharing information, ideas, experiences, and reflections (Fink 2003). The lessons strive to make clear the learning outcomes and expectations of the activities to all teachers and students. Clearly, many varying skills and ideas were taken into account when these lessons were developed.

The lesson plans were written using a modified version of backwards design by Wiggins and McTighe (1998). General principles of backwards design are: use learning goals to create significant learning, build activities that address and relate to how students learn, promote active learning, and assess what students have learned to demonstrate completion and success (Fink 2003). Backwards design takes into consideration student interests, student cognitive and developmental level, and previous knowledge and achievement. It focuses on using curriculum as a means to an end by focusing on a particular topic, resource, and instructional method (Wiggins and McTighe 1998). Backwards design is best known for its format of placing the material to be assessed at the beginning of each lesson. The creators of backwards design agree and cater to the idea that teachers and students will learn more if they know what their learning goals are from the beginning.

Modifications for the purpose of this study directly affected the listing of learning goals and exam-tested objectives at the start of each lesson plan. Because one of the goals of these unit plans is the flexibility to fit into any classroom at any time, no exams were created; rather the lessons were prepared with the anticipation of teachers matching these lessons with other

units and activities they already use in their classroom. However, to stick with the backwards design principles, a specific listing of the objectives and target knowledge of the lesson to be assessed were first listed. The learning goals and the knowledge to be assessed from each lesson plan are multi-tiered and range from applying to the entire unit down to the individual lesson. These learning goals are addressed through the unit essential question, overview, concepts, purpose, and lesson essential questions (Figure 4.5). Establishment and documentation of these learning goals demonstrates how backwards design was applied to the methods of this study.

**Lesson Plan One**  
**Where Would You Go?**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Analyzes the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas (7:6:4)
- Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
- Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

**Unit Essential Question(s):** How did migration affect settlement arrangement in Kansas?

**Overview:** Students will identify push and pull factors of why people move in, out, and around Kansas. They will create their own “towns” and track their movement.

**Concepts:** Migration, immigration, rural, urban, suburban, depopulation, nativism

**Purpose:** To have students understand the reasons that individual people and groups move and the influence that their movement has on location.

**Lesson Essential Questions:**

Students should be able to discuss the following:

- What is migration?
- What push and pull factors influence migration in, out, and around Kansas?
- How has migration changed over time? How have the factors changed?
- Who migrates?
- What impact has migration had on Kansas over time?

**Time:** Two to four 45 minute class periods.

**Materials:**

- [The Kansas Journey](#) by Jennie Chinn, pages 120-139
- Population in Kansas 1970
- Decade of Maximum Population in Kansas 1970
- Population Map of Kansas Census 2000
- Population Growth in Kansas 1860-1970
- Population Density in Kansas 1970

**Procedure:**

1. Introduce the unit essential question, concept, and lesson essential questions.
2. Read or summarize for class selected portions from textbook pages 120-139.
3. First, identify push-pull factors and the differences in the word migration and immigration for the class.

**Figure 4.5 Lesson Plan Example (Source: Created by author)**

Following the completion of a first draft of a unit plan, a Kansas Geographic Alliance Teacher Consultant, Judy Dollard, provided constructive feedback on the unit lesson plan and design. Judy's review and suggestions were vital to the improvement of the overall effort. Four items were central to the structural development of these dual-encoded unit plans: 1) identification process of the usefulness of dual-encoding for educational purposes, 2) the use of Bloom's taxonomy and 3) Fink's taxonomy for more reflective lessons, and 4) the modification of backwards design. These unit plans are accommodating for any classroom and were specifically designed that way. Collectively the five unit plans provide between thirty and 63 forty-five minute class periods of material (Table 4.1). The process of identifying the usefulness of dual-encoding in teaching and creating unit and lesson plans that have dual-encoded geography concepts and skills with history tested standards addresses research objectives two and three: prepare a teachable rationale for dual-encoding and create lesson plans that can be used to demonstrate the value of dual-encoding.

Classroom Time Needed by Lesson Plan	
Unit and Lesson Plan Name	Time Needed
Settlement and Transportation 1) Making a Pathway: The Railroad Had To Go Somewhere 2) Changing Life in a Kansas Railroad Town 3) Real Life Cowboy in a Cattle Town 4) Technology Brings Change	5-12 forty-five minute class periods
Settlement and Migration 1) Where Would You Go? 2) Population Changes 3) Different Cultures, Different Places 4) Travel Log	7-14 forty-five minute class periods
Native Americans in Kansas 1) Our Class Tribe 2) Explorers Write Home 3) Moving On Out 4) Adaptation and Assimilation	5-10 forty-five minute class periods
Kansas in the Civil War 1) Forming a Sphere of Influence 2) Tracking the Underground Railroad 3) Symbol of Freedom 4) It Happened Over Time	6-14 forty-five minute class periods
Westward Expansion 1) Significant Legislation 2) Panel Discussions 3) GeoDiary 4) Romantic or Civilized	7-13 forty-five minute class periods

**Table 4.1 Classroom Time Needed for Each Lesson Plan (Source: Created by author)**

### **Participant groups and forms of assessment**

Two participant groups, pre-service and in-service teachers, were addressed through education workshops with similar forms of assessment. A professional development workshop for current teachers was held at the 2010 Kansas Geographic Bee. Similar workshops were presented for pre-service education majors in a social studies methods course at Kansas State

University and for pre-service education majors and education professors at Fort Hays State University. Each participant group was asked to fill out a feedback and assessment sheet at the end of their workshop. The assessment sheets follow the same format but do vary slightly between the workshops for current teachers and pre-service teachers (Appendices 1 and 3). Individual workshops each covered one of the unit plan topics: Kansas in the Civil War, Native Americans in Kansas, Westward Expansion, Settlement and Transportation and Settlement and Migration. The time span for the workshops ranged between fifty minutes and two hours depending on facilities and availability. Current teachers could use the hours in attendance for professional development credit if they desired. The content of the workshops included: an overview of the significance of geography education, definition, discussion, and process of using dual-encoding in social studies education, examination and demonstration of a designated unit plan, and concluded with the feedback and assessment sheet.

The workshop presentations followed the same format; however they were tailored for each specific audience, work space, and time frame. The agenda for the workshops started with an introduction of the material to be covered and if the group was small enough everyone was asked to introduce themselves. Introductions were used to increase attendee comfort level, so participants would feel better sharing their thoughts and ideas during the brainstorming and lesson plan demonstration activities. After introductions, a brief history and importance of geography education was given followed by a discussion on the principles of dual-encoding and why it works well for education. Next, the logic behind why history was selected to be coupled with geography was discussed. Educational structures and the process of standards based teaching and testing were heavily touched on as a background for the whole presentation. Each workshop presented one of the unit themes and as a group a lesson plan was reviewed and an



activity completed if time allowed. A summary debriefing occurred at the end of the workshop, all participants received a copy of the complete unit plan examined, and time was allotted for the completion of the assessment questionnaire. The workshops were very interactive, with frequent input from the group. Participant contributions included examples of what they did in their classroom. Those ideas were then modified with the application of dual-encoding, and molded into a new concept about teaching the learning outcomes in question. Overall it was a very smooth and fun progression through each workshop.

The actual process of setting up the workshops could not have been done without the support of the Kansas Geographic Alliance and the author's thesis committee. The author initiated contact with KGA members and thesis committee members as to accessible audiences and possible set-ups. Both parties helped facilitate an available venue for each workshop. The KGA was also supportive of the workshop by providing funding for space and materials when needed.

Giving workshops to college educators, practicing teachers, and pre-service teachers was purposeful. Each group provides a unique perspective on the material. Current teachers are the face of education across the country and can make the everyday difference in student lives. It is important to get teachers active, involved, and up-to-date on all available teaching strategies and methods. Including future teachers will provide them with a greater perspective and knowledge on the importance of geography in the classroom and how to incorporate geography in their teaching from the beginning of their education career. The pre-service assessment differs slightly from the professional development in-service assessment with anticipation that each group would provide a different perception of the processes and materials. An example of the differences included asking current teachers what subject they teach versus asking pre-service

teachers what classes they anticipate teaching. In the pre-service workshop presentation there is also a small piece on Geographic Information Systems (GIS) in the classroom and GIS is inquired about on the assessment. Due to time constraints, GIS was not included in the in-service presentation or assessment.

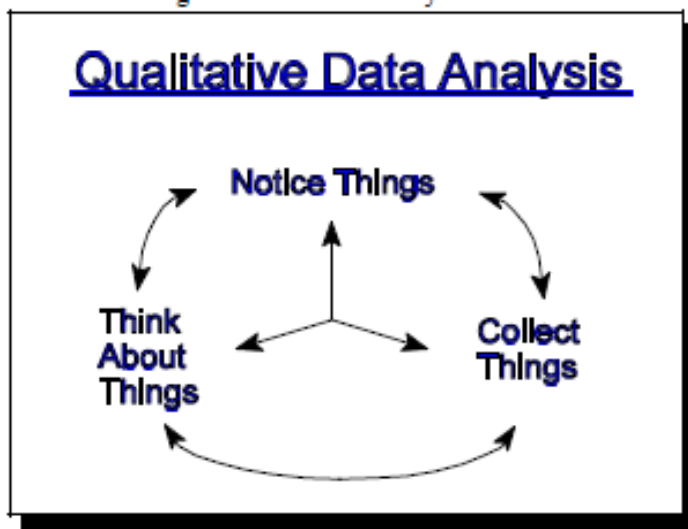
It is difficult to design cross-curricular lessons that fit into complete unit plans and correspond with curriculum that correlates to federal NCLB mandates. Workshops that give teachers efficient and practical skills, like dual-encoding, are highly valuable, especially when they are provided with classroom ready lessons that minimize the time needed for teachers to try out the idea of dual-encoding while maximizing the amount of time dedicated to geography in their classroom. Once teachers see the value of dual-encoding and the ease of classroom execution, they have a better chance at becoming adept at the practice and are more likely to maintain motivation to incorporate geography through dual-encoding, amongst other possibilities.

## **Data analysis**

The results and conclusions of this study were derived from the feedback from the professional development and college teacher in-service and pre-service workshops. Based on the ideas presented in Ormrod and Cole (1996), assessments asked for the participants initial and final thoughts on the material presented, their expectations regarding effectiveness of lesson plans and unit materials, possibility of successful integration in a classroom setting, the perceived strengths, weakness, clarity, and organization of the material and presentation, the extent to which higher thinking skills were emphasized, and if enthusiasm for geography was

created. Analysis of the qualitative data was used to establish results and address the related research objective.

Qualitative data analysis (QDA) is the process of noticing, collecting, and thinking (Seidel 1998). This type of data analysis process is simple overall, leads into a more complicated analysis once completed, and is defined as being iterative, progressive, recursive, and holistic. With QDA, all parts are related and it infinitely cyclical (Figure 4.6).



**Figure 4.6 Process of Qualitative Data Analysis (Source: Seidel 1998, 2)**

The procedure for noticing is to observe, pay attention to surroundings, and mentally catalog observations. Collecting is literally to gather information and further analysis sorts that information categorically. The analytical goals for the thinking portion are: to make sense of the collected information, identify patterns and relationships in the material, and "...to make general discoveries about the phenomena you are researching" (Seidel 1998, 5). This initial analysis is followed by a more complex analysis that utilizes the information gathered to generate a thoughtful and thorough written output of data, information, and research (Figure 4.7). Observation, collection, and contemplation of data is essential to comprehending qualitative data

(Seidel 1998). Utilizing these methods and processes helped draw conclusions from the workshop participant feedback and assessments.

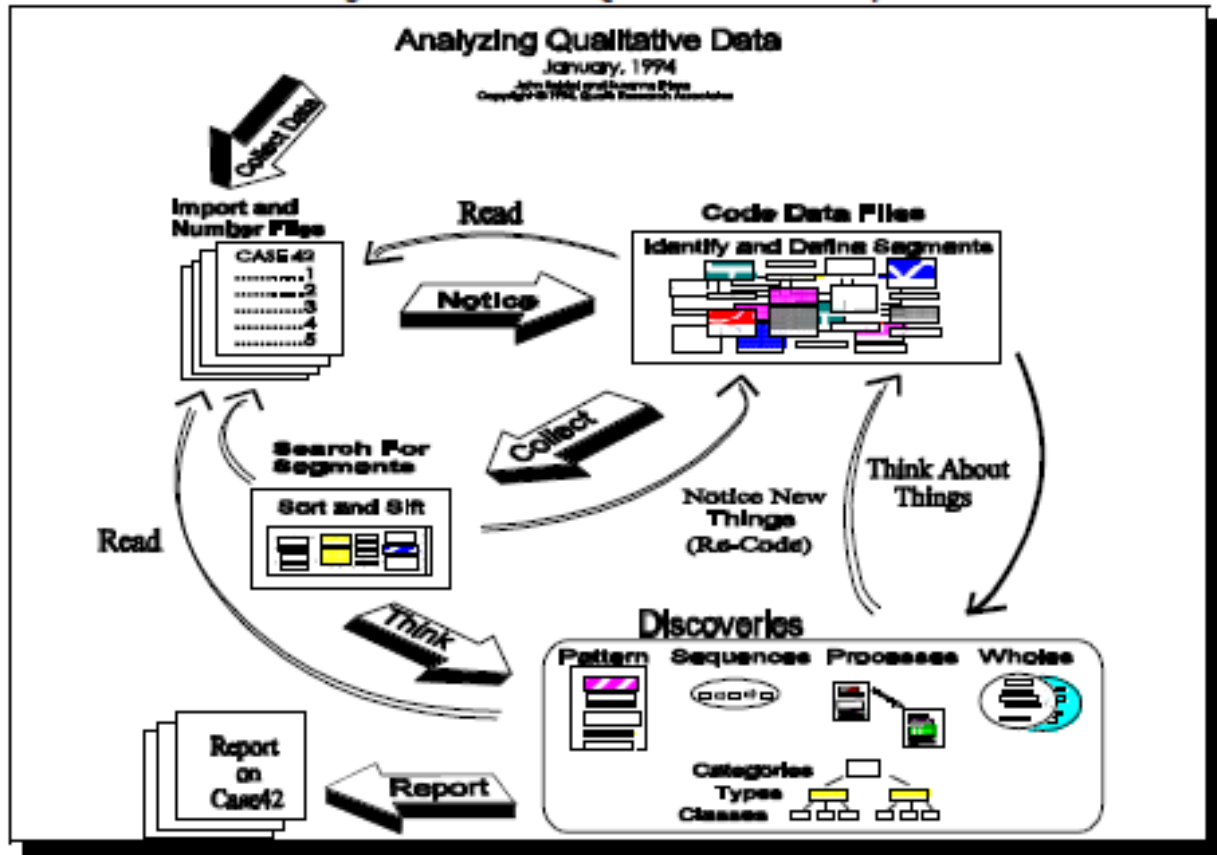


Figure 4.7 Analyzing Qualitative Data (Source: Seidel 1998, 11)

Once the workshops were completed and the assessments were filled out, the analysis process began. Tables for each workshop were created for organizing the demographics of all participants including their gender, urban or rural school distinction, grade level taught, and classes taught or anticipate teaching. Responses for each individual question were compiled for general observation, to generate thinking, and to begin to quantify certain aspects of the data. For the assessment questions that asked "yes" or "no" questions and certain structured answer

questions like, "very effective," "effective," "moderately effective," and "not effective" led to statistical calculation for a quantitative look the workshop outcomes.

The data analysis for this study involved noticing, collecting, and thinking. From this QDA method (Seidel 1998), the questionnaire assessment results were assembled in charts and a table for easier investigation. This reflective process led to the gathering of certain quantitative data and suggested conclusions that might be gained from the analysis. It is through using these qualitative methods that research objective five was addressed: assess teacher response to the practice of dual-encoding and lesson plan material.

### **Conclusion of methods**

Methods for this study were highly sequential. First history and geography standards were examined, selected, and shaped into cohesive unit themes. Next, lesson planning methods were explored and individual lessons were written expressly using the process of dual-encoding to complete five units, each with four lesson plans. Third, workshops were given to college teachers, in-service teachers, and pre-service social studies method students; all participants were asked to complete an assessment questionnaire over the presentation, materials, and ideas. When the workshops were completed and the feedback gathered, the data analysis occurred. Results from this study can be found in the following chapter.

## **Chapter 5 - RESULTS OF THE STUDY**

"The field of geography education is sadly lacking in empirical data that might inform and underpin decisions about standard setting, curriculum design, materials development, teaching strategies, and assessment procedures. Large quantities of high-quality data are necessary if geography is to be successfully implemented in the American education system." (Downs 1994, 57)

The knowledge gained from analysis of the workshop feedback provides relevant ideas for the disciplines of geography, history, and social studies education. Summary tables and bulleted lists provide information related to assessment and evaluation. Kansas social studies teachers can now have better training and more materials available on how to teach geography in today's classroom. New and beneficial teaching methods that utilize psychological principles increase the efficiency of cross-curricular theme teaching in the classroom. Student learning can be improved through using dual-encoding and students should be able to begin to understand the important connections geography offers through a spatial and global perspective. This study's results and completion of the research objectives show that some progress has been achieved in the struggle to improve geography education. Geography as a discipline will benefit through the sharing of information provided from this activity or from similar effort in other realms. This section will discuss the details and results from each workshop and concludes with a section on the general results from the study as a whole.

### **Workshop #1: Kansas Geographic Bee in-service professional development**

The first workshop was an in-service professional development activity for currently practicing teachers. It was a two hour workshop held on Friday April 9, 2010 before the start of the state-level competition of the Geographic Bee. The workshop was advertised along with the Bee, free to attend, and made available to all teachers accompanying a student to the Geographic

Bee. During the workshop, participants were engaged in conversation using a PowerPoint presentation, a video demonstration, and then taken through a lesson plan activity related to the unit on Settlement and Transportation. All participants completed a feedback assessment of the workshop at the end of the session.

Demographic information from the participants was gathered through the assessment portion of the workshop. There were 7 total participants at the Abilene workshop (Table 5.1).

Important demographic statistics of participants are represented as follows:

- 43% male and 57% female
- 43% urban school teachers and 57% rural school teachers
- All teach in grades K-12 and 86% grades 6-9
- 29% teach history only, 57% teach history and geography, and 14% teach other subjects

Participant #	Gender	Urban/Rural School	Grade Level	Classes Taught
1	Male	Rural	7, 8	Geography, KS History, American History
2	Female	Rural	K-12	Gifted Education
3	Male	Rural	7, 8	World Geography, Kansas Geography, American History
4	Male	Urban	8, 9	World History American History
5	Female	Urban	7	Geography
6	Female	Urban	6	World History
7	Female	Rural	6, 7, 8	Social Studies

**Table 5.1 Demographics from Geographic Bee Workshop**

Overall the results from this workshop were extremely positive. All assessment responses from each participant were considered and analyzed. The following summary addresses each individual question assessed for feedback on the questionnaire given at the end of

each workshop, except the questions pertaining to the strength and weaknesses of the structure and presenter, as that information was a technical function gathered to improve the presentation from workshop to workshop.

- Teachers attended the workshop because they wanted to learn new and innovative ideas, it was free, and they identified that they needed to improve their personal geography instruction methods.
- The majority of participants did not know the concept of dual-encoding and reported that this workshop helped their understanding significantly.
- Participants who already were familiar with dual-coding stated that the information and materials in the presentation helped advance their understanding of the concept.
- All participants recorded that if they didn't already use dual-encoding in their classroom they are more willing to try it.
- Approximately half of the teachers shared that they were now comfortable enough with the material to return to their home district and share the information that they learned.
- Every participant reported that the materials presented would be effective in a K-12 classroom.
- A significant majority of teachers stated that the information gained in the workshop will influence the way they teach.
- All participants agreed that higher thinking skills were emphasized.
- All participants agreed that enthusiasm for geography and history education was generated.



Sample Questions from Assessment	Answers from Participants
What, if anything, did you know about dual encoding prior to this workshop?	71% Did not know the concept 29% Know the concept, but not the name
Did this workshop help you to better understand the value of dual-encoding?	86% Yes, it helped 14% Already use it, but it helped
And are you now comfortable with the concept of dual-encoding so that you might use it in your teaching?	43% Will use it 43% Might use it 14% Already use it
How effective do you believe the specific lesson plans and materials provided will be in your teaching?	57% Very effective 29% Effective 14% Moderately effective
Do you feel that any of the information gained in this workshop will influence the way you approach teaching?	83% Yes 17% Maybe
Was enthusiasm for integrated geography and history education generated?	100% Yes

**Table 5.2 Assessment Feedback Results from Geographic Bee Workshop**

The Geographic Bee in-service workshop provides this study with a great starting point for data analysis (Table 5.2). Key topics on which the participants responded most often were: their motivation to attend the workshop, their understanding of the value of dual-encoding, effectiveness of the unit plans, that the workshop influenced their approach to teaching, and generated increased enthusiasm for geography and history education. The positive response was evident in the feedback answers.

- “I always want to learn new and innovative ideas.”
- “Very effective, gives new ideas for teachers.”
- “The information has given me new resources and approaches to teaching; I will change some of my ways of teaching.”
- “Used higher thinking skills very well in lesson and teachers could use easily with their students.”

## **Workshop #2: Kansas State University pre-service social studies methods class**

The second workshop was held in a pre-service social studies methods classroom with future teachers. The Kansas State University Secondary Education Program and Dr. Brad Burenheide supported the workshop and allotted fifty-minutes of class time for the presentation; attendance was required of the students enrolled in the class. Student engagement included a Power-Point presentation and a lesson plan activity related to the unit on Native Americans in Kansas. In addition, introductory information of Geographic Information Systems (GIS) was delivered. The students completed an assessment questionnaire on the workshop at the end of the class period.

Again, demographic information was gathered from the participants during the workshop assessment portion of the presentation. Students were asked for their gender, rural/urban teaching preference, personal grade level in school, and the classes they want to teach. There were 18 total participants at the KSU pre-service workshop (Table 5.3). Key demographic statistics of students to consider are shown as follows:

- 82% male and 18% female
- 22% want to teach in an urban setting, 39% want to teach in a rural setting, and 39% have no preference in teaching setting
- 89% are in their 4<sup>th</sup>-5<sup>th</sup> year of college education and 11% are in their 6<sup>th</sup>-8<sup>th</sup> year of college education
- 17% want to teach only history, 6% want to teach only geography, 27% want to teach geography and history, and 50% have no preference what portion of social studies they teach

Participant #	Gender	Teaching Preference Urban/Rural School	Grade Level in School	Classes Want to Teach Taught
1	Male	Rural	7 <sup>th</sup> year	Middle/High School History
2	Male	Urban	5 <sup>th</sup> year	Social studies
3	Male	No preference	8 <sup>th</sup> year	High School Geography, Environmental Geography, History
4	Female	Rural	5 <sup>th</sup> year	Anything
5	Male	No preference	5 <sup>th</sup> year	High School Geography and History
6	Female	Rural	4 <sup>th</sup> year	Anything
7	Male	No preference	4 <sup>th</sup> year	Anything
8	Male	No preference	4 <sup>th</sup> year	Social studies
9	Female	No preference	4 <sup>th</sup> year	Middle School Social Studies
10	Male	No preference	5 <sup>th</sup> year	8 <sup>th</sup> Grade History
11	Male	No preference	5 <sup>th</sup> year	High School History, Geography
12	Female	Urban	4 <sup>th</sup> year	7 <sup>th</sup> Grade Geography
13	Male	Rural	4 <sup>th</sup> year	Middle School History
14	Male	Urban	4 <sup>th</sup> year	Middle School History, Geography
15	Male	Rural	4 <sup>th</sup> year	High School Social Studies
16	Male	Rural	4 <sup>th</sup> year	High School History, Geography
17	Female	Urban	4 <sup>th</sup> year	Social Studies
18	Male	Rural	4 <sup>th</sup> year	6-12 Social Studies

**Table 5.3 Demographics from KSU Workshop**

Workshop feedback assessment answers of each student were individually compiled and examined. Results as a whole were again very positive. The following summary addresses the responses to the questionnaire given at the end of the workshop, except the questions pertaining to the strength and weaknesses of the structure and presenter.

- The students' primary motivation for attending the presentation was because it was available during regularly scheduled class and attendance was mandatory.
- Two-thirds of the participants did not know the concept of dual-encoding prior to the workshop.

- All participants reported that this workshop helped them understand the value of dual-encoding.
- All but one student stated that they will use dual-encoding in their teaching.
- The majority of participants said that they would be willing to share this information with other students.
- Almost all students agreed that the lesson plan materials would be effective in their teaching and that the information presented in the workshop would influence the way they will teach.
- A significant portion of students shared that higher thinking skills were emphasized.
- All participants stated that GIS is applicable in today's K-12 classroom and that they would be willing to use GIS in their classrooms, if they were properly trained.
- The majority of participants agreed that some level of enthusiasm for geography and history education was generated.

Sample Questions from Assessment	Answers from Participants
What, if anything, did you know about dual-encoding prior to this workshop?	66% Did not know concept 34% Knew the concept, but not the name
Did this workshop help you to better understand the value of dual-encoding?	100% Yes
And are you now comfortable with the concept of dual-encoding so that you might use it in your teaching?	95% Yes 5% Would need more information
How effective do you believe the specific lesson plans and materials provided will be in your teaching?	88% Very effective 12% Effectiveness depends on grade being taught
Do you feel that any of the information gained in this workshop will influence the way you approach teaching?	83% Yes 6% Maybe 11% No
To what extent were higher thinking skills emphasized?	88% Yes 12% No
Do you feel that GIS is applicable in today's K-12 classroom?	100% Yes
Would you be willing to use GIS in your classroom (if proper training was provided)?	100% Yes
Was enthusiasm for integrated geography and history education generated?	89% Yes 11% Somewhat

**Table 5.4 Assessment Feedback from KSU Workshop**

Assessment of the pre-service workshop at KSU provides overall positive responses (Table 5.4). The crucial information provided from this activity, via the participant response include: their understanding of the value of dual-encoding, effectiveness of the unit plans, that the workshop influenced their approach to teaching, the applicability of GIS in the K-12 classroom, and an increased enthusiasm for geography and history education. The positive nature of the reaction to the workshop was apparent from the assessment sheets.

- “Yes, great ideas for lessons and implementation visuals into teaching.”
- “I think it will make learning and understanding of concepts easier.”
- “It [gave] a highly influential reasoning to providing pictures and using tools like maps to enhance your lesson.”
- “I am so much more excited about geography.”

### **Workshop #3: Fort Hays State University in-service professional development**

The third and final workshop took place at Fort Hays State University in the Engel Education Classroom at the Sternberg Museum. This workshop was geared towards in-service professional development for members of the education department and any pre-service student who was able to attend. The two hour workshop included a PowerPoint presentation and three hands-on activities related to the unit on Native Americans in Kansas. Again, teacher participants ended the session by completing the feedback assessment form for the workshop.

Demographic information was collected from the teachers as they were asked for their gender, rural/urban teaching location, grade level taught, and subject taught. There were 4 total participants at the FHSU in-service professional development workshop (Table 5.5). The demographics of this workshop are as follows:

- 100% female
- 25% teach in a rural school and 75% did not respond
- 25% teach 6<sup>th</sup> - 8<sup>th</sup> grade and 75% teach at the university level
- 25% teach social studies and science, 25% teach science methods, 25% teach mathematics methods, and 25% did not respond

Participant #	Gender	Urban/Rural School	Grade level taught	What do you teach?
1	Female	Rural	6-8	Social studies and science
2	Female	---	College level	Science methods
3	Female	---	College level	---
4	Female	---	College level	Mathematics methods

**Table 5.5 Demographics from FHSU workshop**

The workshop feedback assessment responses of each participant were reviewed and considered. The results of this presentation were similar with the previous workshop pattern of being very positive. The following looks at the specific questions and feedback on the assessment given at the end of the workshop.

- Almost all participants attended the presentation because they are interested in and affiliated with geography education.
- Almost all participants knew the concept of dual-encoding, but not its formal name.
- All teachers agreed they now better understand the value of dual-encoding and all teachers stated they are comfortable using it in their teaching.
- All teachers said they would be comfortable sharing the information gained about dual-encoding but would specifically use it within the subject they teach.
- Almost all participants recorded that the unit plans would be effective in their teaching.
- All teachers reported that the information from this workshop will influence the way they approach teaching.
- All participants agreed that higher thinking skills were emphasized.
- Almost all participants agreed that GIS is applicable in the K-12 classroom.
- All teachers would be willing to use GIS in their classes provided they received additional training.
- All teachers said they felt more enthusiasm for geography and history education.

Sample Questions from Assessment	Answers from Participants
What, if anything, did you know about dual-encoding prior to this workshop?	25% Did not know concept 75% Knew the concept, but not the name
Did this workshop help you to better understand the value of dual-encoding?	100% Yes
And are you now comfortable with the concept of dual-encoding so that you might use it in your teaching?	75% Yes 25% Already uses it, but did not know what it is called
How effective do you believe the specific lesson plans and materials provided will be in your teaching?	75% Look very useful 25% Wrong subject focus for what they teach
Do you feel that any of the information gained in this workshop will influence the way you approach teaching?	100% Yes
To what extent were higher thinking skills emphasized?	100% Emphasized to a large extent
Do you feel that GIS is applicable in today's K-12 classroom?	75% Yes 25% Would like more information about how it is applicable to their subject (math)
Would you be willing to use GIS in your classroom (if proper training was provided)?	100% Yes
Was enthusiasm for integrated geography and history education generated?	100% Yes

**Table 5.6 Assessment Feedback from FHSU workshop.**

The FHSU workshop presented this study with encouraging results (Table 5.6). The fundamental points from this workshop assessment responses are: their motivation for attending the presentation, their understanding of the value of dual-encoding, effectiveness of the unit plans, that the workshop influenced their approach to teaching, the applicability of GIS in the K-12 classroom, and increased enthusiasm for geography and history education. Quotes supporting these points from the workshop questionnaires include:

- “I love geography!”
- “You have done a great job with the lesson plans.”
- “You gave some good resources that I can even connect with math.”
- “Really made me think of possibilities.”



## **Overall results**

The study's sample size was approximately equal between male and female participants. The workshops spoke to three specific groups through the in-service format (current K-12 teachers), pre-service social studies teachers, and university-level education professors. More teachers work or want to work in the rural setting and that coincides with the nature of schools in State of Kansas study area. The participants predominantly teach, or want to teach the middle years of 6<sup>th</sup> - 9<sup>th</sup> grade, so it was beneficial that the unit plans developed for this study are directed specifically towards the 7<sup>th</sup> and 8<sup>th</sup> grade history and geography standards. The majority of the participants currently teach or anticipate teaching history as at least one of their subjects, which satisfies the goal of reaching history teachers and trying to influence their outlook, understanding, and the idea of building in geography in their classroom. The participant group from which the data were collected fit the needs of the study.

The collective assessment from all three workshops suggests a favorable outcome for this study. Responses document a motivation that teachers are both willing and seeking new knowledge about geography education. Dual-encoding is little known but can be taught through the in-service professional development set-up with very positive results and can have immediate impact in the classroom. The unit plans created, shared, and distributed for the purpose of this study were deemed effective. Higher thinking skills were emphasized and the workshops demonstrated ways to bring these skills in to the classroom via the cross-curricular units. Participants agreed whole heartedly that GIS is very applicable in the K-12 classroom and they would be more than willing to utilize all GIS has to offer providing they had the proper trained.

Lastly, though certainly not due to its level of importance, this study and its methods are beneficial to creating enthusiasm in teachers for geography and history education.

## **Chapter 6 - SUMMARY AND DISCUSSION**

There is a significant level of concern regarding the poor status of geographic literacy in our society. More and better geography education is needed to remedy this issue and a greater emphasis on K-12 geography and social studies education is one of the answers. K-12 is the ideal time to teach and cultivate spatial learning ability and spatial thinking skills, as well as promote the global perspective and life skills that a geography education provides. New advances in cognitive psychology, including dual-encoding, have the potential to revolutionize and give K-12 geography and social studies the major boost that is needed. Geography is a holistic subject that can be integrated and taught in conjunction with another subject very efficiently. The ability to link geography with other subjects that receive more classroom time, such as history, is one key to teaching more geography in our K-12 classroom and making sure students learn, understand, and are able to use the geographic approach.

In today's standards-based and test-oriented classroom, geography education has suffered many setbacks, time on subject matter and lack of influence in overall curricular design being two of the most significance obstacles. This study examines geography's place in the K-12 classroom and seeks to further geography education in Kansas through the use of newly created curriculum unit plans that incorporated dual-encoding. The combined history and geography units were presented at professional development workshops that provided participants with increased knowledge in geographical content knowledge and pedagogical content knowledge. Five unit plans were written to teach 7<sup>th</sup> and 8<sup>th</sup> grade history standards using dual-encoding of geography concepts through the grade appropriate geography standards. These units were then shared at three workshops, along with the teaching strategy of dual-encoding. Three diverse and

education related audiences: in-service K-12 teachers, pre-service social studies teachers, and in-service university professors were addressed. Feedback was gathered at the end of each workshop on the use of dual-encoding and the unit materials created for this study. It was from these assessments that the evaluative results of the study were collected and analyzed.

The results of this study were very positive. Outcomes of the workshop data analysis both document the value of dual-encoding in geography and history education and reinforce the benefits of the professional development workshop system. It was found that teachers want to know more about how to teach and use the principles of geography in their classroom; they agreed that dual-encoding is a viable and proven channel for bringing more geography in to the predominantly history driven social studies classroom. Excitement for geography and history education was generated and teachers reported that the information they gained from the workshops will influence their teaching. Based on the interactions with teachers in the research activity, it is concluded that the more materials and professional development activities available, the better off geography education will be.

Next steps for this line of research are to continue giving workshops, gathering data, and documenting the findings. Further research on brain science, psychological, and cognitive learning principles from which to possibly derive new teaching strategies and techniques would also be beneficial. The creation of additional curricular material that uses geography to teach subjects besides history (i.e. science, humanities, architecture, etc.) is another avenue for continued work along these lines. Lastly, with the strong workshop participant response to the advantages of GIS in the K-12 classroom, workshop presentations training teachers how to use GIS programs and creating specific lessons utilizing GIS is another promising step that geographic education research can take. Based on this thesis, it would be advantageous to pair

GIS and spatial thinking with math, science, and other subject matter that get considerable classroom time.

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## **Appendix A - ASSESSMENT FOR PROFESSIONAL DEVELOPMENT WORKSHOP**

Name:

School:

Grade Level:

Classes Taught:

Address:

Email:

Phone Number:

What motivated you to attend this professional development workshop?

What, if anything, did you know about dual-encoding prior to this workshop?

Did this workshop help you to better understand the value of dual-encoding?

And are you now comfortable with the concept of dual-encoding so that you might use it in your teaching?

Do you feel that any of the information gained in this workshop will influence the way you approach teaching? If yes, please explain:

What were the strengths of the presentation today?

What were the weaknesses of the presentation today and what recommendations do you have for improvement?

How would you describe the clarity and organization of the material and presentation?

To what extent were higher thinking skills emphasized?

Was enthusiasm for integrated geography and history education generated?

Any suggestions for future workshops?

Any additional thoughts and/or comments to share?

Would you recommend this professional development activity to others in your district?

# Appendix B - KANSAS HISTORY AND GEOGRAPHY STANDARDS PER UNIT PLAN AND WORKSHOP THEME

## (1) Kansas in the Civil War

-Key Learning(s): The influence and impact of the actions of the Civil War (dispute over slavery, border wars, raids/battles, and new laws) on Kansas.

-History Standards (Grade: Benchmark: Indicator), \* = **tested**

- **Describes how the dispute over slavery shaped life in Kansas Territory: border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists (7:2:2)\***
- **Describes the reasons for the Exoduster movement from the South to Kansas: relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton (7:3:5)\***
- **Retraces events that led to sectionalism and session prior to the Civil War: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act - Popular Sovereignty, Uncle Tom's Cabin (8:2:3)\***
- **Describes the turning points of the Civil War: Antietam, Gettysburg, Emancipation Proclamation, and Sherman's March to the Sea (8:2:5)\***
- **Analyzes the impact of the end of slavery on African Americans: Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, Frederick Douglass, Ku Klux Klan, Exodusters (8:2:9)\***
- **Compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events (8:4:4)\***

-Geography Standards (Grade: Benchmark: Indicator), \* = tested

- Develops and uses different kinds of maps, globes, graphs, charts, *databases*, and models (7:1:2)
- Uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present *spatial distributions* and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes) (7:1:5)
- Identifies ways *technology* or *culture* has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development) (7:2:5)
- Explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great "American") (7:2:6)
- Explains how the spread of cultural elements results in distinctive *cultural landscapes* (e.g., *religion*, language, customs, ethnic neighborhoods, foods) (7:4:2)
- Describes the consequences of having or not having particular *resources* (e.g., resource movement and *consumption*, relationship between access to resources and living standards, relationship between competition for resources and world conflicts) (7:5:2)
- Creates maps, graphs, charts, *databases* and/or models to support historical research (8:1:2)
- Identifies and explain the changing criteria that can be used to define a *region* (e.g., North, South, Border States, Northwest Territory) (8:2:1)
- Explain why labels are put on regions to create an identity (e.g., Coal/Iron/Rust Belt, North-Yankee/ South-Dixie) (8:2:2)
- **Analyzes *push-pull factors* including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of *natural resources*, job opportunities created by *technology*; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination) (8:4:2) \***

- Compares cultural elements that created the distinctive *cultural landscapes* during the Civil War (e.g., technology, crops, housing types, agricultural methods, settlement patterns) (8:4:3)

## (2) Native Americans in Kansas

Key Learning(s): The affect of movement, loss of homeland, and adaptation to new areas on social, political, and economic structure of Native Americans in Kansas.

### History Standards (Grade: Benchmark: Indicator), \* = tested

- Compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs) (7:1:1)
- Describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas (7:1:2)
- **Analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas: loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict (7:1:4)\***
- **Describes the reasons for tensions between the American Indians and the US government over land in Kansas: encroachment on Indian lands, depletion of the buffalo and other natural resources, Sand Creek Massacre, broken promises (7:3:1)\***
- Defines and gives examples of issues during Andrew Jackson’s presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830) (8:1:7)

### Geography Standards (Grade: Benchmark: Indicator), \* = tested

- Develops and uses different kinds of maps, globes, graphs, charts, *databases*, and models (7:1:2)
- Uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present *spatial distributions* and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes) (7:1:5)
- Identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government) (7:2:4)
- Identifies ways *technology* or *culture* has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development) (7:2:5)
- Explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great “American”) (7:2:6)
- Explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters) (7:3:4)
- Describes and analyzes population characteristics through the use of demographic concepts (e.g., *population pyramids*, birth/death rates, population growth rates, *migration* patterns) (7:4:1)
- Explains how the spread of cultural elements results in distinctive *cultural landscapes* (e.g., *religion*, language, customs, ethnic neighborhoods, foods) (7:4:2)
- Describes the consequences of having or not having particular *resources* (e.g., resource movement and *consumption*, relationship between access to resources and living standards, relationship between competition for resources and world conflicts) (7:5:2)
- Creates maps, graphs, charts, *databases* and/or models to support historical research (8:1:2)
- Identifies and explain the changing criteria that can be used to define a *region* (e.g., North, South, Border States, Northwest Territory) (8:2:1)
- Explain why labels are put on regions to create an identity (e.g., Coal/Iron/Rust Belt, North-Yankee/ South-Dixie) (8:2:2)
- **Analyzes *push-pull factors* including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of *natural resources*, job opportunities created by *technology*; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination) (8:4:2) \***

### (3) Formation of the State of Kansas

Key Learning(s): The political, social, and economic process on the path to statehood in Kansas.

History Standards (Grade: Benchmark: Indicator), \* = tested

- **Explains the impact of constitutional interpretation during the era: Alien and Sedition Act, Louisiana Purchase, Marshall Court - Marbury vs. Madison, McCullough vs. Maryland (1819) (8:1:4)\***
- **Analyzes how territorial expansion of the United States affected relations with external powers and American Indians: Louisiana Purchase, concept of Manifest Destiny, previous land policies such as the Northwest Ordinance, Mexican-American War, Gold Rush (8:1:5)\***
- Interprets the impact of the romance of the west on American *culture* (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy) (8:3:1)
- Explains how the rise of big business, heavy industry, and mechanized farming transformed American *society* (8:3:5)
- Explains the issues of *nationalism* and sectionalism (e.g., expansion of slavery, *tariffs*, westward expansion, internal improvements, nullification) (8:2:1)

Geography Standards (Grade: Benchmark: Indicator), \* = tested

- Develops and uses different kinds of maps, globes, graphs, charts, *databases*, and models (7:1:2)
- Uses *mental maps* of Kansas to answer questions about the *location* of physical and human features (e.g., drier in the West; major rivers; population centers; major cities: Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and highways: I-70, US 56) (7:1:3)
- Uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present *spatial distributions* and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes) (7:1:5)
- Identifies ways *technology* or *culture* has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development) (7:2:5)
- Describes the consequences of having or not having particular *resources* (e.g., resource movement and *consumption*, relationship between access to resources and living standards, relationship between competition for resources and world conflicts) (7:5:2)
- Creates maps, graphs, charts, *databases* and/or models to support historical research (8:1:2)
- Identifies and explain the changing criteria that can be used to define a *region* (e.g., North, South, Border States, Northwest Territory) (8:2:1)
- **Analyzes *push-pull factors* including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of *natural resources*, job opportunities created by *technology*; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination) (8:4:2) \***



## (4 and 5) Settlement - Transportation and Migration

Key Learning(s): The influence of railroads, cattle drives, and the Industrial Revolution's technological advances on settlement; the affect of migration to, from, and through Kansas.

### History Standards (Grade: Benchmark: Indicator), \* = tested

- Determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns) (7:4:3)
- Describes the contributions made by Mexican *immigrants* to agriculture and the railroad industry (7:4:7)
- Explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands) (7:4:6)
- **Explains how the Industrial Revolution and technological developments impacted different parts of American society: interchangeable parts, cotton gin, railroads, steamboats, canals (8:1:6)\***
- **Explains the impact of the railroad on the settlement and development of the West: transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents (8:3:2)\***
- Traces the *migration* patterns of at least one European *ethnic group* to Kansas (e.g., English, French, Germans, German-Russians, Swedes) (7:4:4)
- Analyzes the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas (7:6:4)
- Explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, *community*, organizations, jobs, the fall of Southeast Asian *governments*) (7:6:5)
- Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
- Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

### Geography Standards (Grade: Benchmark: Indicator), \* = tested

- Develops and uses different kinds of maps, globes, graphs, charts, *databases*, and models (7:1:2)
- Uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present *spatial distributions* and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes) (7:1:5)
- Identifies ways *technology* or *culture* has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development) (7:2:5)
- Explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters) (7:3:4)
- Describes and analyzes population characteristics through the use of demographic concepts (e.g., *population pyramids*, birth/death rates, population growth rates, *migration* patterns) (7:4:1)
- Explains how the spread of cultural elements results in distinctive *cultural landscapes* (e.g., *religion*, language, customs, ethnic neighborhoods, foods) (7:4:2)
- **Identifies the geographic factors that influence world trade and interdependence (e.g., location advantage, resource distribution, labor cost, technology, trade networks and organizations) (7:4:3)\***
- **Identifies ways in which technologies have modified the physical environment of various world cultures (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow) (7:5:1)\***
- Describes the consequences of having or not having particular *resources* (e.g., resource movement and *consumption*, relationship between access to resources and living standards, relationship between competition for resources and world conflicts) (7:5:2)
- Creates maps, graphs, charts, *databases* and/or models to support historical research (8:1:2)
- **Identifies ways in which technologies have modified the physical environment of various world cultures (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow) (8:4:1)\***
- **Analyzes push-pull factors including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of natural resources, job opportunities created by technology; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination) (8:4:2) \***
- Examines how human beings removed barriers to settlement by moving needed *resources* across the United States (8:5:1)

## **Appendix C - ASSESSMENT FOR PRE-SERVICE WORKSHOP**

Name:

Year in School:

Grades/Subject You Want to Teach:

Interest in Teaching in a Rural/Urban/No Preference:

Email (if you desire additional information):

What motivated you to attend this professional development workshop?

What, if anything, did you know about dual-encoding prior to this workshop?

Did this workshop help you to better understand the value of dual-encoding?

And are you now comfortable with the concept of dual-encoding so that you might use it in your teaching?

Do you feel that any of the information gained in this workshop will influence the way you approach teaching? If yes, please explain:

What were the strengths of the presentation today?

What were the weaknesses of the presentation today and what recommendations do you have for improvement?

How would you describe the clarity and organization of the material and presentation?

To what extent were higher thinking skills emphasized?

Do you feel that GIS is applicable in today's K-12 classroom?

Would you be willing to use GIS in your classroom (if proper training was provided)?

Was enthusiasm for integrated geography and history education generated?

Any suggestions for future workshops?

Any additional thoughts and/or comments to share?

# Appendix D - KANSAS AND THE CIVIL WAR UNIT PLAN

## Unit: Kansas in the Civil War

### Key Learning(s):

The influence and impact of the actions of the Civil War on Kansas.

### Unit Essential Questions:

How did the Civil War impact the history of Kansas?

### Grades:

7-8

**Education Standards Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Describes how the dispute over slavery shaped life in Kansas Territory: border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists (7:2:2)\*
- Describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments) (7:2:6)
- Describes the reasons for the Exoduster movement from the South to Kansas: relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton (7:3:5)\*
- Retraces events that led to sectionalism and session prior to the Civil War: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Popular Sovereignty, Uncle Tom's Cabin (8:2:3)\*
- Analyzes the impact of the end of slavery on African Americans: Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, Frederick Douglass, Ku Klux Klan, Exodusters (8:2:9)\*
- Compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events (8:4:4)\*

# Unit: Kansas in the Civil War

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2. Lesson Plan One - Forming a Sphere of Influence
3. Lesson Plan Two - Tracking the Underground Railroad
4. Lesson Plan Three - Symbol of Freedom
5. Lesson Plan Four - It Happened Over Time
6. Appendix
  - Unit Vocabulary
  - Resources for Lesson Plan One
  - Resources for Lesson Plan Two
  - Resources for Lesson Plan Three
  - Resources for Lesson Plan Four
  - Maps and Resources

**Concept Map of Unit:**  
**Kansas in the Civil War**

**Topic:** Influence and Impact of the Civil War on Kansas

**Grade: 7-8**

- Education Standards Addressed**  
(Grade: Benchmark: Indicator), \* is tested standard
- Describes how the dispute over slavery shaped life in Kansas Territory: border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists (7:2:2)\*
  - Describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments) (7:2:6)
  - Describes the reasons for the Exoduster movement from the South to Kansas: relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton (7:3:5)\*
  - Retraces events that led to sectionalism and session prior to the Civil War: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act - Popular Sovereignty, Uncle Tom's Cabin (8:2:3)\*
  - Analyzes the impact of the end of slavery on African Americans: Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, Frederick Douglass, Ku Klux Klan, Exodusters (8:2:9)\*
  - Compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events (8:4:4)\*

**Key Learning (s):**

**The influence and impact of the actions of the Civil War on**

**Unit Essential Question(s):**

**How did the Civil War impact the history of Kansas?**

**Concepts:**

border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists,

**Concepts:**

Underground Railroad, free staters, abolitionists, "promised land," Black Codes, Jim Crow, Exodusters,

**Concepts:**

Underground Railroad, free staters, abolitionists, "promised land," Black Codes, sharecropping,

**Concepts:**

Dispute over slavery, border wars,

**Lesson Essential Questions**

-What were the major conflicts of ideals between the North and the South?  
-In what ways did this conflict affect Kansas?  
-Why did Kansas' location make it a greater target for conflict?  
-What were the results

**Lesson Essential Questions**

-Why and how was the Underground Railroad used?  
-What methods were used to travel the Underground Railroad?  
-Why were certain routes chosen and not others?

**Lesson Essential Questions**

-What was the African American standard of living like in the South?  
-What was the Anglo standard of living like in the South?  
-What social and cultural factors made Kansas look like the "promised land"?

**Lesson Essential Questions**

-What specific events of the Civil War impacted Kansas?  
-How did these events spread their influence and create a cause-and-effect reaction?  
-From how many perspectives can the Civil War be viewed?

**Activity:**

**Forming a Sphere of Influence**  
Students will explore social ideas of the time and map the places of origin to show contrast of north vs. south ideals. From this

**Activity:**

**Tracking the Underground Railroad**  
Students will read a primary source document on traveling the Underground Railroad. Students will then

**Activity:**

**Symbol of Freedom**  
Students will compare and contrast the social and cultural factors that made Kansas look like the "promised land" to African Americans from their situation in the

**Activity:**

**It Happened Over Time**  
Students will create a visual timeline of significant events of the Civil War to Kansas. From this timeline each student will be assigned a topic to write a news

## **Lesson Plan One** **Forming a Sphere of Influence**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Describes how the dispute over slavery shaped life in Kansas Territory: border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists (7:2:2)\*
- Describes the reasons for the Exoduster movement from the South to Kansas: relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton (7:3:5)
- Describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments) (7:2:6)
- Compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events (8:4:4)\*

**Unit Essential Question:** How did the Civil War impact the history of Kansas?

**Overview:** Students will explore social ideas of the time and map the places of origin to show contrast of north vs. south ideals. From this information they will define and produce a second map that demonstrates the issues present on the Kansas-Missouri border.

**Concepts:** border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists, Exoduster movement, Jim Crow laws, raids, battles

**Purpose:** For students to understand the events that influenced border relations between Kansas and Missouri and how the Civil War impacted this sphere of influence.

**Lesson Essential Questions:**

- What were the major conflicts of ideals between the North and the South?
- In what ways did this conflict affect Kansas?
- Why did Kansas' location make it a greater target for conflict?
- What were the results of these disputes? Migration? Change in settlement patterns?
- Can the impacts of these issues still be felt today?

**Time:** One to three 45 minute class periods.

**Materials:**

- [The Kansas Journey](#) by Jennie Chinn, pages 108-113
- Blank US map
- Blank Kansas-Missouri Border Map
- Kansas and the Missouri Border Map Resource

**Procedure:**

1. Introduce the unit essential question, concepts, and lesson essential questions.

2. Read or summarize for the class pages 74-85 and 108-113.
3. After discussing the readings, split the class into 3-5 groups and have them identify what, who, and where the influence of the concept originated.
  - a. The concepts include: border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free staters, abolitionists, Jim crow laws, the Exoduster movement, Quantrill's Raid on Lawrence (in the text), and the Battle of Mine Creek (in the text).
4. Each group will present their concepts, its influence, and place of origin to the class. Place a large blank map of the United States on the board or overhead for a group activity or have each group or student complete the task individually. When the group presents the location or place of origin for their concept have them mark and label them on their map.
5. Once the class, group, or student is done with the concept map activity, as a class look for and identify patterns. Write these thoughts and ideas on the board as an in-class brainstorming activity.
  - a. Probe the students to look at where battles and raid took place in Kansas? What does that say about population distribution at the time?
  - b. Can a North-South divide be seen through this presentation of social ideas?
  - c. What role did Kansas play? Were they involved from the beginning? End? How was Kansas affected? And what resulted from these actions?
6. Introduce and define a sphere of influence.
  - a. Sphere of influence: any area in which one nation wields dominant power over another or others.  
(<http://dictionary.reference.com/browse/sphere%20of%20influence>)
  - b. Ask the students to give examples of such areas. What affects spheres of influence? Explain how this concept is present in the Kansas-Missouri Border issues of the time.
  - c. If there is a similar local issue, cultivate this example with your class. Local connections increase student learning.
7. Hand out the Kansas-Missouri Border Maps. In groups or as individuals, have the students connect these social ideas and concepts to the map.
  - a. By translating these local events onto the map, students should be able to see what factors contributed to this sphere of influence.
  - b. Ask the students, how did this affect Kansas? What type of social attitude did this create in the border region? What later events transpired because of this established relationship?
  - c. Kansas and Missouri Border Map Resource available to use an example and to aide in the assignment.
8. Have the class stop 10-15 minutes before the end of class and discuss their findings.

**Assessment:**

- Maps turned in by the student can be graded.
- In-class participation can be graded.

**Extension:**

- Ask for student perspectives on current relationship between Kansas and Missouri. Are there still preconceived notions and/or taught opinions? Lead the discussion in the most positive way possible.

**Resources:**

- Kansas and Missouri Border Map Resource available to show as example and aide in assignment
- Unit vocabulary list



## **Lesson Plan Two**

### **Tracking the Underground Railroad**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Describes how the dispute over slavery shaped life in Kansas Territory: border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists (7:2:2)\*
- Describes the reasons for the Exoduster movement from the South to Kansas: relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton (7:3:5)

**Unit Essential Question:** How did the Civil War impact the history of Kansas?

**Overview:** Students will read a primary source document on traveling the Underground Railroad. Students will then utilize their knowledge of the physical U.S. and map their own routes.

**Concepts:** Underground Railroad, free staters, abolitionists, "promised land," Black Codes, Jim Crow, Exodusters, quilting signs

**Purpose:** For students to understand the mechanics of the Underground Railroad: why it started, the process of travel, the dangers, and the hope it provided.

**Lesson Essential Questions:**

- Why and how was the Underground Railroad used?
- What methods were used to travel the Underground Railroad?
- Why were certain routes chosen and not others? Was it successful? How often?
- How was Kansas involved?

**Time:** Two to four 45 minute class periods.

**Materials:**

- [The Kansas Journey](#) by Jennie Chinn, pages 74-85
- Pathways to Freedom: Maryland & the Underground Railroad website: [http://pathways.thinkport.org/flash\\_home.cfm](http://pathways.thinkport.org/flash_home.cfm)
- Physical Map of the US
- Select Physical Map of the Central-Eastern US

**Procedure:**

1. Introduce the unit essential question, concepts, and lesson essential questions.
2. Review the Underground Railroad or read and summarize textbook pages 74-85.
3. Arrange for computer lab use for the entire class ahead of time. Please review the website yourself before class as well.

4. Introduce the website in class before leaving the room. Connect your computer to a projector for visual guidance and if such technology is not available, then verbally lead this exercise and have the students keep notes on important website headings and cues.
  - The students assignment is to learn as much individually as they can. Encourage them to take notes while they use the website. Let them know they are responsible for the information.
5. Have the students load the website and work their way through each subject heading in the left hand column. This includes: About the Underground Railroad, Following the Footsteps, Eyewitness to History, Figure It Out, Mapping It Out, Secrets: Signs and Symbols, Create a Quilt Block, Living History, and the Underground Railroad Library.
  - Explain to students that for completion of some headings all they have to do is read and absorb the information, while others may be more interactive.
  - It is your choice if you want the students to complete all the heading or only select ones. This can be dependent upon your time schedule and class interests and needs.
  - There is a lot of valuable information to view on this website, so if possible schedule two days in the lab and break up the sections.
  - A check off sheet for when students complete each section may be a good idea.
6. When done in the computer lab, assess the material learned informally through question and answer interaction.
  - Ask students what part of the Underground Railroad exploration that they found the most interesting? Why was it fascinating? What other emotions did this activity evoke? What is one thing they learned that they will never forget? Why was the Underground Railroad so dangerous? What physical and human barriers did travelers face? Can the students imagine if something like this happened today? Is it happening today?
7. With this new knowledge ask the students how they imagined people traveled to Kansas via the Underground Railroad, since the example looked specifically at Maryland.
  - Project a physical map of the United States.
  - Have students discuss where would be the easiest places to place the Underground Railroad routes and where would be the most difficult.
8. Handout the Select Physical Map of the Central-Eastern US and instruct each student individually to map three routes of their own taking the physical geography of this part of the country into account. Have the proposed starting location be anywhere south of Virginia with the goal of traveling to Kansas. On a separate sheet of paper have the students write 4-6 sentences explaining why they picked the routes they did.
  - Emphasize that you will be looking for clues learned from the website in their explanations.
9. If time, have students gather in groups of 2-3 and share amongst themselves their Underground Railroad routes and why they picked them.
10. After maps have been handed in take a few minutes to review key concepts with the class.

**Assessment:**

- Participation can be graded.

- Physical map routes can be graded.

**Extension:**

- If time, have students form a group talking circle and methodically take turns discussing books they have read or movies that have seen about the Underground Railroad previously in school. How does that prior knowledge affect their learning this time around?
- This activity works directly with the lesson plan Symbol of Freedom where students explore push-pull factors for slaves to come to Kansas. They create their own quilt block as a symbol of freedom.

**Resources:**

- Unit vocabulary list

## **Lesson Plan Three** **Symbol of Freedom**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Describes how the dispute over slavery shaped life in Kansas Territory: border ruffians, bushwhackers, jayhawkers, Underground Railroad, free stater, abolitionists (7:2:2)\*
- Describes the reasons for the Exoduster movement from the South to Kansas: relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton (7:3:5)
- Analyzes the impact of the end of slavery on African Americans: Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, Frederick Douglass, Ku Klux Klan, Exodusters (8:2:9)\*

**Unit Essential Question:** How did the Civil War impact the history of Kansas?

**Overview:** Students will compare and contrast the social and cultural factors that made Kansas look like the "promised land" to African Americans in the South. Each student will create their own quilt square that will represent the symbolism of freedom in Kansas.

**Concepts:** Underground Railroad, free stater, abolitionists, "promised land," Black Codes, sharecropping, Jim Crow, Exodusters

**Purpose:** For students to understand underlying factors of movement patterns from the southern U.S. to Kansas and why Kansas was a desired place to go.

**Lesson Essential Questions:**

- What was the African American standard of living like in the South?
- What was the Anglo standard of living like in the South?
- What social and cultural factors made Kansas look like the "promised land"?
- How did the physical location of Kansas influence its being selected as the "promised land"?

**Time:** One to two 45 minute class periods.

**Materials:**

- The Kansas Journey by Jennie Chinn, pages 74-85
- One 6x6" cardstock square

**Procedure:**

9. Introduce the unit essential question, concepts, and lesson essential questions.
10. Read or summarize for the class pages 74-85.
11. Make a t-chart on the board or overhead. Define push-pull factors.

- a. Push-pull factors - in migration theory, social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.
12. After reading the text passage discuss the activity to follow. First students will split into groups of 2-3 and have them make a t-chart on a shared piece of paper. One side is to be labeled “standard of living in the South” and the other side “idea of how living in Kansas would be.”
  - a. Emphasize to students that many ideas of how living in a free state would be was embellished. However that does not take away from what freedom meant or had to offer enslaved and discriminated populations.
  - b. Items to consider for t-chart: housing, jobs, free vs. slave, food, free time activities, family ties, music, clothing options, transportation, choice, laws, etc.
13. As a class have each group share 1-2 items from their t-chart to fill in the class t-chart. Once the t-chart is filled start a discussion.
  - a. Do all students agree or disagree with the placement of items? What would they change? What would they keep the same? And why?
  - b. How do these push-pull factors affect migration patterns in the United States? Can the class make a connection between this scenario and any others in history? (See Teaching Suggestions below for other examples.)
  - c. Ask the students overall what they have learned from this discussion.
14. Having better understood how Kansas was seen in the minds of African American groups in the south, particularly slaves, give each student a quilt square and have them share their ideas of how freedom could be symbolized on the square.
15. Paste or tape squares together and display in classroom for viewing.
16. Conclude this activity through a question and answer session while viewing your class quilt.

**Assessment:**

- In-class participation can be graded.
- Completion of the quilt block can be graded for creativity.

**Extension:**

- Can students think of any examples of quilt blocks used today? What do they symbolize? Is this an effective means of communication and expression?
  - Quilt for a Cure – Breast Cancer Awareness  
[http://www.bcrfcure.org/part\\_comm\\_gr\\_quiltforacure.html](http://www.bcrfcure.org/part_comm_gr_quiltforacure.html)

**Teaching Suggestions:**

- Are there any locations that are attractive for students to visit in your community? What do these locations offer? Why are students drawn there?
- Can the students think of any parallel situation in history?
  - An example to relate to would be the people who immigrated to the United States seeking solace from religious persecution...like the Pilgrims.
  - A second example includes the immigration of Hispanics to the United States currently seeking more occupational compensation and a different standard of living.

**Resources:**

- Unit vocabulary

## **Lesson Plan Four It Happened Over Time**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Describes how the dispute over slavery shaped life in Kansas Territory: border ruffians, bushwhackers, jayhawkers, Underground Railroad, free staters, abolitionists (7:2:2)\*
- Describes the reasons for the Exoduster movement from the South to Kansas: relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton (7:3:5)
- Describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments) (7:2:6)
- Retraces events that led to sectionalism and session prior to the Civil War: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act - Popular Sovereignty, Uncle Tom's Cabin (8:2:3)\*
- Analyzes the impact of the end of slavery on African Americans: Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, Frederick Douglass, Ku Klux Klan, Exodusters (8:2:9)\*
- Compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events (8:4:4)\*

**Unit Essential Question:** How did the Civil War impact the history of Kansas?

**Overview:** Students will create a visual timeline of significant events of the Civil War to Kansas. From this timeline each student will be assigned a topic to write a news article on. All articles will be compiled and put together as a newspaper for in-class publishing.

**Concepts:** Dispute over slavery, border wars, raids/battles, new laws

**Purpose:** For students to be able to identify major events of the Civil War that happened in Kansas and/or affected life in Kansas.

**Lesson Essential Questions:**

- What specific events of the Civil War impacted Kansas?
- How did these events spread their influence and create a cause-and-effect reaction?
- From how many perspectives can the Civil War be viewed?
- How did the views of the Northerners differ from the Southerners? How did the view of those living in Kansas differ from those wanting to move to Kansas?

**Time:** Two to five 45 minute class periods.

**Materials:**

- [The Kansas Journey](#) by Jennie Chinn (for reference)
- Rubric for newspaper article

**Procedure:**

1. Introduce the unit essential question, concepts, and lesson essential questions.
2. The first part of this lesson is to create a visual timeline of the significant events of the Civil War in Kansas. Start by having your students brainstorm important events that you have learned about. Write the list on the board or on the overhead.
  - a. Examples of events to include: Exoduster movement, Quantrill's Raid on Lawrence, the Battle of Mine Creek, Underground Railroad movement, start of Jim Crow laws, start and end of the Civil War itself, etc.
3. Now draw a giant time line on the board or butcher paper. Have the students use classroom notes, their textbook, and internet (if applicable in your classroom) to place the list of significant events on the timeline. Encourage them to find pictures, images, or other visual representations to share with the class about each event.
4. For the second part of this lesson the class will be creating a newspaper announcing the end and recapping the Civil War in Kansas. Divide and assign the significant events from the timeline for students to write newspaper articles about, along with assigning an editor, printing manager, and historian.
  - a. Each student assigned an event topic is required to write an appropriate length newspaper article on their topic. A battle will require more news print than the announcement of the start of the war. Help guide individual students who are unsure about how much to write. Each article must be accompanied by a picture, image, or other visual representation that is appropriate. It is at your discretion whether these articles are turned in on paper or saved in a Microsoft Word or Publisher document.
  - b. The editor should be in charge of helping you assemble the newspaper once the activity has been completed. It will be their job to proofread and suggest edits to their peers. During class time have them serve as a classroom helper.
  - c. The printing manager will assist you and the editor with the final project. It will be their job to decide the layout of the papers and how it should look. During class time have them also serve as a classroom helper.
  - d. The historian will complete an article that displays the timeline. It is their choice how it looks.
  - e. If you have a large class you can always assign one or two editors and printing managers. Other article options could be a weather section, obituaries of famous people of the era, the editor (or yourself) could write an editorial piece, a comic strip section is fun, and anything else creative that you can think of.
    - i. Your students are a great source of creativity regarding these types of ideas!
5. With the help of your editor and printing manager, put the paper together for display in your classroom. If hard copies of each article were turned in then make sure the all items are one-sided and available for viewing. If articles are available electronically you have the option of printing off each student a copy of the newspaper to take home. This is a great activity to do before parent-teacher conferences to show off what you are doing in class.
6. When the lesson is complete, go over the timeline with the class as a fun review.



**Assessment:**

- In-class participation can be graded.
- The article turned in for the newspaper can be graded, grading rubric provided.

**Teaching Suggestions:**

- This activity could be connected with a literacy unit. Have students review newspapers to get ideas. They could also review current events and turn in the articles and what they learned from them in order to have a better idea as what to write in their personal article.

**Resources:**

- Unit vocabulary

## Appendix:

### - Unit Vocabulary

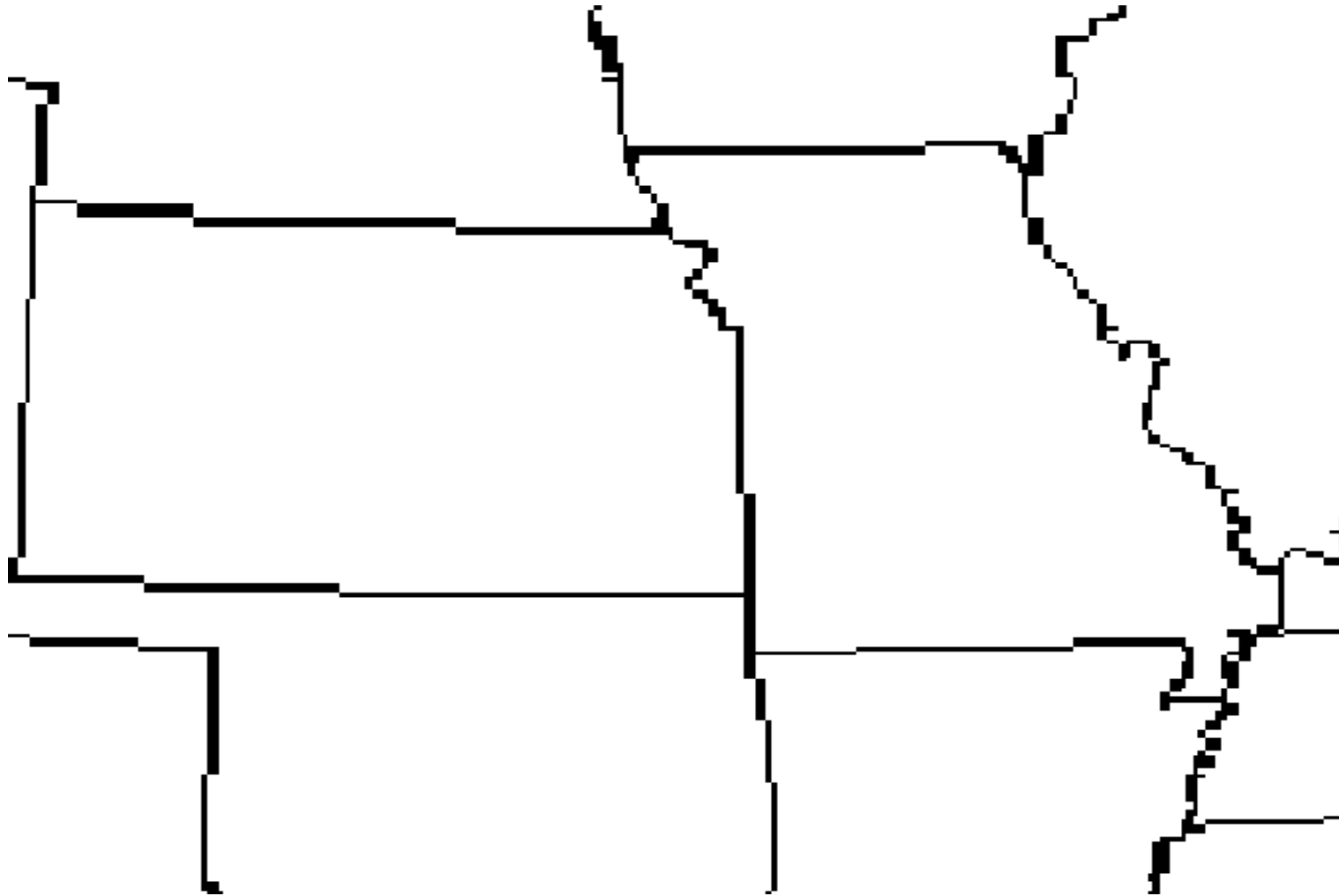
- **Citizen** - a native or naturalized member of a political community.
- **Constitution** - a document containing the system of fundamental laws of a nation, state, or society.
- **Depletion** - the lessening or exhaustion of a supply.
- **Depression** - a period of drastic decline in a national or international economy. characterized by decreasing business activity, falling prices, and unemployment.
- **Era** - a period of history marked by some distinctive characteristic.
- **Ethnic group** - people of the same race or nationality who share a distinctive culture.
- **Government** - institutions and procedures through which a territory and its people are ruled.
- **Human capital or human resource** - people who work in jobs to produce goods and services.
- **Migration** - the movement of people or other organisms from one region to another.
- **Nationalism** - intense loyalty and devotion to one's country; desire for national independence.
- **Natural resource** - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.
- **Primary source** - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).
- **Push-pull factors** - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.
- **Resource** - an aspect of the physical environment that people value and use.
- **Rights** - those individual liberties granted to all persons through the U. S. Constitution.
- **Society** - a group of people bound together by the same culture.
- **Sovereignty** - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.
- **Tariff** - a tax imposed on imported goods.
- **Technology** - science applied to achieve practical purposes.

- Resources for Lesson Plan One
  - Blank Map of the United States
  - Blank Kansas-Missouri Border Map
  - Kansas and Missouri Border Map Resource
  
- Resources for Lesson Plan Two
  - Pathways to Freedom: Maryland & the Underground Railroad website:  
[http://pathways.thinkport.org/flash\\_home.cfm](http://pathways.thinkport.org/flash_home.cfm)
  - Physical Map of the US
  - Select Physical Map of the Central-Eastern US
  
- Resources for Lesson Plan Three
  - One 6x6" cardstock square
  
- Resources for Lesson Plan Four
  - Rubric for newspaper article
  
  
- Maps and Resources
  1. Blank Map of the United States
  2. Blank Kansas-Missouri Border Map
  3. Kansas and Missouri Border Map Resource
  4. Physical Map of the US
  5. Select Physical Map of the Central-Eastern US
  6. Rubric for newspaper article

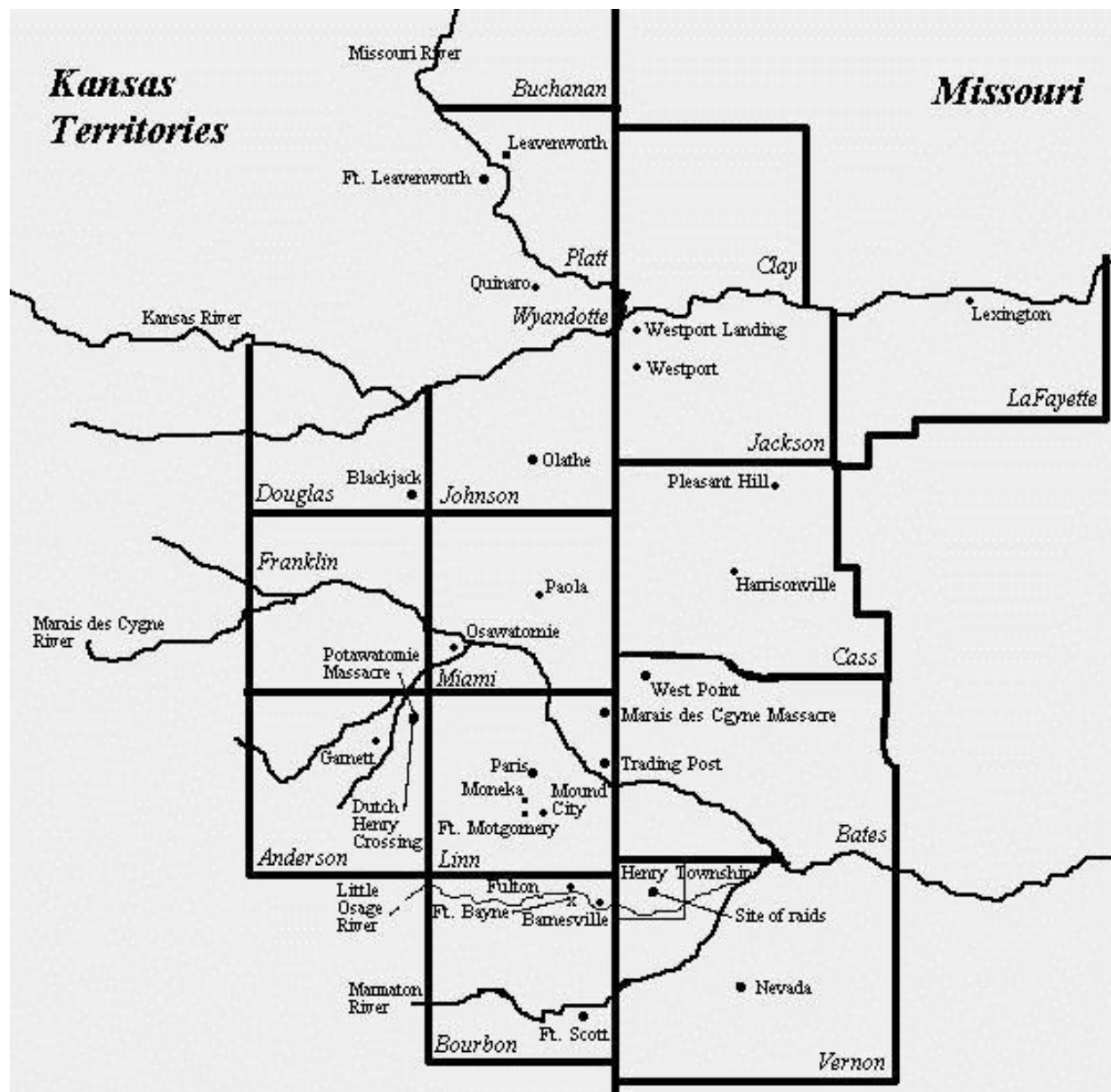


#1 - Blank Map of the United States

[http://www2.sunysuffolk.edu/mandias/images/blank\\_usa\\_map.gif](http://www2.sunysuffolk.edu/mandias/images/blank_usa_map.gif)



#2 - Blank Kansas-Missouri Border Map  
Enlarged from [http://www2.sunysuffolk.edu/mandias/images/blank\\_usa\\_map.gif](http://www2.sunysuffolk.edu/mandias/images/blank_usa_map.gif)



#3 Kansas and Missouri Border Map Resource

[http://image03.webshots.com/3/7/6/80/19570680ZppHmNlcfN\\_ph.jpg](http://image03.webshots.com/3/7/6/80/19570680ZppHmNlcfN_ph.jpg)

STOP Unrolling Map



STOP Unrolling Map



#4 Physical Map of the US - <http://images.hayneedle.com/mgen/master:GF074.jpg>

#5 Select Physical Map of the Central-Eastern US -  
[http://geoff.terrorware.com/files/usa\\_map.gif](http://geoff.terrorware.com/files/usa_map.gif)





#6 Grading Rubric for Newspaper Article

Rubric for Newspaper Article

	1	2	3	4	Value
Who	The student did not detail how Kansas was affected by this news.	The student details one way Kansas was affected by this news.	The student details most of the ways Kansas was affected by this news.	The student details in all ways how Kansas was affected by this news.	
What	The student does not identify any major facts of the event.	The student identifies some major facts of the event.	The student identifies most major facts of the event.	The student identifies all major facts of the event.	
When	The student does not identify any major dates related to the event.	The student identifies some major dates related to the event.	The student identifies most major dates related to the event.	The student identifies all major dates related to the event.	
Where	The student does not identify any major locations relative to the event.	The student identifies some major locations relative to the event.	The student identifies most major locations relative to the event.	The student identifies all major locations relative to the event.	
Mechanics, Spelling, & Grammar	There are many mistakes.	There are several mistakes.	There are few mistakes.	There are no mistakes.	
Use of Visual Aide	No visual aide was provided.	A visual aide was provided.	A visual aide is provided with explanation.	A visual aide is provided with caption and explanation.	
				Total	
Teacher Comments:					

# Appendix E - NATIVE AMERICANS IN KANSAS

## UNIT PLAN

### Unit: Native Americans in Kansas

#### Key Learning(s):

The affect of movement, loss of homeland, and social, political, and economic adaptation of Native Americans in Kansas.

#### Unit Essential Questions:

How were Native Americans affected by life in Kansas?

#### Grades:

7-8

**Education Standards Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs) (7:1:1)
- Describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas (7:1:2)
- Analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas: loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict (7:1:4)\*
- Describes the reasons for tensions between the American Indians and the US government over land in Kansas: encroachment on Indian lands, depletion of the buffalo and other natural resources, Sand Creek Massacre, broken promises (7:3:1)\*
- Defines and gives examples of issues during Andrew Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830) (8:1:7)

# Unit: Native Americans in Kansas

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2. Lesson Plan One - Our Class Tribe
3. Lesson Plan Two - Explorers Write Home
4. Lesson Plan Three - Moving On Out
5. Lesson Plan Four - Adaptation and Assimilation
6. Appendix
  - Unit Vocabulary
  - Resources for Lesson Plan One
  - Resources for Lesson Plan Two
  - Resources for Lesson Plan Three
  - Resources for Lesson Plan Four
  - Maps and Resources

**Concept Map of Unit:**  
**Native Americans in**

**Topic:** The Influence of the Natural  
Kansas Landscape on Native

**Grade: 7-8**

- Education Standards Addressed**  
(Grade: Benchmark: Indicator), \* is tested standard
- Compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs) (7:1:1)
  - Describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas (7:1:2)
  - Analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas: loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict (7:1:4)\*
  - Describes the reasons for tensions between the American Indians and the US government over land in Kansas: encroachment on Indian lands, depletion of the buffalo and other natural resources, Sand Creek Massacre, broken promises (7:3:1)\*
  - Defines and gives examples of issues during Andrew Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of slave system, opposition to elitism, opposition to Bank

**Key Learning (s):**

The affect of movement, loss of homeland, and social, political, and economic adantation of Native Americans

**Unit Essential Question(s):**

How were Native Americans affected by life in

**Concepts:**

Nomadic, sedentary, environment, resources

**Concepts:**

Explorers, relationships, environment,

**Concepts:**

Loss of land, region, hinterland, transportation, customary resources, assimilation.

**Concepts:**

Region, assimilation, tribal

**Lesson Essential Questions**

-What is nomadic?  
-What is sedentary?  
-What are the similarities and differences in how they live, dress, eat, socialize, and co-exist amongst tribes?  
-How successful

**Lesson Essential Questions**

-What foreign explorers traveled through Kansas?  
-How did explorers and the Native American population interact?  
-What were the benefits and disadvantages

**Lesson Essential Questions**

-Who traveled the furthest?  
-How were they transported?  
-How did the physical geography of the US influence their path of movement and settlement

**Lesson Essential Questions**

-How did their lifestyles change when they were relocated to Kansas?  
-Were they successfully able to adapt? Why or why not?  
-How did the new lifestyle affect the population?  
-How did these

**Activity:**

**Our Class Tribe**  
Students will learn the difference between early nomadic and sedentary tribes in Kansas and identify their

**Activity:**

**Indians and Explorers Write Home**  
Students will read primary source documents about the explorers who traveled through Kansas and answer their

**Activity:**

**Moving on Out**  
Students will select 4 Indian tribes that were moved to Kansas and on a blank US map, select, draw in, and color code their original region of origin

**Activity:**

**Adaptation and Assimilation**  
Students will identify which tribes were traditionally nomadic/sedentary and chart resources used by 2 Indian tribes,

## **Lesson Plan One** **Our Class Tribe**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs) (7:1:1)
- Analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas: loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict (7:1:4)\*

**Unit Essential Question(s):** How were Native Americans affected by life in Kansas?

**Overview:** Students will be able to identify the similarities and differences between nomadic and sedentary Indian tribes. They will create two classroom Indians.

**Concepts:** Nomadic, sedentary, environment, resources

**Purpose:** To have students understand the differences between nomadic and sedentary Indian lifestyles and the impact they had on Kansas.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- What is nomadic?
- What is sedentary?
- What are the similarities and differences in how they live, dress, eat, socialize, and co-exist amongst tribes?
- How successful was each lifestyle in the natural Kansas landscape?

**Time:** One to two 45 minute class periods.

### **Materials:**

- The Kansas Journey by Jennie Chinn, pages 32-43

### **Procedure:**

1. Introduce the unit essential question, concepts, and lesson essential questions.
2. Read or summarize for class selected portions from textbook pages 32-43.
3. Establish the concept of nomadic and sedentary.
  - a. Have students partner up and briefly write down a definition of each concept on a note card. Then have them share and redefine their definition if necessary with one group around them.
  - b. Now let each group of four share their definitions and keep track of their ideas on the board.
  - c. Share the definitions with the class and revise them on the board; definitions are below if needed.

- i. Nomadic ([www.dictionary.com](http://www.dictionary.com)): a member of a group of people who have no fixed home and move according to the seasons from place to place in search of food, water, and grazing land; a wanderer.
    - ii. Sedentary ([www.dictionary.com](http://www.dictionary.com)): remaining for living in one area; not migratory; attached to a surface and not moving freely.
4. As a class, list on the board a sample of the Native American groups that were nomadic and sedentary.
5. Direct the class to get back into their groups of four. Have each group select one nomadic tribe and one sedentary tribe to compare and contrast on a Venn Diagram.
  - a. Assign each student a particular role in their group to complete their assignment.
    - i. Students 1 and 2 will research the nomadic tribe.
    - ii. Students 3 and 4 will research the sedentary tribe.
    - iii. They will discuss amongst themselves the similarities and differences and all will be responsible for recording the material on the Venn Diagram.
  - b. Require that each Venn Diagram have 4+ items on each column and answer the following questions:
    - i. What was their major source of food? Water supply? Hunting and agricultural practices? Housing type? Mode of transportation? Form of dress?
6. Once the groups have completed their Venn Diagrams introduce the class to two long strips of butcher paper you have hung on the wall, drawn a human outline on, and labeled one nomadic and one sedentary (remember, you don't have to be an artist, the students are the ones doing the real work).
  - a. Instruct each group to create 2-3 objects from their Venn Diagrams that define each type of Indian.
  - b. Assign each group to make items for the nomadic, sedentary, or those that are alike, so there is less confusion and replication. The items for the Indians need to address the same questions the groups aimed for in their Venn Diagram.
    - i. Have colored pencils, glue, straw, construction paper, beads, and any other miscellaneous art supplies you can get your hands on available so the student's creativity can go through the roof.
7. Once the Indians have been completed, review the lesson as a class and use your new class tribe to help your students remember their newly learned facts about nomadic and sedentary Native American tribes.

**Assessment:**

- Participation can be graded.
- Venn diagrams can be graded.
- Group created objects can be graded.

**Resources:**

- Unit vocabulary list

## **Lesson Plan Two** **Explorers Write Home**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas (7:1:2)
- Compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs) (7:1:1)

**Unit Essential Question(s):** How were Native Americans affected by life in Kansas?

**Overview:** Students will learn about foreign explorers who traveled through Kansas and their connection to Indian life. They will share their life and experiences through a letter writing project.

**Concepts:** Explorers, relationships, environment, resources, assimilation, tribal conflict

**Purpose:** To have students understand the influence and impact of foreign explorers in Kansas and how they affected Native American life.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- What foreign explorers traveled through Kansas?
- How did explorers and the Native American population interact?
- What were the benefits and disadvantages to their relationship?
- How were both populations affected by the environment?

**Time:** Two to three 45 minute class periods.

### **Materials:**

- The Kansas Journey by Jennie Chinn, pages 44-54
- Primary source explorer's journals (4 total)
- Map of Lewis and Clark's, Pike's, and Long's route
- Map of Coronado's route
- Blank regional map
- Grading rubric for letter writing activity

### **Procedure:**

8. Introduce the unit essential question, concepts, and lesson essential questions.
9. Read or summarize for class selected portions from textbook pages 44-54.
10. As a class, discuss the interactions and societal changes that occurred due to exploration in Kansas and the Explorer-Native American relationship.

11. Explain to the class that you are going to be completing a letter writing project. Provide each student a copy of the grading rubric or project it on the overhead so everyone is comfortable with their task and how they are going to be graded.
  - a. Each student will be writing two letters: one as an explorer and one as a respondent.
12. Divide the class into eight groups, labeled 1A, 1B, 2A, 2B, 3A, 3B, 4A, and 4B.
  - a. Each numerical group (1-4) will be assigned an explorer who traveled through Kansas: Lewis and Clark, Zebulon Pike, Stephen Long, and Francisco Coronado.
  - b. Those in the A groups will be the explorers and those in the B groups will be the respondents.
  - c. Give each group the corresponding primary source journal to read together.
13. Using the information from lecture, the textbook (which covers each of these explorers), and the primary source explorer journals, have the A groups write their letter to a friend or family member back at home.
  - a. Remember to encourage creativity and to embrace the first person narrative.
  - b. I suggest giving each group 20 minutes to write their letter so that both groups can complete their letters in about one class period.
14. While the A groups are writing their letters, the B groups should be using their textbook to complete their own map of the routes that their explorer took.
  - a. Instruct the students to not make exact replicas of the maps in the book. Remind them to have all necessary map components: legend, scale, title, and to be clearly labeled. The additions of color and graphics is a bonus and will accompany their letter well.
15. Once the letter writing time is up, have the groups switch jobs. The B's need to read the letter and respond to it, while the A's need to complete their own maps.
  - a. When the respondents, or B group's time is up, have them give their letters back to the group A partners for reading.
16. To complete the second and final cycle of this activity have the students remain in the same groups but shift the primary source journals around so each numerical group is assigned a new explorer and the B's become the explorers and the A's the respondents.
17. After the letter writing project is completed, review with the class by reading a few of your favorite letters out loud.

**Assessment:**

- Letters can be graded, grading rubric is provided.
- Maps to accompany each letter can be graded.
- In-class participation can be graded.

**Resources:**

- Unit vocabulary list



## **Lesson Plan Three Moving On Out**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas: loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict (7:1:4)\*
- Describes the reasons for tensions between the American Indians and the US government over land in Kansas: encroachment on Indian lands, depletion of the buffalo and other natural resources, Sand Creek Massacre, broken promises (7:3:1)\*
- Defines and gives examples of issues during Andrew Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830) (8:1:7)

**Unit Essential Question(s):** How were Native Americans affected by life in Kansas?

**Overview:** Students will map the path of four Indian tribes that were forced to move to Kansas and identify issues they encountered in the process.

**Concepts:** Loss of land, region, hinterland, transportation, customary resources, assimilation, tribal conflict, environment

**Purpose:** To have students understand the significance of the cross-country travel and loss of heritage and assimilation issues Native Americans faced when forced to Kansas territory.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- Who traveled the furthest?
- How were they transported?
- How did the physical geography of the US influence their path of movement and settlement area choice?
- How did travel affect their population?

**Time:** One to three 45 minute class periods.

### **Materials:**

- [The Kansas Journey](#) by Jennie Chinn, pages 33-43 and 54-57
- Emigrant Indian Homelands
- Indian Reservations in Kansas 1825-1850
- Physical map of the United States
- Climate map of the United States
- Indian Movement from 1830-1842

- Present Indian Reservations in Kansas
- Letter to William Clark

**Procedure:**

18. Introduce the unit essential question, concepts, and lesson essential questions.
19. Read or summarize for class selected portions from textbook pages 33-43 and 54-57.
20. Introduce the Indian Removal Act of 1830. Relate the idea to the students' lives:
  - a. Have they moved before?
  - b. What were the factors behind the move?
  - c. What changed for them? Housing type? School? Local foods? Climate?
  - d. Can they imagine what it would be like if they government came in and told them their families were moving to Hawaii or Alaska in three weeks and they had no choice? How would they feel?
21. Display the map of Emigrant Indian Homelands followed by the Indian Reservations in Kansas 1825-1850 map.
  - a. Based on what the students know about these parts of the country, what changes and experiences did the Indians face from moving? Refer to your prior discussion of housing type? School? Local foods? Climate? And add on building materials? Local populations? Clothing?
22. Break the students up into groups of three and assign each group member a role. One will be the physical geographer, one will be the climatologist, and one will be the journalist.
  - a. Provide each group with a copy of a physical map and climate map of the United States while still projecting the Emigrant Indian Homelands map for reference.
  - b. The assignment of the groups is for them to pretend they are a government committee appointed to studying the success or failure of four Indian tribes that were affected by the 1830 Indian Removal Act. The four tribes can be selected by the students or assigned by the teacher (depending on your preference).
  - c. The job of the physical geographer is to identify the physical environment differences between where the tribes originated from and where they moved to in Kansas.
  - d. The group climatologist is to discuss climate and weather pattern difference between homeland and new home.
  - e. The journalist needs to keep records of their findings.
  - f. After the group records their findings, hand out the Indian Movement from 1830-1842 map and draw in (color-coded and neatly) the path traveled by their four Indian tribes.
  - g. Really encourage your students to think about how different these locations are and how difficult it was for the Native Americans to adapt.
23. Still in groups, transition from the physical and climate maps to the primary source document, Letter to William Clark. Your students are still acting as the government committee.
  - a. Have each group read the letter together and discuss it. They should pretend that they are going to be the person answering it.
  - b. Based on what they explored and learned about the changes the Native Americans faced simply from differences in physical environment and climate and then

having read about the harsh conditions that were forced upon them by the government, each group needs to write a letter of their recommendations and reasons for them answering the questions posed in William Clark's letter.

24. Conclude the lesson by having each group share two or three of their recommendations and what they learned from this assignment. Re-emphasize the hardships forced upon Native Americans from the enactment of the Indian Removal Act of 1830 as part of the lesson wrap-up.

**Assessment:**

- Participation in class and group discussion can be graded.
- Group map of four selected Indian tribes can be graded.
- Group letter on Indian treatment and recommendations from primary source activity can be graded.

**Extension:**

- Lesson plan four works in conjunction with this activity.
- Can be connected to any local Indian tribe that is still present in or around your community.

**Resources:**

- Unit vocabulary list

## **Lesson Plan Four Adaptation and Assimilation**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas: loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict (7:1:4)\*
- Describes the reasons for tensions between the American Indians and the US government over land in Kansas: encroachment on Indian lands, depletion of the buffalo and other natural resources, Sand Creek Massacre, broken promises (7:3:1)\*
- Defines and gives examples of issues during Andrew Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830) (8:1:7)

**Unit Essential Question(s):** How were Native Americans affected by life in Kansas?

**Overview:** Students will distinguish lifestyle differences and resource consumption concerns for Indian tribes before and after their move to Kansas.

**Concepts:** Region, assimilation, tribal conflict, environment

**Purpose:** To have students comprehend the impact of the extreme movement caused by the 1830 Indian Removal Act and how seriously Native American life was affected.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- How did their lifestyles change when they were relocated to Kansas?
- Were they successfully able to adapt? Why or why not?
- How did the new lifestyle affect the population?
- How did these changes affect their culture, dress, housing, food, transportation, rituals and religion?
- Were they influenced by other tribes?
- Did a change in region and/or resources still permit them to use the same methods and have the same dress/housing/food/mode of transportation/communication/rituals and religion?
- Were they influenced by other tribes?

**Time:** One to two 45 minute class periods.

### **Materials:**

- The Kansas Journey by Jennie Chinn, pages 54-57
- Emigrant Indian Homelands

- Indian Reservations in Kansas 1825-1850

**Procedure:**

25. Introduce the unit essential question, concepts, and lesson essential questions.
26. Read or summarize for class selected portions from textbook pages 54-57. Review information learned from completion of lesson plan three if applicable.
  - a. Focus on specific hardships endured, the outcomes of those hardships, tribal relationships, and the role of the new and changing physical environment
27. Project the Emigrant Indian Homelands and Indian Reservations in Kansas 1825-1850 on the board and compare them.
  - a. In terms of space, the Native Americans went from vast open areas to condensed and confined boundaries. This change had a large effect on Native American livelihood.
  - b. Have the students consider this in terms of the scale of your school. They will be mapping based on your school lay out.
    - i. Ask: How would things change if everyone was taught in one room?
28. Divide the group into two map-making teams.
  - a. The first group is going to make a school-based version of the Emigrant Indian Homelands map.
    - i. The group should draw an approximate outline of your school.
    - ii. Have them count the number of rooms and/or areas that are available to assign to each tribe. The tribe list that they must accommodate is listed below.
    - iii. Assign each tribe to their allotted area. Have the students attempt to assign each tribe roughly the same size per the scale as it is on the Emigrant Indian Homelands map.
  - b. The second group is going to make a classroom-based version of the Indian Reservations in Kansas 1825-1850 map.
    - i. The group should draw an approximate outline of your classroom.
    - ii. Have them discuss the areas that are available to assign to each tribe. The tribe list that they must accommodate is listed below.
    - iii. Assign each tribe to their allotted area. Have the students attempt to assign each tribe roughly the same size per the scale as it is on the Indian Reservations in Kansas 1825-1850 map.
  - c. Tribes to include on maps: Otoe and Missouri, Iowa, Sauk and Fox, Kickapoo, Delaware and Wyandotte, Kansa, Shawnee, Chippewa, Ottawa, Peoria and Kaskaskia, Wea and Piankashaw, Pottawatomie, Miami, New York Indians, Cherokee, Osage, and Quapaw.
29. After the mapping is completed, each group should designate 1-2 students to share the completed maps with the class.
  - a. The emphasis to express to the students, though it will probably be quite clear, it to show how wide spread and free the Indians went from being to squashed into restricted space.
  - b. Another perspective to better explain the principle is to imagine if every class in the school has to be taught in just your classroom. The students should be able to share their perception of how well that would work out and how they would feel.

30. Once the issues have been established, discuss again the lesson essential questions. How does space and the physical environment effect so many things?

**Assessment:**

- Participation can be graded.
- Group maps can be graded.

**Extension:**

- Activities work in conjunction with lesson plan three.

**Resources:**

- Unit vocabulary list

## Appendix:

### - Unit Vocabulary

- **Depletion** - the lessening or exhaustion of a supply.
- **Emigrant** - a person (migrating away from) leaving a country or area to settle in another.
- **Era** - a period of history marked by some distinctive characteristic.
- **Ethnic group** - people of the same race or nationality who share a distinctive culture.
- **Government** - institutions and procedures through which a territory and its people are ruled.
- **Migration** - the movement of people or other organisms from one region to another.
- **Movement** - the interaction of people, goods, ideas, or natural phenomena from different places.
- **Nationalism** - intense loyalty and devotion to one's country; desire for national independence.
- **Natural resource** - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.
- **Primary source** - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).
- **Push-pull factors** - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.
- **Resource** - an aspect of the physical environment that people value and use.
- **Rights** - those individual liberties granted to all persons through the U. S. Constitution.
- **Society** - a group of people bound together by the same culture.

- Resources for Lesson Plan One

- None

- Resources for Lesson Plan Two

- Primary source explorer's journals (4 total)
- Map of Lewis and Clark's, Pike's, and Long's route
- Map of Coronado's route
- Blank map
- Grading rubric for letter writing activity

- Resources for Lesson Plan Three

- Emigrant Indian Homelands
- Indian Reservations in Kansas 1825-1850
- Physical map of the United States
- Climate map of the United States
- Indian Movement from 1830-1842
- Present Indian Reservations in Kansas
- Letter to William Clark

- Resources for Lesson Plan Four

- Emigrant Indian Homelands
- Indian Reservations in Kansas 1825-1850

1. Primary source explorer's journals (4 total)
2. Map of Lewis and Clark's, Pike's, and Long's route
3. Map of Coronado's route
4. Blank map
5. Grading rubric for letter writing activity
6. Emigrant Indian Homelands
7. Indian Reservations in Kansas 1825-1850
8. Physical map of the United States
9. Climate map of the United States
10. Indian Movement from 1830-1842
11. Present Indian Reservations in Kansas
12. Letter to William Clark



#1 Primary source explorer's journals (4 total)

[http://www.kshs.org/teachers/trunks/pdfs/corps\\_4\\_lesson\\_3.pdf](http://www.kshs.org/teachers/trunks/pdfs/corps_4_lesson_3.pdf)

## ***Explorer's Journal***

### **Francisco Coronado**

Pedro de Casteneda was with Francisco Coronado when he explored what is now Kansas. Casteneda wrote the following information about Kansas in his journal.

*...Judging from what was seen on the borders of it, this country is very similar to that of Spain in the varieties of vegetation and fruits. There are plums like those of Castile, grapes, nuts, mulberries, oats, pennyroyal, wild marjoram, and large quantities of flax, but this does not do them any good, because they do not know how to use it. The people ... have villages like those in New Spain. The houses are round, without a wall, and they have one story like a loft, under one roof, where they sleep and keep their belongings. The roofs are of straw.*

## ***Explorer's Journal***

### **Major Stephen Long**

Stephen Long published a map of the West and called the plains the "Great American Desert." He wrote the following in his report about Kansas.

*In regard to this extensive section of country, I do not hesitate in giving the opinion, that it is almost wholly unfit for cultivation, and of course uninhabitable by a people depending on agriculture for their subsistence. Although tracts of fertile land considerably extensive are occasionally to be met with, yet the scarcity of wood and water, almost uniformly prevalent, will prove an insuperable obstacle in the way of settling the country... This region, however, ... may prove of infinite importance to the United States, inasmuch as it is calculated to serve as a barrier to prevent too great extension of our population westward, and secure against the machinations or incursions of an enemy.*

## *Explorer's Journal*

# Captains Lewis and Clark

Meriwether Lewis and William Clark followed the Missouri River along Kansas' northeast shore. It was near present-day Atchison that Lewis wrote the following in his notebook on the eve of July 4, 1804.

*A gentle breeze from the south carried us 11 ¼ miles this day, past two islands, one a small willow-island, the other large, and called by the French Isle des Vaches or Cow Island. At the head of this island, on the northern shore, is a large pond containing beaver, and fowl of different kinds. After passing a sand-bar, we stopped on the south side at an old trading-house, which is now deserted, and half a mile beyond it camped on the south. The land is fine along the river, and for some distance back. We observed black walnut and the buck-s-eye with the nuts on it.*

*The morning of the 4<sup>th</sup> of July was announced by the discharge of our gun, at one mile we reached the mouth of the bayeau or creek, coming from a large lake on the north side, which appears as if it had once been the bed of a river, to which it runs parallel for several miles. ... One of our men was bitten by a snake, but a poultice of bark and gunpowder was sufficient to cure the wound.*

## ***Explorer's Journal***

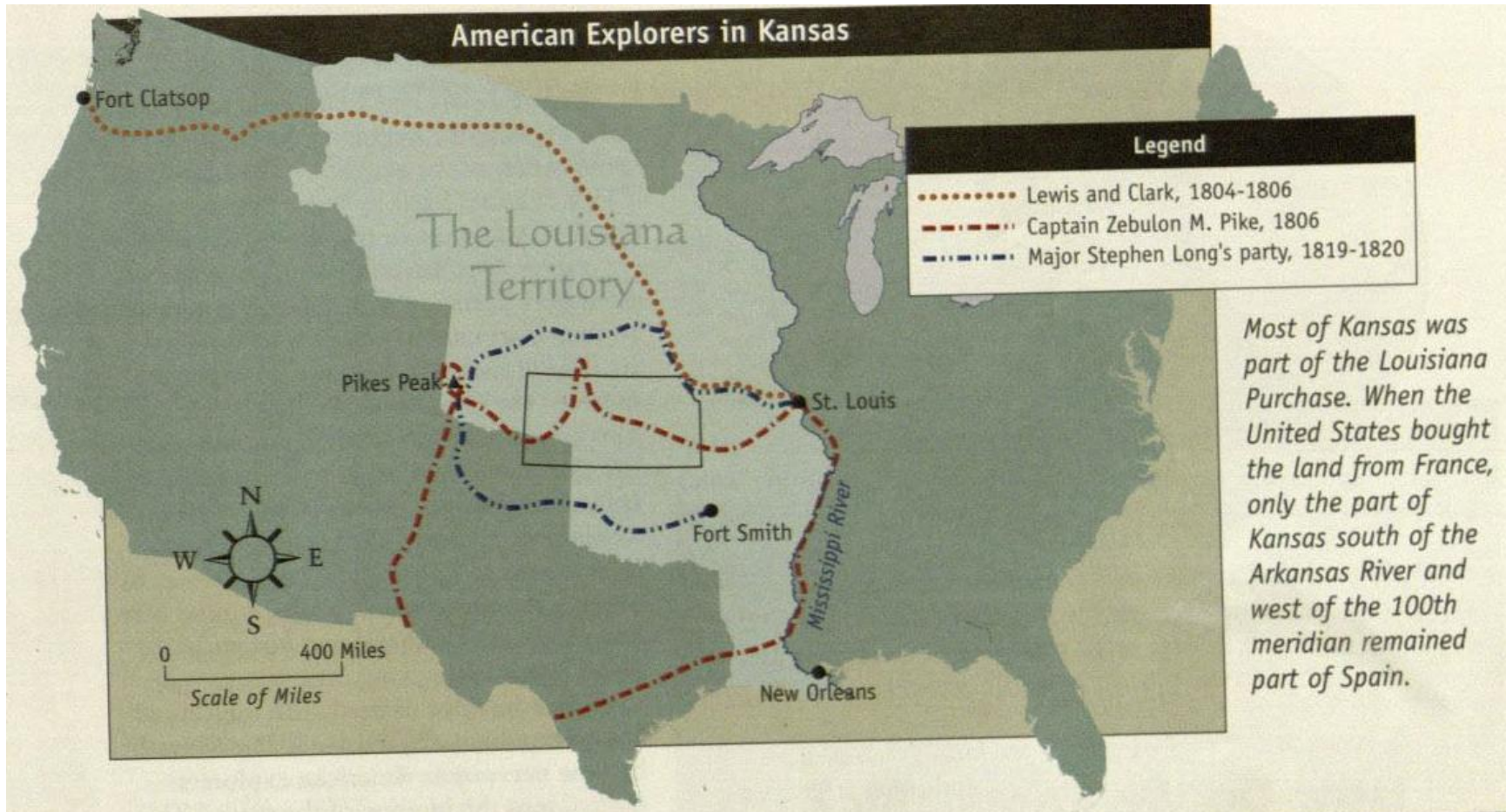
### **Lt. Zebulon Pike**

Zebulon Pike thought the eastern part of Kansas would be good land for future farms and ranches. He did not feel the same about the western parts of Kansas. He wrote the following in his report.

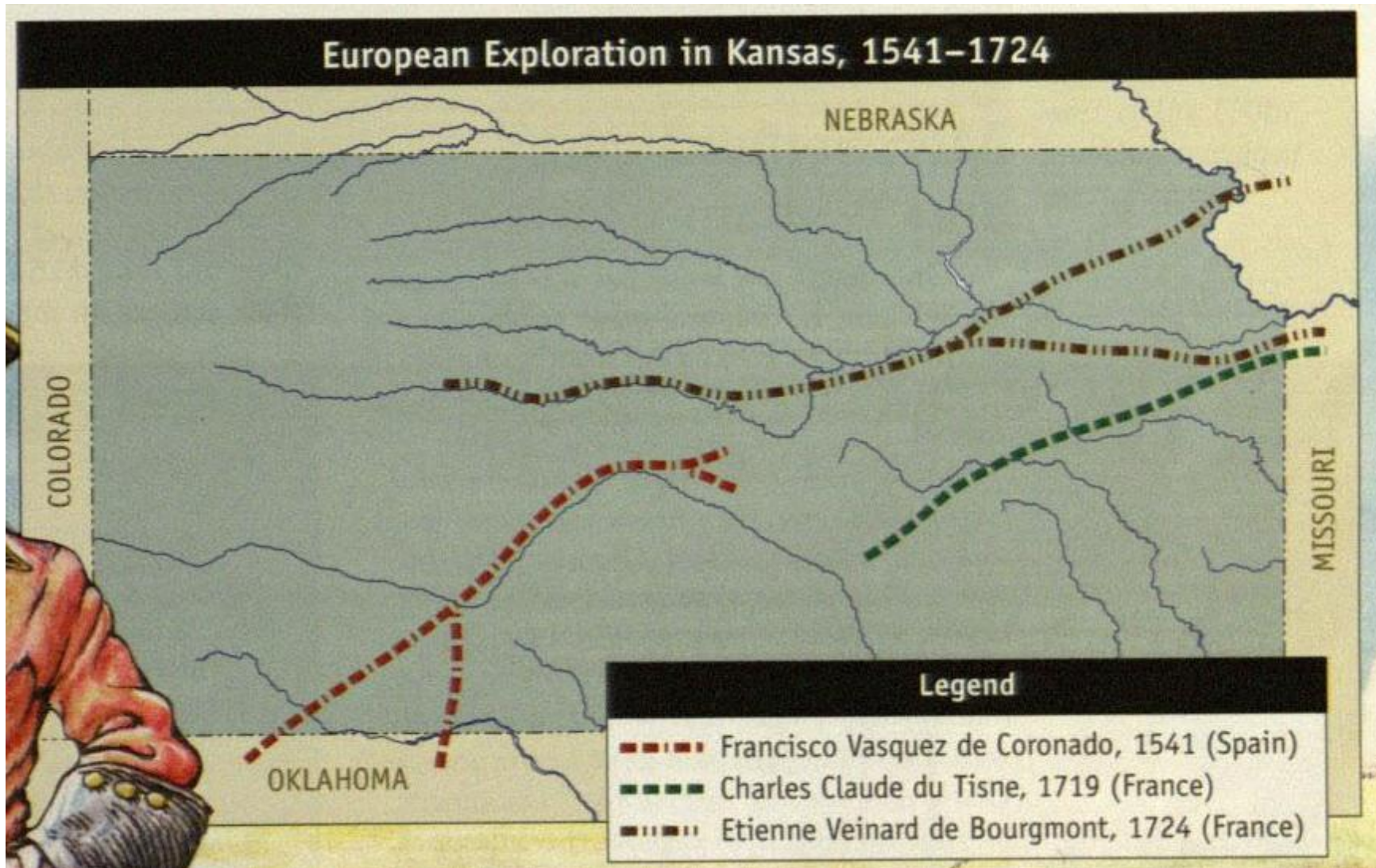
*On the rivers Kanses, L Platte, Arkansaw, and their various branches, it appears to me to be only possible to introduce a limited population on their banks. The inhabitants would find it most to their advantage to pay attention to the multiplication of cattle, horses, sheep, and goats, all of which they can raise in abundance, the earth producing spontaneously sufficient for their support ... but the wood now in the country would not be sufficient for a moderate share of the population more than 15 years, and it would be out of the question to think of using any of it in manufacture.*

*In the vast country of which I speak, we find the soil generally dry and sandy, with gravel, and discover that the moment we approach a stream the land becomes more humid, with small timber. I therefore conclude that this country never was timbered ... These vast plains of the western hemisphere may become in time as celebrated as the sandy deserts of Africa; for I saw in my route, in various places, tracts of many leagues where the wind had thrown up the sand in all the fanciful form of the ocean's rolling wave, and on which not a speck of vegetable matter existed.*

#2 Map of Lewis and Clark's, Pike's, and Long's route from TKJ page 51



#3 Map of Coronado's route from TKJ page 49



#4 Blank map

[http://www2.sunysuffolk.edu/mandias/images/blank\\_usa\\_map.gif](http://www2.sunysuffolk.edu/mandias/images/blank_usa_map.gif)



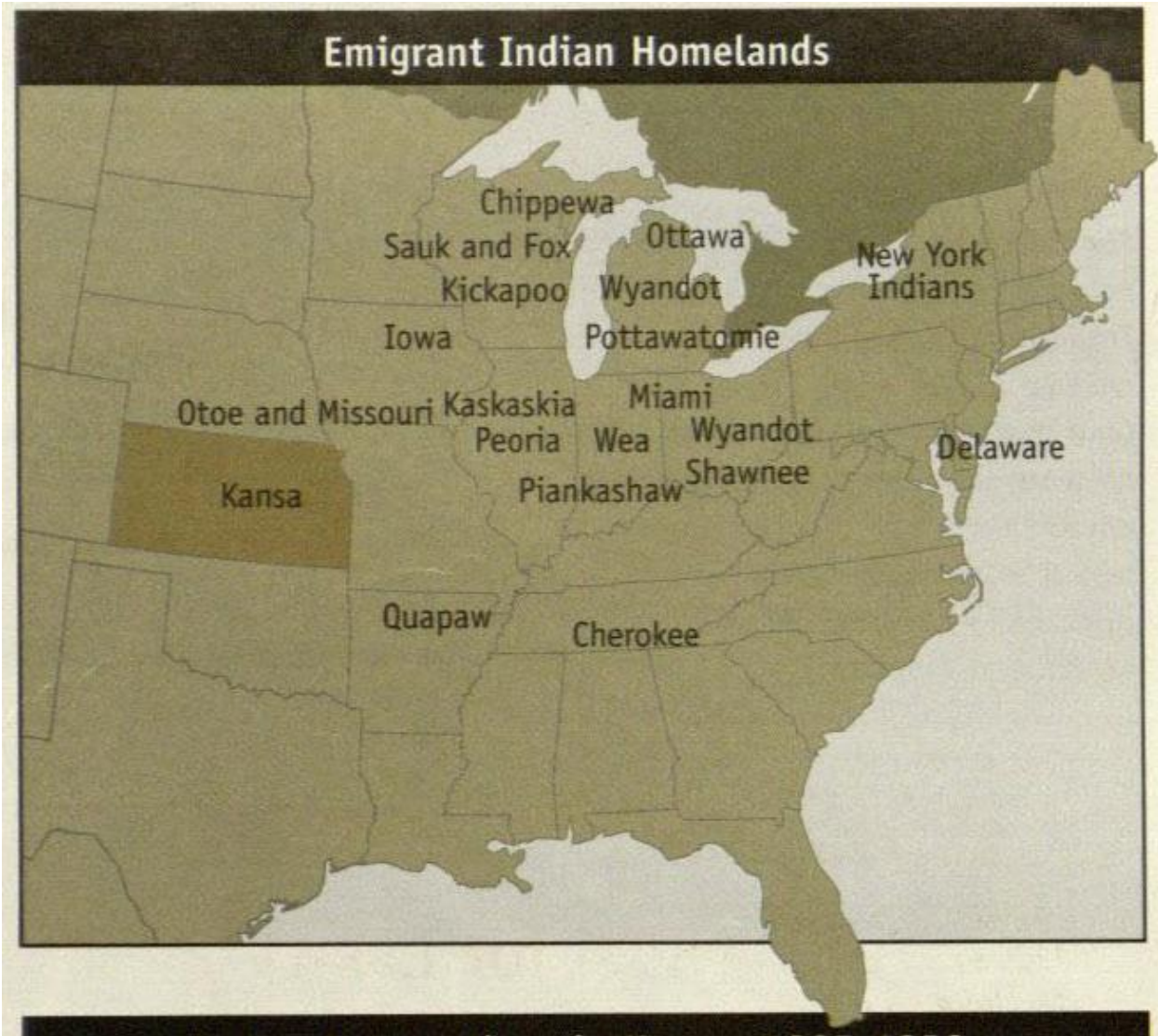
#5 Grading rubric for letter writing activity

Rubric for Letter Writing Project

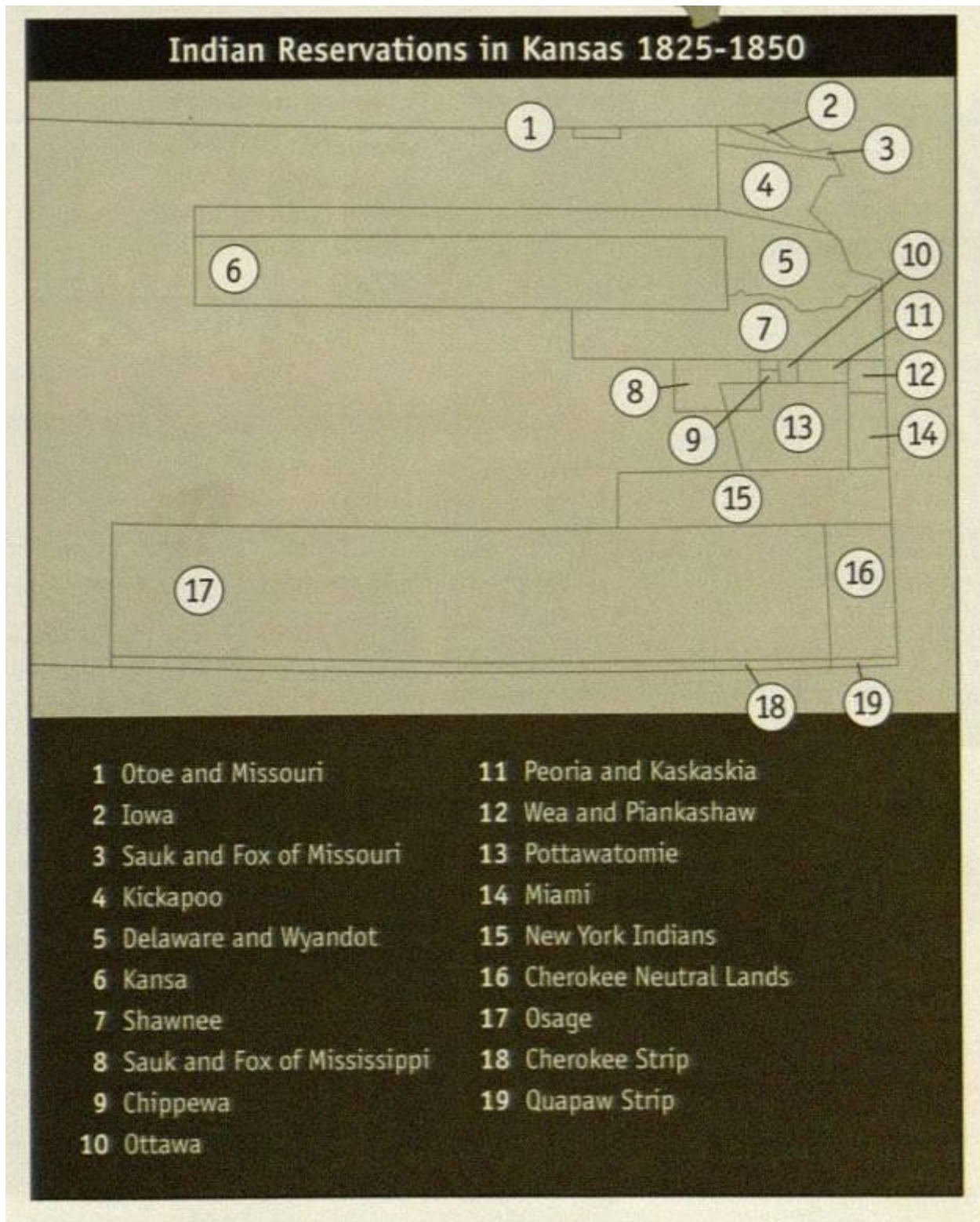
	1	2	3	4	Value
Mechanics, Spelling & Grammar	There are many mistakes.	There are several mistakes.	There are few mistakes.	There are no mistakes.	
Application of Unit Material	Does not reference unit material.	References unit material a little.	References unit material a lot.	Centered around unit material.	
Analysis of Unit Material	Does not utilize unit material.	Makes few connections to unit material.	Makes some connections and draws conclusions to unit materials.	Makes significant connections and draws conclusions to unit materials.	
Connection to Assigned Explorer	Does not indicate link to assigned explorer.	Demonstrates little knowledge about assigned explorer.	Demonstrates some knowledge about assigned explorer.	Reads knowledgeably about assigned explorer.	
Creativity	Dull and lacking in expression.	Very basic but expresses a few inventive items.	Expresses some detail and imagination.	Very detailed, imaginative and original.	
				Total	
Teachers Comments:					



#6 Emigrant Indian Homelands, from TKJ page 55



#7 Indian Reservations in Kansas 1825-1850, from TKJ page 55



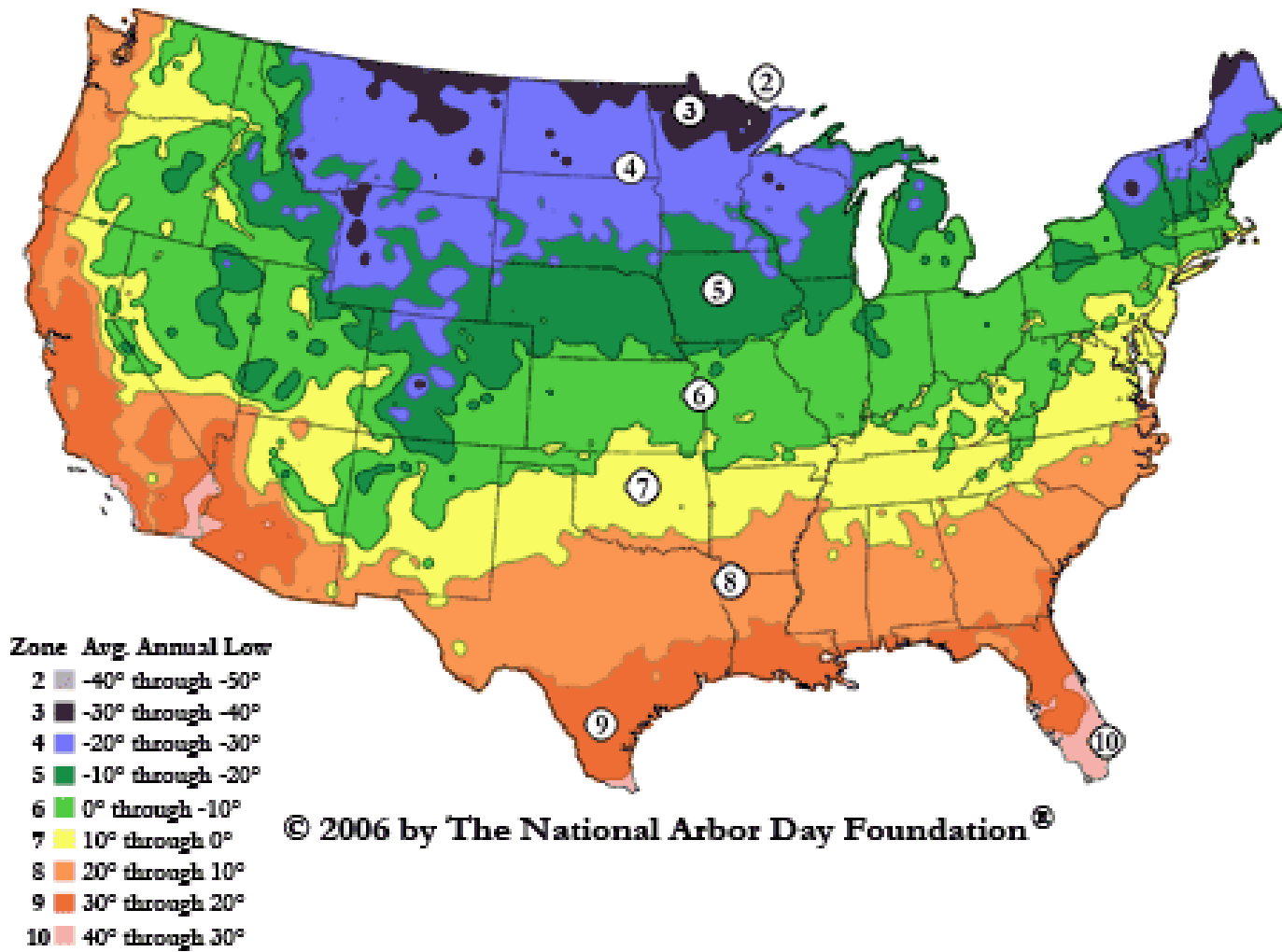
## #8 Physical map of the United States

[http://www.google.com/imgres?imgurl=http://geology.com/world/usa-physical.jpg&imgrefurl=http://geology.com/world/the-united-states-of-america-physical-map.shtml&usq=\\_\\_YFYYxBeigXcBP8R2CXjAC4s-zo0=&h=670&w=1000&sz=162&hl=en&start=3&um=1&itbs=1&tbnid=fxP0EU9qgZp-M:&tbnh=100&tbnw=149&prev=/images%3Fq%3Dphysical%2Bmap%2Bof%2Bthe%2Bunited%2Bstates%26um%3D1%26hl%3Den%26sa%3DX%26tbs%3Disch:1](http://www.google.com/imgres?imgurl=http://geology.com/world/usa-physical.jpg&imgrefurl=http://geology.com/world/the-united-states-of-america-physical-map.shtml&usq=__YFYYxBeigXcBP8R2CXjAC4s-zo0=&h=670&w=1000&sz=162&hl=en&start=3&um=1&itbs=1&tbnid=fxP0EU9qgZp-M:&tbnh=100&tbnw=149&prev=/images%3Fq%3Dphysical%2Bmap%2Bof%2Bthe%2Bunited%2Bstates%26um%3D1%26hl%3Den%26sa%3DX%26tbs%3Disch:1)



#9 Climate map of the United States

[http://geochristian.files.wordpress.com/2008/03/zones\\_us.png](http://geochristian.files.wordpress.com/2008/03/zones_us.png)



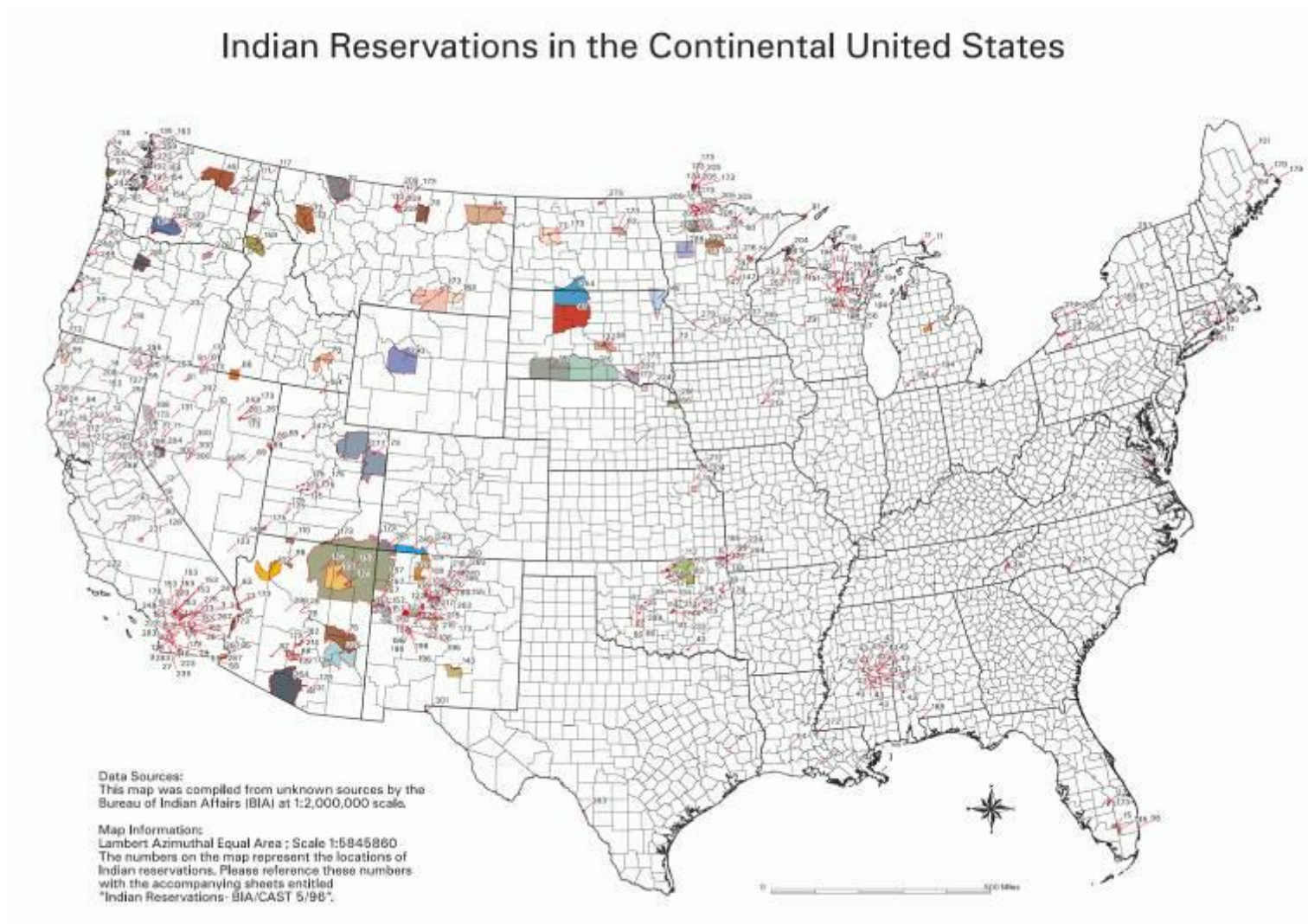
#10 Indian Movement from 1830-1842

<http://bhhs.bhusd.org/ourpages/auto/2009/9/25/41186029/Map%20-%20Indian%20Removal%20Act.pdf>



#11 Present Indian Reservations in Kansas

<http://www.republicoflakotah.com/wp-content/uploads/2008/12/bia-map-indian-reservations-usa-full.jpg>



**Letter to William Clark, Superintendent of Indian Affairs,  
from Richard W. Cummins, Indian Agent**

Richard Cummins was a government agent who worked in Kansas with emigrant Indians. In this letter, Cummins expresses concern for the Delaware and Wea under his supervision. Indians had been forced to move across the country without proper time to prepare for the long journey. At times, Indians were forced to move during very bad weather.

Shawnee and Delaware Agency  
2d April 1831

Genl. William Clark  
Sup't of Indian Aff's

Sir,

I have furnished the Delawares with as much provisions only as was actually needful to keep them from suffering . . . when they came last fall their horses were poor, owing to the very extreme Hardness of the winter, the Indians generally as well as the Delawares lost most all their horses. They have none fit for service, a great many of the Indians, are in a suffering condition . . . I believe it to be my duty to have some provisions Waggoned to them, particularly, to the Delaware Chief Anderson & his counsel men says that it was understood last fall on White river that the supplementary article to their treaty was ratified, That immediately the white people moved in among Them and took possession of their farms. Commenced seeding their fields and selling whiskey to his people so that he was compelled to move. I have also furnished that half of the Weas, that have been in the Mississippi swamps, for some time past with Two wagon loads of Corn and pork. They came and joined their Nation on their Land this spring, in a starving condition, their Friends were unable to help them many of whom I was informed by the trader divided their corn with their horses as long as they had a ear, they are now trying to work but their diet is so weak, they are not able to do much. I think the past winter, will learn the Indians in future to be more provident. They stand much in need of provisions, I would like to receive some instructions from You on the subject of furnishing them.

Respectfully Your Most  
Obedt. Servt.  
Richd. W. Cummins  
Indn. Agent

Genl. William Clark  
Sup't of Indian Aff's

Sir,

I have furnished the Delawares with as much provisions only as was actually needful to keep them from suffering . . . when they came last fall their horses were poor, owing to the very extreme Hardness of the winter, the Indians generally as well as the Delawares lost most all their horses. They have none fit for service, a great many of the Indians, are in a suffering condition . . . I believe it to be my duty to have some provisions Waggoned to them, particularly, to the Delaware Chief Anderson & his counsel men says that it was understood last fall on White river that the supplementary article to their treaty was ratified, That immediately the white people moved in among Them and took possession of their farms. Commenced seeding their fields and selling whiskey to his people so that he was compelled to move. I have also furnished that half of the Weas, that have been in the Mississippi swamps, for some time past with Two wagon loads of Corn and pork. They came and joined their Nation on their Land this spring, in a starving condition, their Friends were unable to help them many of whom I was informed by the trader divided their corn with their horses as long as they had a ear, they are now trying to work but their diet is so weak, they are not able to do much. I think the past winter, will learn the Indians in future to be more provident. They stand much in need of provisions, I would like to receive some instructions from You on the subject of furnishing them.

Respectfully Your Most  
Obedt. Servt.  
Richd. W. Cummins  
Indn. Agent

This is the actual letter written by Cummins. When historians **transcribe** primary source documents, they write down exactly what is written, including misspelled words.

**What do you think?**

If you were in Cummins' position, and your job was to take care of the Indians, what would your response be to this situation? What would you say to the Superintendent of Indian Affairs who was in charge of relocating Indians to the West? How would you try to solve the problem?

# Appendix F - WESTWARD EXPANSION UNIT

## PLAN

### Unit: Westward Expansion

#### Key Learning(s):

The affect of Westward expansion and related legislature on the state of Kansas.

#### Unit Essential Questions:

How was Kansas affected by expansion into the American West?

#### Grades:

7-8

**Education Standards Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Explains the impact of constitutional interpretation during the era: Alien and Sedition Act, Louisiana Purchase, Marshall Court - Marbury vs. Madison, McCullough vs. Maryland (1819) (8:1:4)\*
- Analyzes how territorial expansion of the United States affected relations with external powers and American Indians: Louisiana Purchase, concept of Manifest Destiny, previous land policies such as the Northwest Ordinance, Mexican-American War, Gold Rush (8:1:5)\*
- Interprets the impact of the romance of the west on American *culture* (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy) (8:3:1)
- Explains how the rise of big business, heavy industry, and mechanized farming transformed American *society* (8:3:5)
- Explains the issues of *nationalism* and sectionalism (e.g., expansion of slavery, *tariffs*, westward expansion, internal improvements, nullification) (8:2:1)



# Unit: Westward Expansion

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**Concept Map of Unit:  
Westward Expansion**

**Topic:** Acts of Westward Expansion  
and How It Affected Kansas

**Grade: 7-8**

**Education Standards Addressed**  
(Grade: Benchmark: Indicator), \* is tested standard

- Explains the impact of constitutional interpretation during the era: Alien and Sedition Act, Louisiana Purchase, Marshall Court - Marbury vs. Madison, McCullough vs. Maryland (1819) (8:1:4)\*
- Analyzes how territorial expansion of the United States affected relations with external powers and American Indians: Louisiana Purchase, concept of Manifest Destiny, previous land policies such as the Northwest Ordinance, Mexican-American War, Gold Rush (8:1:5)\*
- Interprets the impact of the romance of the west on American *culture* (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy) (8:3:1)
- Explains how the rise of big business, heavy industry, and mechanized farming transformed American *society* (8:3:5)
- Explains the issues of *nationalism* and sectionalism (e.g., expansion of slavery, *tariffs*, westward expansion, internal improvements, nullification) (8:2:1)

**Key Learning (s):**

The affect of Westward expansion and related legislature on

**Unit Essential Question(s):**

How was Kansas affected by expansion into the American West?

**Concepts:**

Alien and Sedition Act, Louisiana Purchase, Marbury v. Madison, McCullough v. Maryland

**Concepts:**

Louisiana Purchase, Manifest Destiny, NW Ordinance, Mexican-American War, Gold

**Concepts:**

Nationalism, sectionalism, slavery, tariffs,

**Concepts:**

Big business, heavy industry, mechanized

**Lesson Essential Questions**

-What was the setting that laid the groundwork for these legislative events?  
-What was the outcome and impact of these movements?

**Lesson Essential Questions**

-What was the setting that laid the groundwork for these national movements?  
-What was the outcome and impact of these movements?

**Lesson Essential Questions**

-What was the significance of nationalism and sectionalism on westward expansion?  
-What role did slavery and tariffs play in Kansas?  
-How was the affect

**Lesson Essential Questions**

-What was the significance of big business as it grew in the eastern US?  
-Why was the American West romanticized as wild?  
-How do the eastern and western US compare

**Activity:**

**Significant Legislation**  
Students will work in groups to investigate and present four significant

**Activity:**

**Panel Discussions**  
Students will map the areas influences by these motions and work in panels to understand the

**Activity:**

**GeoDiary**  
Students will create a geo-diary as if they lived in Kansas during the period of westward expansion. The

**Activity:**

**Romantic or Civilized**  
Students will compare and contrast the growing and "civilized"

## **Lesson Plan One** **Significant Legislation**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Explains the impact of constitutional interpretation during the era: Alien and Sedition Act, Louisiana Purchase, Marshall Court - Marbury vs. Madison, McCullough vs. Maryland (1819) (8:1:4)\*
- Analyzes how territorial expansion of the United States affected relations with external powers and American Indians: Louisiana Purchase, concept of Manifest Destiny, previous land policies such as the Northwest Ordinance, Mexican-American War, Gold Rush (8:1:5)\*
- Explains the issues of *nationalism* and sectionalism (e.g., expansion of slavery, *tariffs*, westward expansion, internal improvements, nullification) (8:2:1)

**Unit Essential Question(s):** How was Kansas affected by expansion into the American West?

**Overview:** Students will be able to compare and contrast significant legislation through investigative research and classroom presentation.

**Concepts:** Alien and Sedition Act, Louisiana Purchase, Marbury v. Madison, McCullough v. Maryland

**Purpose:** To have students understand the similarities and differences between major legislations and the impact they had on Kansas.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- What was the setting that laid the groundwork for these legislative events?
- What was the outcome and impact of these movements?
- How did these events affect Kansas?

**Time:** Two to four 45 minute class periods.

### **Materials:**

- Map of the Louisiana Purchase
- Excerpt from the Alien and Sedition Act
- Marbury v. Madison Engraving
- Excerpt from McCullough v. Maryland
- Rubric for grading project

### **Procedure:**

31. Introduce the unit essential question, concepts, and lesson essential questions.
32. Summarize for class the four legislative events:

- a. Alien and Sedition Act, Louisiana Purchase, Marbury v. Madison, and McCullough v. Maryland
  - b. Use the four resources (map, excerpts, and engraving) for this lesson to assist in the introduction of the topics.
    - i. If desired, give each group a copy of their corresponding primary source document or map to include in their presentation.
33. Split the class into four groups. Each group will be required to complete a poster and presentation of their findings.
- a. On the poster and in their presentation, the following needs to be identified:
    - i. What started the consideration for these events?
    - ii. What was the process taken to complete these acts of legislation?
    - iii. What was the national impact of these events?
    - iv. What was the impacts of these movements in Kansas?
    - v. Is this legislation still pertinent today?
      1. Please give an example.
34. Give students adequate time to research their topic. Allow them to use their classroom textbook, internet, and library resources.
- a. I recommend a great website: <http://www.ourdocuments.gov/doc.php?doc=16>.
  - b. Monitor the groups as they translate their research onto their poster.
35. After each poster had been completed, have each group present their information to the class.
- a. Remind the presenting group to take this time and pretend that they are the teacher.

**Assessment:**

- Participation can be graded.
- Posters can be graded, rubric included.
- Presentations can be graded, rubric included.

**Extension:**

- This activity can be used as a lead in for singular lessons on any of these legislative acts.

**Resources:**

- Unit vocabulary list

## Lesson Plan Two Panel Discussions

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Analyzes how territorial expansion of the United States affected relations with external powers and American Indians: Louisiana Purchase, concept of Manifest Destiny, previous land policies such as the Northwest Ordinance, Mexican-American War, Gold Rush (8:1:5)\*
- Interprets the impact of the romance of the west on American *culture* (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy) (8:3:1)

**Unit Essential Question(s):** How was Kansas affected by expansion into the American West?

**Overview:** Students will map and discuss in panels the influence and impact of different land bearing movements in the United States, with specific emphasis on Kansas.

**Concepts:** Louisiana Purchase, Manifest Destiny, NW Ordinance, Mexican-American War, Gold Rush

**Purpose:** To have students be able to comprehend the affect of national movements on the state of Kansas.

### Lesson Essential Questions:

Students should be able to discuss the following:

- What was the setting that laid the groundwork for these national movements?
- What was the outcome and impact of these movements?
- How did these events affect Kansas?
- How did the concept of the 'American West' affect national choices?

**Time:** Two to three 45 minute class periods.

### Materials:

- Blank US map

### Procedure:

36. Introduce the unit essential question, concepts, and lesson essential questions.
37. Summarize for the class the national movements of:
  - a. Louisiana Purchase, Manifest Destiny, NW Ordinance, Mexican-American War, Gold Rush
38. Project a map of the United States on the overhead and as a class mark and label the areas of the country associated with each of these movements.
  - a. Have each student complete their own map along with the class activity if desired. It may come in handy as a reference item for their panel discussions later.

39. Divide the class into groups of three to complete a chart discussing each movement.
  - a. Each group should divide their paper into five columns and label each column with the five movements of this lesson.
    - i. Only one sheet per group is necessary, as the groups will stay together and use this information for the concluding activity of the lesson.
  - b. Under each heading they need to identify five or more important facts about the movement and two facts about how the movement affected Kansas (totaling 7+ facts per column).
  - c. Emphasize that neatness and clarity counts in this part of the activity because the students will need to use this information later to prove points and make decisions.
40. Once the charts are completed, lead the class through a quick review session, allowing the groups to share a few facts from their chart.
  - a. The review should guide into the final part of this activity: the panel discussions.
41. The panel discussions about to take place are designed to give the students a chance to verbalize their knowledge of each movement and the impact it had on Kansas.
42. The set up works as follows:
  - a. Each original group of three will have to present their case for a selected movement. Three to four groups will act as a panel of Kansans and the other groups will act as an audience.
    - i. If you have a particularly large class then feel free to have two panel sessions happening at one time. This would work for smaller classes as well for those who are on a tighter time schedule.
  - b. The group presenting will act as a representative body of the national government that is explaining to an important group of Kansans what their plan of action is regarding a movement (ex/ why they feel they should make the Louisiana Purchase or why they should partake in a war with Mexico).
  - c. The panel of Kansans are expected to ask questions and explain their position on the subject (ex/if they do or do not like the idea and why).
  - d. There should be at least two question-answer exchanges between presenters and the panel.
  - e. To conclude the panel session the audience is expected to contribute how the movement affected Kansas.
  - f. Do a mock panel if needed before so the students feel comfortable.
43. After panel sessions have ended, walk the class through a short debriefing of the exercise.

**Assessment:**

- Maps can be graded.
- Charts can be graded.
- Participation in the panel discussion can be graded.

**Resources:**

- Unit vocabulary list

## Lesson Plan Three GeoDiary

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Explains the issues of *nationalism* and sectionalism (e.g., expansion of slavery, *tariffs*, westward expansion, internal improvements, nullification) (8:2:1)
- Interprets the impact of the romance of the west on American *culture* (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy) (8:3:1)
- Explains how the rise of big business, heavy industry, and mechanized farming transformed American *society* (8:3:5)

**Unit Essential Question(s):** How was Kansas affected by expansion into the American West?

**Overview:** Students will write a narrative geodiary using the geographic perspective to analyze key concepts of westward expansion.

**Concepts:** Nationalism, sectionalism, slavery, tariffs, westward expansion, nullification

**Purpose:** Students will be able to explain in the first person significant concepts and ideas that were important in Kansas during the period of westward expansion.

### Lesson Essential Questions:

Students should be able to discuss the following:

- What was the significance of nationalism and sectionalism on westward expansion?
- What role did slavery and tariffs play in Kansas?
- How was the affect of nullification felt during this time period?
- How did all of these concepts affect the populations lives?

**Time:** One to two 45 minute class periods.

### Materials:

- Map of Kansas
- Rubric for grading the geodiary.

### Procedure:

44. Introduce the unit essential question, concepts, and lesson essential questions.
45. Immediately divide the students into pairs and have them grab their textbook, dictionary, or online reference (depending on availability and preference) and complete six definitions: nationalism, sectionalism, slavery, tariffs, westward expansion, and nullification
46. Once all pairs have completed their definitions sheet, review each concept with the class as a whole.

- a. Let this review lead in to a conversation about how these actions or feelings became big ideas of the time and how they affected Kansas.
  - b. Have the student brainstorm how the concepts make them feel today and then apply those working ideas in the right historical context.
47. When the students grasp the concepts and ideas of the lesson introduce the project: the geodiary.
- a. A geodiary outlines the typical day in the life of someone. It details where they go, what they do, and why. It is filled with sketches, maps, pictures, and photos to graphically describe the day as well as written description.
  - b. The students will be creating a geodiary of an imaginary person who lives in Kansas during the time of westward expansion and is affected by one of the concepts in this lesson.
  - c. Let your students know that creativity is a priority in this assignment. A second priority is to build the imaginary person around the concept they are studying.
48. On a sheet of paper have the students start out by:
- a. Selecting a person and name them, once again remind them to be creative.
  - b. Then pick the topic that most interests them and have them jot down next to the concept the connection to Kansas that the class concluded as a whole.
  - c. Finally, have the student identify what their imaginary person is going to be doing that day and start a timeline. Suggest the student start at 8am and end at 8pm so they may record and describe their activities by the hour.
  - d. Now they are ready to start their geodiary.
49. The students should have 12 entries for what their person is doing every hour of the day.
- a. They should have maps, photos (internet, hand-drawn, cut out from magazines, etc.), sketches, or any other impression they want to express the geography of that person's day.
    - i. Have Kansas maps available for the students to use and encourage them to make their own maps and/or find a town map on the internet.
  - b. They should describe who they talk to and why, how they feel and why, what they ate and why, where they went and why, etc.
  - c. If students are struggling with the concept as a whole, walk them through a quick exercise of describing their own day, how it progresses, what and why they do things.
50. Once the geodiary is completed on paper, if desired, have the students create a 2-5 minute power point presentation to share with the class.
51. After all geodiaries have been handed in and/or power point presentations completed, take the class through a review of the key concepts to wrap up the lesson.

**Assessment:**

- Participation can be graded.
- Definition sheet can be graded.
- Geodiary can be graded, grading rubric provided.
- Power point presentations can be graded.

**Extension:**

- Lesson can be tied into Kansas and the Civil War Unit.



- Lesson can be worked in to a reading lesson.

**Resources:**

- Unit vocabulary list

\*Geodiary idea borrowed from: Gersmehl, Phil, 2005. *Teaching Geography*. New York: The Guilford Press.

## Lesson Plan Four Romantic or Civilized

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Explains how the rise of big business, heavy industry, and mechanized farming transformed American *society* (8:3:5)
- Interprets the impact of the romance of the west on American *culture* (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy) (8:3:1)
- Explains the issues of *nationalism* and sectionalism (e.g., expansion of slavery, *tariffs*, westward expansion, internal improvements, nullification) (8:2:1)

**Unit Essential Question(s):** How was Kansas affected by expansion into the American West?

**Overview:** Students will compare and contrast the growing dichotomy between the eastern and western United States during the time of westward expansion in a Venn diagram.

**Concepts:** Big business, heavy industry, mechanized farming, society, American West, cowboys

**Purpose:** Students will be able to identify the differences between the growth and business boom in the eastern United States and the wild and romanticized view of the American West.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- What was the significance of big business as it grew in the eastern US?
- Why was the American West romanticized as wild?
- How do the eastern and western US compare during the time of westward expansion?
- How was Kansas affected, especially being geographically in the middle?

**Time:** Two to four 45 minute class periods.

### **Materials:**

- Life and Adventure of Buffalo Bill Excerpt
- Ranch Life and The Hunting Trail by Theodore Roosevelt Excerpt
- Westinghouse Newspaper Article
- Westinghouse Working Conditions Excerpt
- Blank US Map

### **Procedure:**

52. Introduce the unit essential question, concepts, and lesson essential questions.
53. Summarize for the class the main concept of this lesson and the split between the eastern and western US with Kansas in the middle.

54. Project a blank US map and as a class, shade the area that encompasses the eastern US with one color and in a second color shade the western US. Outline Kansas in a bold color to visually demonstrate its geographical significance.
55. Begin with the American West. Describe it colorfully as a wild and uncivilized frontier. Draw from imagery of old westerns and cowboys.
  - a. Ask your students how they imagine the American West during this time period. Do they understand how the idea has been "romanticized"?
  - b. In small groups of 2-3 students, hand out the Life and Adventure of Buffalo Bill Excerpt and the Ranch Life and The Hunting Trail by Theodore Roosevelt Excerpt and have them take turns reading quietly out loud. Encourage them to take notes over their reading.
    - i. If the excerpts are too long for your class, students, or time frame, feel free to cut them down to work for you.
  - c. Once the group reading is complete, review the primary sources as a class. Pinpoint for them the important quotes or ideas you wanted them to get out of the piece.
    - i. Ask what their favorite parts were and how reading these documents helped construct their own mental imagery of the rugged way of the American West. Do they still think that it is romantic and wild?
    - ii. Kansas is referenced in these texts, how would they identify the role it played?
56. Move on to the eastern US and its growing big business and industry. Paint the picture of streets laden with factories and a changing lifestyle from agriculture to industrial life.
  - a. How do your students picture the eastern US during this time? How different is it from where you live? Would they want to live there?
  - b. Once again, in small groups of 2-3, read the Westinghouse Newspaper article and the Westinghouse Working Conditions excerpt.
  - c. Review the pieces as a class. Pinpoint for them the important quotes or ideas you wanted them to get out of each text.
    - i. What part sticks out to the students? How does it help construct their view of the eastern US and the start of big business?
    - ii. How do they think big business affected Kansas?
57. As a class, fill in a Venn diagram on the overhead or on the board, to compare and contrast these two places.
  - a. The concept of man owning the land or land owning the man is an important point to bring up and examine of likeness and differences between location and place.
58. End the activity with a short analysis of how Kansas was affected. Revisit important points from the reading discussion.

**Assessment:**

- Participation can be graded.
- Venn diagrams can be graded.

**Resources:**

- Unit vocabulary list

## Appendix:

### - Unit Vocabulary

- **Benefit** - something that satisfies one's wants.
- **Constitution** - a document containing the system of fundamental laws of a nation, state, or society.
- **Culture** - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).
- **Era** - a period of history marked by some distinctive characteristic.
- **Government** - institutions and procedures through which a territory and its people are ruled.
- **Immigrant** - a person (migrating into) coming to a particular country or area to live.
- **Movement** - the interaction of people, goods, ideas, or natural phenomena from different places.
- **Nationalism** - intense loyalty and devotion to one's country; desire for national independence.
- **Primary source** - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).
- **Rights** - those individual liberties granted to all persons through the U. S. Constitution.
- **Society** - a group of people bound together by the same culture.
- **Sovereignty** - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.
- **Tariff** - a tax imposed on imported goods.

- Resources for Lesson Plan One

- Map of the Louisiana Purchase
- Excerpt from the Alien and Sedition Act
- Marbury v. Madison Engraving
- Excerpt from McCullough v. Maryland
- Rubric for grading project

- Resources for Lesson Plan Two

- US Map

- Resources for Lesson Plan Three

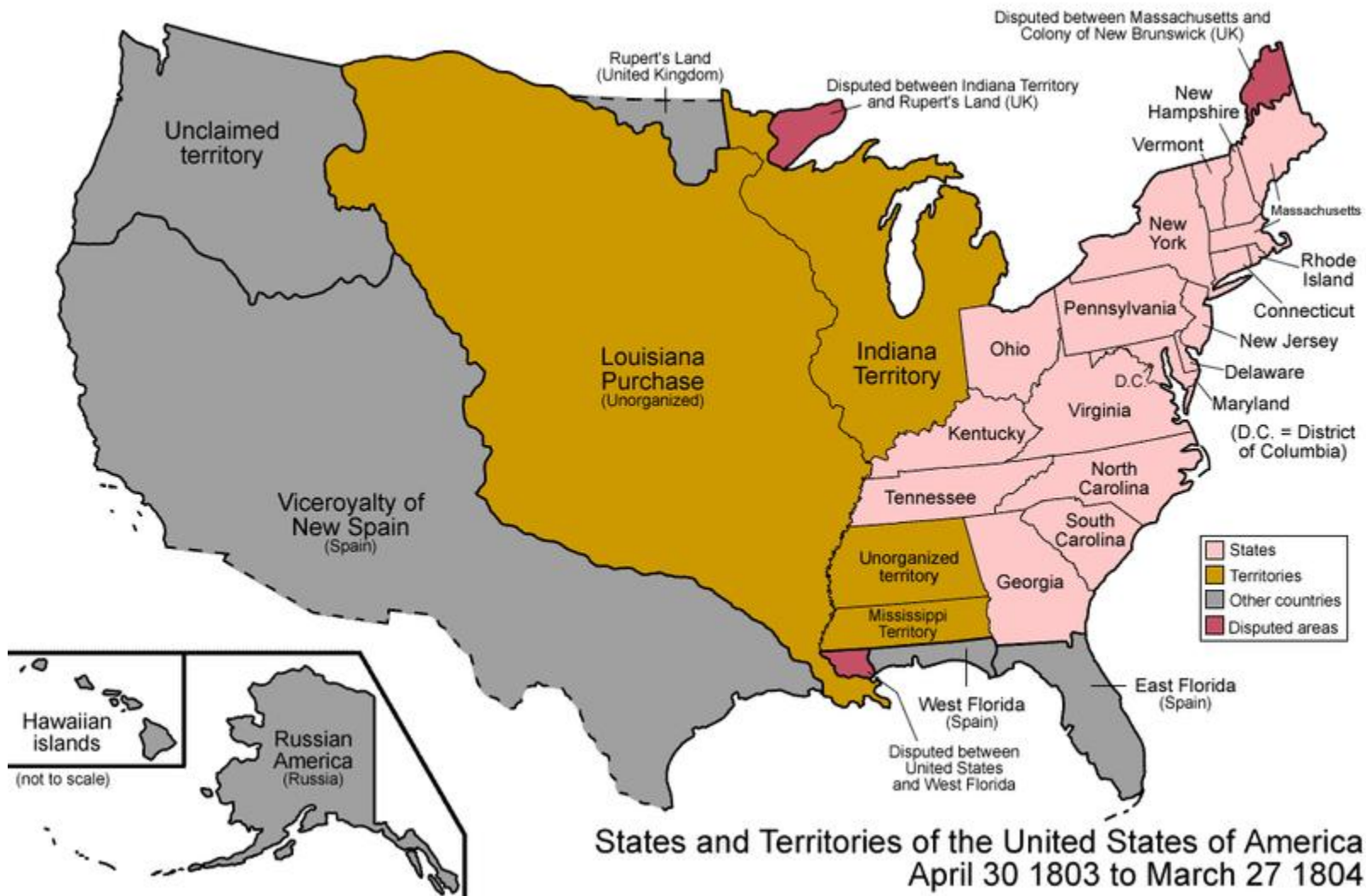
- Map of Kansas
- Grading rubric for geodiary

- Resources for Lesson Plan Four

- Life and Adventure of Buffalo Bill Excerpt
- Ranch Life and The Hunting Trail by Theodore Roosevelt Excerpt
- Westinghouse Newspaper Article
- Westinghouse Working Conditions Excerpt
- Blank US Map

- Maps and Resources

1. Map of the Louisiana Purchase
2. Excerpt from the Alien and Sedition Act
3. Marbury v. Madison Engraving
4. Excerpt from McCullough v. Maryland
5. Rubric for grading project
6. US Map
7. Map of Kansas
8. Grading rubric for geodiary
9. Life and Adventure of Buffalo Bill Excerpt
10. Ranch Life and The Hunting Trail by Theodore Roosevelt Excerpt
11. Westinghouse Newspaper Article
12. Westinghouse Working Conditions Excerpt



1. Map of the Louisiana Purchase

[http://en.wikipedia.org/wiki/File:United\\_States\\_1803-04-1804-03.png](http://en.wikipedia.org/wiki/File:United_States_1803-04-1804-03.png)

Exemption from arrest for debts and contracts.

What duty they shall be subject to do.

ficers, musicians, seamen and marines, who are or shall be enlisted into the service of the United States; and the non-commissioned officers and musicians, who are or shall be enlisted into the army of the United States, shall be, and they are hereby exempted, during their term of service, from all personal arrests for any debt or contract.

SEC. 6. *And be it further enacted*, That the marine corps, established by this act, shall, at any time, be liable to do duty in the forts and garrisons of the United States, on the sea-coast, or any other duty on shore, as the President, at his discretion, shall direct.

APPROVED, July 11, 1798.

STATUTE II.

July 14, 1798.

[Obsolete.]

CHAP. LXXIII.—*An Act establishing an annual salary for the Surveyor of the port of Gloucester.*

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That there be allowed to the surveyor of the port of Gloucester, in the state of Massachusetts, the yearly salary of two hundred and fifty dollars; to commence from the last day of March, in the year of our Lord one thousand seven hundred and ninety-seven.

APPROVED, July 14, 1798.

STATUTE II.

July 14, 1798.

[Expired.]

Penalty on unlawful combinations to oppose the measures of government, &c.

Ante, p. 112.

And with such intent counseling &c. insurrections, riots, &c.

Penalty on libelling the government.

CHAP. LXXIV.—*An Act in addition to the act, entitled "An act for the punishment of certain crimes against the United States."*

SECTION I. *Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled*, That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States, which are or shall be directed by proper authority, or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, from undertaking, performing or executing his trust or duty; and if any person or persons, with intent as aforesaid, shall counsel, advise or attempt to procure any insurrection, riot, unlawful assembly, or combination, whether such conspiracy, threatening, counsel, advice, or attempt shall have the proposed effect or not, he or they shall be deemed guilty of a high misdemeanor, and on conviction, before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years; and further, at the discretion of the court may be holden to find sureties for his good behaviour in such sum, and for such time, as the said court may direct.

SEC. 2. *And be it further enacted*, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; or to excite against them, or either or any of them, the hatred of the good people of the United States, or to stir up sedition within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States, or any act of the President of the United States, done in pursuance of any such law, or of the powers in him vested by

the constitution of the United States, or to resist, oppose, or defeat any such law or act, or to aid, encourage or abet any hostile designs of any foreign nation against the United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

SEC. 3. *And be it further enacted and declared,* That if any person shall be prosecuted under this act, for the writing or publishing any libel aforesaid, it shall be lawful for the defendant, upon the trial of the cause, to give in evidence in his defence, the truth of the matter contained in the publication charged as a libel. And the jury who shall try the cause, shall have a right to determine the law and the fact, under the direction of the court, as in other cases.

SEC. 4. *And be it further enacted,* That this act shall continue and be in force until the third day of March, one thousand eight hundred and one, and no longer: *Provided,* that the expiration of the act shall not prevent or defeat a prosecution and punishment of any offence against the law, during the time it shall be in force.

APPROVED, July 14, 1798.

Truth of the matter may be given in evidence.

The jury shall determine the law and the fact, under the court's direction.

Limitation.

STATUTE II.

July 14, 1798.

CHAP. LXXV.—*An Act to lay and collect a direct tax within the United States.*

SECTION 1. *Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That a direct tax of two millions of dollars shall be, and hereby is laid upon the United States, and apportioned to the states respectively, in the manner following:—

[Obsolete.]  
Act of July 9, 1798, ch. 70.

A direct tax of two millions laid.

1802, ch. 12.  
Apportionment.

To the state of New Hampshire, seventy-seven thousand seven hundred and five dollars, thirty-six cents and two mills.

To the state of Massachusetts, two hundred and sixty thousand four hundred and thirty-five dollars, thirty-one cents and two mills.

To the state of Rhode Island, thirty-seven thousand five hundred and two dollars and eight cents.

To the state of Connecticut, one hundred and twenty-nine thousand seven hundred and sixty-seven dollars, and two mills.

To the state of Vermont, forty-six thousand eight hundred and sixty-four dollars eighteen cents and seven mills.

To the state of New York, one hundred and eighty-one thousand six hundred and eighty dollars, seventy cents and seven mills.

To the state of New Jersey, ninety-eight thousand three hundred and eighty-seven dollars, twenty-five cents, and three mills.

To the state of Pennsylvania, two hundred and thirty-seven thousand one hundred and seventy-seven dollars, seventy-two cents and seven mills.

To the state of Delaware, thirty thousand four hundred and thirty dollars, seventy-nine cents, and two mills.

To the state of Maryland, one hundred and fifty-two thousand five hundred and ninety-nine dollars, ninety-five cents, and four mills.

To the state of Virginia, three hundred and forty-five thousand four hundred and eighty-eight dollars, sixty-six cents, and five mills.

To the state of Kentucky, thirty-seven thousand six hundred and forty-three dollars, ninety-nine cents, and seven mills.

To the state of North Carolina, one hundred and ninety-three thousand six hundred and ninety-seven dollars, ninety-six cents, and five mills.

To the state of Tennessee, eighteen thousand eight hundred and six dollars, thirty-eight cents, and three mills.



To the state of South Carolina, one hundred and twelve thousand nine hundred and ninety-seven dollars, seventy-three cents and nine mills.

And to the state of Georgia, thirty-eight thousand eight hundred and fourteen dollars, eighty-seven cents, and five mills.

How it shall be collected.

It shall be assessed on dwelling houses, lands and slaves;  
1798, ch. 70.

At what rate upon dwelling houses.

SEC. 2. *And be it further enacted*, That the said tax shall be collected by the supervisors, inspectors and collectors of the internal revenues of the United States, under the direction of the Secretary of the Treasury, and pursuant to such regulations as he shall establish; and shall be assessed upon dwelling-houses, lands and slaves, according to the valuations and enumerations to be made pursuant to the act, intitled "An act to provide for the valuation of lands and dwelling-houses, and the enumeration of slaves within the United States," and in the following manner:

Upon every dwelling-house which, with the out-houses appurtenant thereto, and the lot whereon the same are erected, not exceeding two acres in any case, shall be valued in manner aforesaid, at more than one hundred, and not more than five hundred dollars, there shall be assessed in the manner herein provided, a sum equal to two tenths of one per centum on the amount of the valuation: upon every dwelling-house which shall be valued as aforesaid, at more than five hundred, and not more than one thousand dollars, there shall be assessed a sum equal to three tenths of one per centum on the amount of the valuation: upon every dwelling-house which shall be valued as aforesaid, at more than one thousand dollars, and not more than three thousand dollars, there shall be assessed a sum equal to four tenths of one per centum on the amount of the valuation: upon every dwelling-house which shall be valued as aforesaid, at more than three thousand, and not more than six thousand dollars, there shall be assessed a sum equal to one half of one per centum on the amount of the valuation: upon every dwelling-house which shall be valued as aforesaid, at more than six, and not more than ten thousand dollars, there shall be assessed a sum equal to six tenths of one per centum on the amount of the valuation: upon every dwelling-house which shall be valued as aforesaid, at more than ten, and not more than fifteen thousand dollars, there shall be assessed a sum equal to seven tenths of one per centum on the amount of the valuation: upon every dwelling-house which shall be valued as aforesaid, at more than fifteen, and not more than twenty thousand dollars, there shall be assessed a sum equal to eight tenths of one per centum on the amount of the valuation: upon every dwelling-house which shall be valued as aforesaid, at more than twenty, and not more than thirty thousand dollars, there shall be assessed a sum equal to nine tenths of one per centum on the amount of the valuation; and upon every dwelling-house which shall be valued as aforesaid, at more than thirty thousand dollars, there shall be assessed a sum equal to one per centum on the amount of the valuation.

At what rate upon slaves: and the residue of the apportionment shall be assessed upon lands.

Saving of lands and houses exempted by the laws of the states.

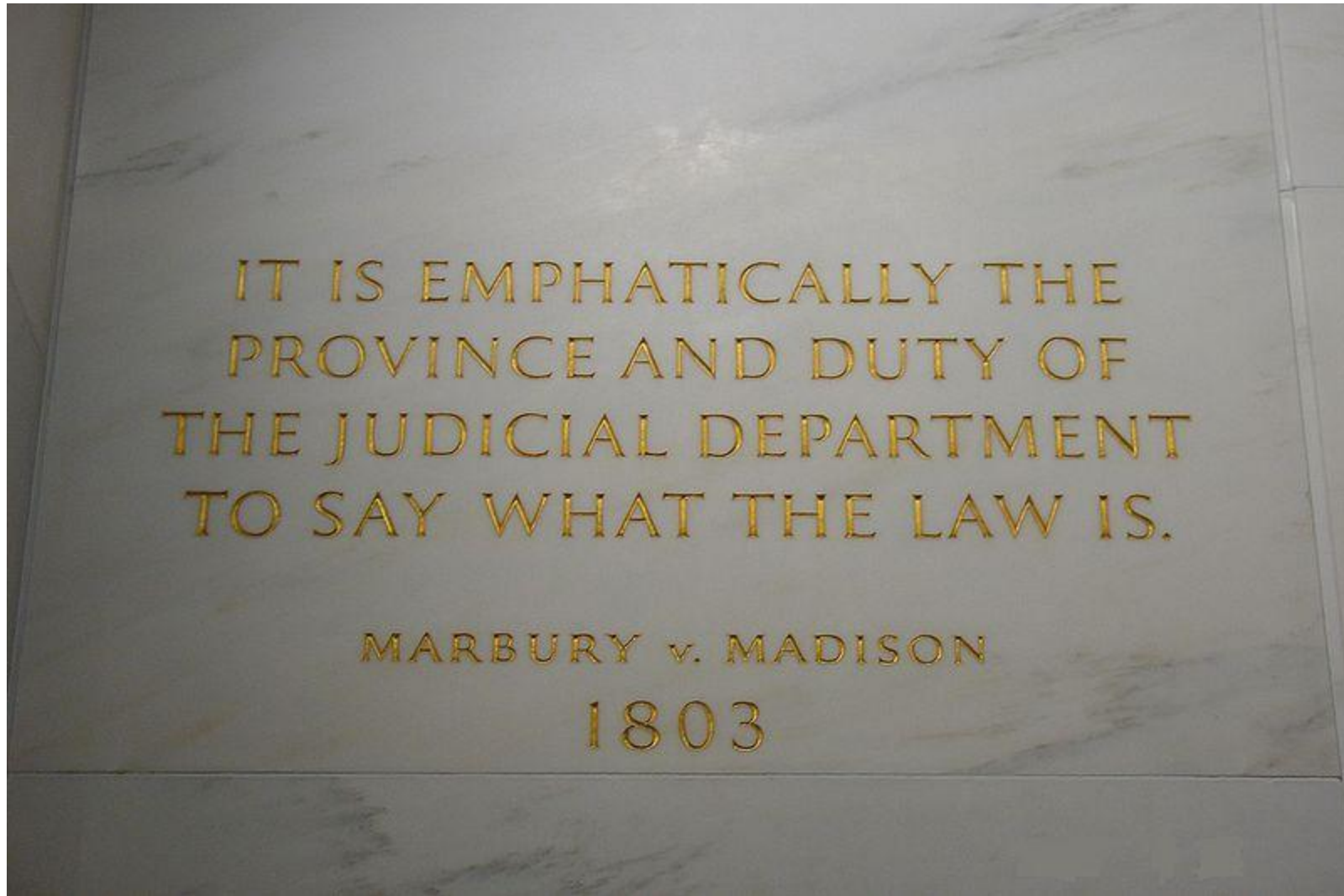
And upon every slave which shall be enumerated according to the act aforesaid, there shall be assessed fifty cents.

And the whole amount of the sums so to be assessed upon dwelling-houses and slaves within each state respectively, shall be deducted from the sum hereby apportioned to such state, and the remainder of the said sum shall be assessed upon the lands within such state according to the valuations to be made pursuant to the act aforesaid, and at such rate per centum as will be sufficient to produce the said remainder: *Provided*, that no part of said tax shall be assessed upon such lands or dwelling-houses and slaves as at the time of passing this act are especially exempted from taxes by the laws of the states, respectively.

SEC. 3. *And be it further enacted*, That the aforesaid assessments shall be made by the supervisors of the several districts within the United States respectively, and pursuant to instructions from the Secretary of

2. Excerpt from the Alien and Sedition Act

<http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=001/llsl001.db&recNum=721>



3. Marbury v. Madison Engraving

[http://en.wikipedia.org/wiki/File:Plaque\\_of\\_Marbury\\_v.\\_Madison\\_at\\_SCOTUS\\_Building.JPG](http://en.wikipedia.org/wiki/File:Plaque_of_Marbury_v._Madison_at_SCOTUS_Building.JPG)

94)

February Term 1819-

Judgments

Henry Astors

53

vs  
 Bagot & Wells & Co  
 Treas and Representatives of  
 Arnold & Co Bankers etc?

This cause came on to be heard on  
 the Transcript of the Record and was  
 argued by Counsel on consideration  
 thereon (whereof) It is decreed and  
 ordered, that the license of the Circuit  
 Court for the District of Ohio in this  
 case be and the same is hereby  
 affirmed with Costs. - March 6<sup>th</sup>

James W. McCulloch

66

vs  
 The State of Maryland &  
 John James as well for the  
 State as for himself

This cause came on to be heard on  
 the Transcript of the Record of the  
 Court of Appeals of the State of  
 Maryland and was argued by Counsel  
 on consideration whereof it is the  
 opinion of this Court that the act of the Legislature of Maryland  
 entitled "An act to impose a tax on all Banks or Branches thereof  
 in the State of Maryland not chartered by the Legislature" is  
 contrary to the Constitution of the United States and void, and  
 therefore that the said Court of Appeals of the State of Maryland  
 erred in affirming the Judgment of the Baltimore County Court  
 in which Judgment was rendered against James W. McCulloch  
 but that the said Court of Appeals of Maryland ought to have  
 reversed the said Judgment of the said Baltimore County Court  
 and to have given Judgment for the said Appellant McCulloch -  
 It is therefore adjudged and ordered that the said Judgment of the  
 said Court of Appeals of the State of Maryland in this case be  
 and the same is hereby reversed and annulled, and this Court  
 proceeding to render such Judgment as the said Court of Appeals  
 should have rendered, It is further adjudged and ordered that  
 the Judgment of the said Baltimore County Court be reversed  
 and annulled, and that Judgment be entered in the said Bal-  
 timore County Court for the said James W. McCulloch. -

March 5<sup>th</sup>

5. Rubric for grading legislation project and presentation

Rubric for Legislation Project and Presentation:

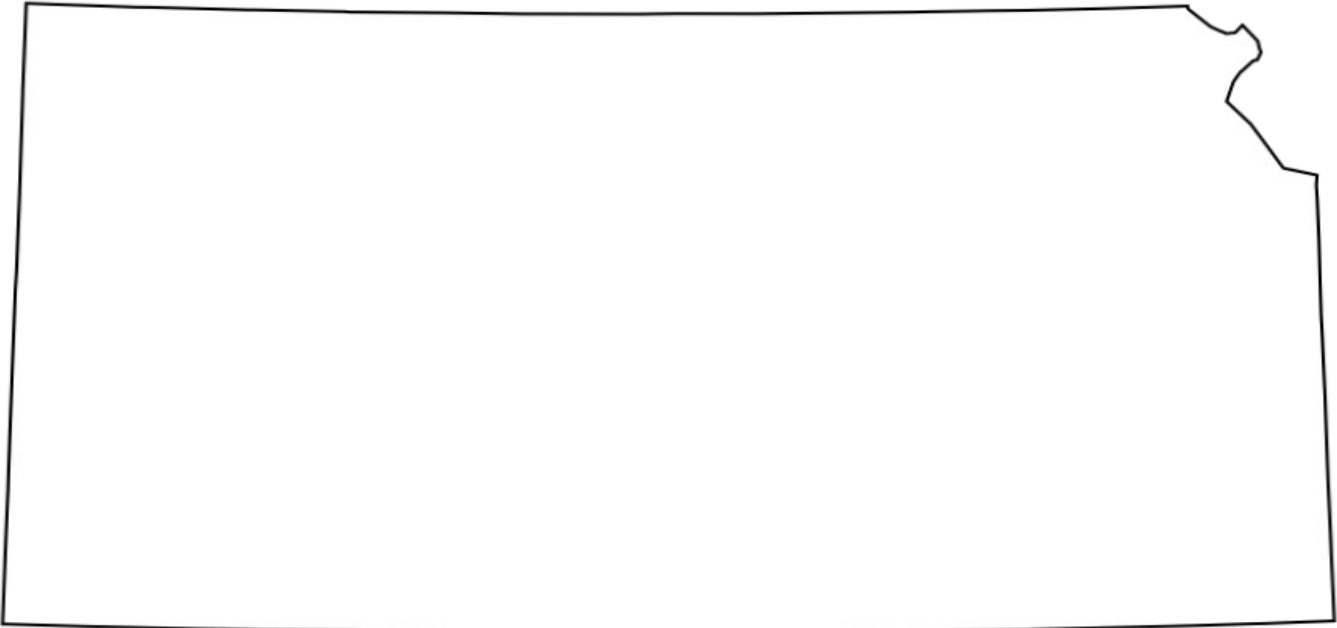
	1	2	3	4	Value
Mechanics, Spelling & Grammar	There are many mistakes.	There are several mistakes.	There are few mistakes.	There are no mistakes.	
Required Material Covered	Does not reference material.	References material a little.	References material a lot.	Centered around material.	
Connection to Kansas	Does not address connection to Kansas.	Makes few connections to Kansas emphasis.	Makes some connections and draws conclusions to Kansas.	Makes significant connections and draws conclusions to Kansas.	
Presentation	Demonstrates little knowledge and doesn't share with the class.	Demonstrates little knowledge and share that with the class.	Demonstrates some knowledge and share that with the class.	Demonstrates well rounded knowledge and share that with the class.	
Group Participation	Did not participate.	Assisted a little.	Did some work.	Helped to the fullest extent.	
				Total	
Teachers Comments:					



6. US Map

[http://www2.sunysuffolk.edu/mandias/images/blank\\_usa\\_map.gif](http://www2.sunysuffolk.edu/mandias/images/blank_usa_map.gif)

# Kansas



[www.PrintableWorldMap.net](http://www.PrintableWorldMap.net)

8. Rubric for grading geodiary

Rubric for Geodiary:

	1	2	3	4	Value
Mechanics, Spelling & Grammar	There are many mistakes.	There are several mistakes.	There are few mistakes.	There are no mistakes.	
Required Topic Covered	Does not reference topic.	References topic a little.	References topic a lot.	Centered around topic.	
Construction of geodiary	There are less than 12 entries, a few visual aides, and little to no description.	There are less than 12 entries, some visual aides, and okay descriptions.	There are 12 entries, proper visual aides, and general descriptions.	There are 12 entries, proper visual aides, and solid descriptions.	
Creativity	Shows no creativity.	Shows some creativity.	Shows a lot of creativity.	Creativity is off the charts.	
				Total	
Teachers Comments:					

## **CHAPTER I. INCIDENTS OF MY CHILDHOOD.**

I have written about other scouts and pioneers; such renowned men as Daniel Boone, Davy Crockett and Kit Carson, but they were dead before I wrote of them. Otherwise, perhaps, I would not have had the hardihood to do it, because I had great respect for them in a general way and their capacity for "getting even."

I wrote of these men because the atmosphere and environment in which they had lived were peculiarly pleasant to me. There was a kinship, so to speak, in their love of the lives they led, with my own early ambitions and the experiences that followed.

But when it comes to writing of myself I am staggered, yet to stagger is not easy with me. Strange as it may seem, all things considered, I am a modest man, and I can prove it. Reminiscent writing demands one kind of egotism, but that does not signify self-conceit. One cannot indulge in personal reminiscence without frequent use of the personal pronoun, hence to tell the story here demanded of me the "ego" must occur often, otherwise the story could not be told autobiographically.

One strong and almost mandatory reason to me, and self-excuse, for doing this piece of work, that is anything but enticing, otherwise, is to tell the real truth concerning my experiences rather than to have go into history, as veracious, much of the romantic and dramatic stuff that has been attributed to me by persons who have written of "Buffalo Bill" and who depended upon hearsay, and more or less vivid imagination, for their extravagant consumption of good ink and paper used in the manner mentioned.

With all this in view, commanding as it does the leniency that it seeks, the story is herewith given so far as I am able to give it from memory.

I made my debut upon the stage of life February 26th, 1845. The scene of this extremely important event, to me, was a little log cabin situated in the backwoods of Scott County, Iowa, where opportunities were few and society was in a state of embryo, as the settling up of that State was just then beginning. My father, Isaac, and mother, Mary Ann, were honest folks, but their possessions comprehended scarcely anything more than good characters and eight echildren, of which latter I was fourth in rank. I was christened William Frederick, which name I have never discarded, though more than once in my life I would have found it convenient, and decidedly to my comfort, to be known, for the time being at least, as some other fellow.



If in early youth I was different from other boys it was because I was without example and not from any inherent distinguishing characteristics. Playmates I had none, save among my brothers, and of these there were only two, one of whom was too young to appreciate my ambitions and the other too old to indulge my fancies. Accordingly, we were forced to the rather unsatisfactory compromise of each brother playing by himself, a condition very harmful in the raising of a large family.

My father did not make a successful farmer, and when I was five years of age he abandoned the log cabin of my nativity and moved the family to a little village fifteen miles north of Davenport, on the Mississippi, named LeClair. A year before this removal he became so seriously affected by the California fever that he resolved to emigrate to that exciting climate of gold, flowers, oranges, sweet odors and fighting whisky. A party was organized, an outfit provided and a start made, but after proceeding some fifty miles on the way they all thought it best to change their former determination before increasing the distance from home, and carried this idea so far and successfully that every one in the party returned to their respective habitations.

At LeClair I was sent to a school where, by diligence and fairly good conduct I managed to familiarize myself with the alphabet, but further progress was arrested by a suddenly developed love for skiff-riding on the Mississippi, which occupied so much of my time thereafter that really I found no convenient opportunity for further attendance at school, though neither my father nor mother had the slightest idea of my new found, self-imposed, employment, much to my satisfaction, let me add. When I was thrown in the society of other boys I was not slow to follow their example, and I take to myself no special credit for my conduct as a town-boy, for, like the majority, I foraged among neighboring orchards and melon patches, rode horses when I was able to catch them grazing on the commons, trapped innocent birds, and sometimes tied the exposed clothes of my comrades while they were in swimming and least suspicious of my designs or acts. I would not like to admit any greater crimes, though anything may be implied in the confession that I was quite as bad, though no worse, than the ordinary every-day boy who goes barefoot, wears a brimless hat, one suspender and a mischievous smile.

### **REMOVAL TO KANSAS**

Shortly after my father's removal to LeClair he became a stage driver on the line between Davenport and Chicago, but he had not followed this occupation long when he was chosen a justice of the peace, and soon after was elected to the Legislature, positions which reflected honor rather than material profit. He was a very popular man and I may with justice also add that he possessed considerable ability for the meager opportunities he had received. But he was a natural pioneer and his longing for new fields of adventure led him away from the place where his popularity was rapidly

extending, and to the wilds of what was then the far West. Following the bent of his inclination, in the spring of 1852 he disposed of a small farm he owned at Walnut Grove, and packing his possessions in one carriage and three wagons he started with his family for the territory of Kansas. Father had a brother, Elijah, living at that time at Weston, Platte County, Missouri, near the Kansas line, and as he was a well-to-do merchant of the place, father concluded to stop with him awhile until he could decide upon a desirable location in the territory. The overland trip was an uneventful one, save as it gave me an opportunity for seeing a large stretch of uninhabited wilderness, and the meeting of several rough characters on the route of which we stood in no small dread, and afforded me my first sight of a negro. When within twenty miles of Weston we asked permission to stop at a farm-house owned by a widow lady, but owing to the feeling of insecurity excited by frequent acts of pillage and outrage committed by a bad class of emigrants, our request was refused until, by chance, my father mentioned his brother's name, when a conversation was begun that resulted in a hospitable welcome from the widow, whose name was Burnes, and who was well acquainted with my uncle Elijah. We stopped at the farm-house a day and were regaled with many good things, among which was *wheat-bread*, something that I had not before eaten nor ever heard of, as corn-dodger had always been the chief staff of our frugal lives.

On the following day father and mother drove over to Weston in the carriage and in the evening returned with Elijah, who was very glad to see us and who took us to his home in Weston where we remained for some time. Father did not tarry long, but crossed over into Kansas, on a prospecting tour, hoping to find a place in which to settle his family. He visited the Kickapoo agency in Leavenworth County and soon after established a trading post at Salt Creek Valley, within four miles of the agency. Having thus entered into business, he settled his family on a farm belonging to Elijah, three miles from Weston, intending that we should remain here until the territory was opened up for settlement.

### **BOYHOOD DAYS IN KANSAS.**

At this time Kansas was occupied by numerous tribes of Indians who were settled on reservations, and through the territory ran the great highway to California and Salt Lake City. In addition to the thousands of gold-seekers who were passing through Kansas by way of Ft. Leavenworth, there were as many more Mormons on their hegira from Illinois to found a new temple in which to propagate their doctrines. This extensive travel made the business of trade on the route a most profitable one. But with the caravans were those fractious elements of adventurous pioneering, and here I first saw the typical Westerner, with white sombrero, buckskin clothes, long hair, moccasined feet and a belt full of murderous bowies and long pistols. But instead of these outre peculiarities impressing me with feelings of trepidation, they inspired me

with an ambition to become a daring plainsman. The rare and skillful feats of horsemanship which I daily witnessed bred in me a desire to excel the most expert; and when, at seven years of age my father gave me a pony, the full measure of my happiness had ripened, like Jonah's gourd, in a night. Thenceforth my occupation was horseback riding, in which pleasurable employment I made myself useful in performing necessary journeys in father's interest.

In anticipation of the early passage of what was known as the "Enabling Act of Kansas Territory," which was then pending before Congress, my father, in the fall of 1853, took his family from the farm of his brother and settled them at the post in Kansas, where he at once set about erecting suitable log buildings. In the succeeding winter the act was passed which opened up the territory for settlement, and father immediately pre-empted the claim on which he was living.

During the summer of this year we lived in our little log house, and father continued to trade with the Indians, who became very friendly; hardly a day passed without a social visit from them. I spent a great deal of time with the Indian boys, who taught me how to shoot with the bow and arrow, at which I became quite expert. I also took part in all their sports, and learned to talk the Kickapoo language to some extent.

Father desired to express his friendship for these Indians, and accordingly arranged a grand barbecue for them. He invited them all to be present on a certain day, which they were; he then presented them with two fat beeves, to be killed and cooked in the various Indian styles. Mother made several large boilers full of coffee, which she gave to them, together with sugar and bread. There were about two hundred Indians in attendance at the feast, and they all enjoyed and appreciated it. In the evening they had one of their grand fantastic war dances, which greatly amused me, it being the first sight of the kind I had ever witnessed.

My Uncle Elijah and quite a large number of gentlemen and ladies came over from Weston to attend the entertainment. The Indians returned to their homes well satisfied.

My uncle at that time owned a trading post at Silver Lake, in the Pottawattamie country, on the Kansas river, and he arranged an excursion to that place. Among the party were several ladies from Weston, and father, mother and myself. Mr. McMeekan, my uncle's superintendent, who had come to Weston for supplies, conducted the party to the post.

The trip across the prairies was a delightful one and we remained at the post several days. Father and one or two of the men went on to Fort Riley to view the country, and

upon their return my uncle entertained the Pottawattamie Indians with a barbecue similar to the one given by father to the Kickapoos.

During the latter part of the summer father filled a hay contract at Fort Leavenworth. I passed much of my time among the campers, and spent days and days in riding over the country with Mr. William Russell, who was engaged in the freighting business and who seemed to take a considerable interest in me. In this way I became acquainted with many wagon-masters, hunters and teamsters, and learned a great deal about the business of handling cattle and mules.

It was an excellent School for me, and I acquired a great deal of practical knowledge, which afterwards I found to be of invaluable service, for it was not long before I became employed by Majors & Russell, remaining with them in different capacities for several years.

The winter of 1853-54 was spent by father at our little prairie home in cutting house logs and fence rails, which he intended to use on his farm, as soon as the bill for the opening of the territory should pass. This bill, which was called the "Enablingact of Kansas territory," was passed in April, 1854, and as before stated father immediately pre-empted the claim on which we were living.

The summer of that year was an exciting period in the history of the new territory. Thousands and thousands of people, seeking new homes, flocked thither, a large number of the emigrants coming over from adjoining States. The Missouriians, some of them, would come laden with bottles of whisky, and after drinking the liquor would drive the bottles into the ground to mark their land claims, not waiting to put up any buildings.

10. Ranch Life and The Hunting Trail by Theodore Roosevelt Excerpt

<http://www.pbs.org/weta/thewest/resources/archives/seven/w67trmem/w67tr02.htm>

## CHAPTER 2 OUT ON THE RANGE

A stranger in the North-western cattle country is especially struck by the resemblance the settlers show in their pursuits and habits to the Southern people. Nebraska and Dakota, east of the Missouri, resemble Minnesota and Iowa and the States farther east, but Montana and the Dakota cow country show more kinship with Texas; for while elsewhere in America settlement has advanced along the parallels of latitude, on the great plains it has followed the meridians of longitude and has gone northerly rather than westerly. The business is carried on as it is in the South. The rough-rider of the plains, the hero of rope and revolver, is first cousin to the backwoodsman of the southern Alleghenies, the man of the ax and the rifle; he is only a unique offshoot of the frontier stock of the South-west. The very term "round-up" is used by the cowboys in the exact sense in which it is employed by the hill people and mountaineers of Kentucky, Tennessee, and North Carolina, with whom also labor is dear and poor land cheap, and whose few cattle are consequently branded and turned loose in the woods exactly as is done with the great herds on the plains.

But the ranching industry itself was copied from the Mexicans, of whose land and herds the South-western frontiersmen of Texas took forcible possession; and the traveler in the North-west will see at a glance that the terms and practices of our business are largely of Spanish origin. The cruel curb-bit and heavy stock-saddle, with its high horn and cantle, prove that we have adopted Spanish-American horse-gear; and the broad hat, huge blunt spurs, and leather *chaperajos* of the rider, as well as the corral in which the stock are penned, all alike show the same ancestry. Throughout the cattle country east of the Rocky Mountains, from the Rio Grande to the Saskatchewan, the same terms are in use and the same system is followed; but on the Pacific slope, in California, there are certain small differences, even in nomenclature. Thus, we of the great plains all use the double cinch saddle, with one girth behind the horse's fore legs and another farther back, while Californians prefer one with a single cinch, which seems to us much inferior for stock-work. Again, Californians use the Spanish word "lasso," which with us has been entirely dropped, no plainsman with pretensions to the title thinking of any word but "rope," either as noun or verb.

The rope, whether leather lariat or made of grass, is the one essential feature of every cowboy's equipment. Loosely coiled, it hangs from the horn or is tied to one side of the saddle in front of the thigh, and is used for every conceivable emergency, a twist being taken round the stout saddle-horn the second the noose settles over the neck or around the legs of a chased animal. In helping pull a wagon up a steep pitch, in dragging an animal by the horns out of a bog-hole, in hauling logs for the fire, and in a hundred other ways aside from its legitimate purpose, the rope is of invaluable service, and dexterity with it is prized almost or quite as highly as good horsemanship, and is much rarer. Once a cowboy is a good roper and rider, the only other accomplishment he values is skill with his great army revolver, it being taken for granted that he is already a thorough plainsman and has long mastered the details of cattlework; for the best roper and rider alive is of little use unless he is hardworking, honest, keenly alive to his employer's interest, and very careful in the management of the cattle.

All cowboys can handle the rope with more or less ease and precision, but great skill in its use is only attained after long practice, and for its highest development needs that the man should have begun in earliest youth. Mexicans literally practice from infancy; the boy can hardly toddle before he gets a string and begins to render life a burden to the hens, goats, and pigs. A really first-class roper can command his own price, and is usually fit for little but his own special work.

It is much the same with riding. The cowboy is an excellent rider in his own way, but his way differs from that of a trained school horseman or cross-country fox-hunter as much as it does from the horsemanship of an Arab or of a Sioux Indian, and, as with all these, it has its special merits and special defects-schoolman, fox-hunter, cowboy, Arab, and Indian being all alike admirable riders in their respective styles, and each cherishing the same profound and ignorant contempt for every method but his own. The flash riders, or horse-breakers, always called "bronco busters," can perform really marvelous feats, riding with ease the most vicious and unbroken beasts, that no ordinary cowboy would dare to tackle. Although sitting seemingly so loose in the saddle, such a rider cannot be jarred out of it by the wildest plunges, it being a favorite feat to sit out the antics of a bucking horse with silver halfdollars under each knee or in the stirrups under each foot. But their method of breaking is very rough, consisting only in saddling and bridling a beast by main force and then riding him, also by main force, until he is exhausted, when he is turned over as "broken." Later on the cowboy himself may train his horse to stop or wheel instantly at a touch of the reins or bit, to start at top speed at a signal, and to stand motionless when left. An intelligent pony soon picks up a good deal of knowledge about the cow business on his own account.

All cattle are branded, usually on the hip, shoulder, and side, or on any one of them, with letters, numbers, or figures, in every combination, the outfit being known by its brand. Near me, for instance, are the Three Sevens, the Thistle, the Bellows, the OX, the VI., the Seventy-six Bar, and the Quarter Circle Diamond outfits. The dew-lap and the ears may also be cut, notched, or slit. All brands are registered, and are thus protected against imitators, any man tampering with them being punished as severely as possible. Unbranded animals are called *mavericks*, and when found on the round-up are either branded by the owner of the range on which they are, or else are sold for the benefit of the association. At every shipping point, as well as where the beef cattle are received, there are stock inspectors who jealously examine all the brands on the live animals or on the hides of the slaughtered ones, so as to detect any foul play, which is immediately reported to the association. It becomes second nature with a cowboy to inspect and note the brands of every bunch of animals he comes across.

Perhaps the thing that seems strangest to the traveler who for the first time crosses the bleak plains of this Upper Missouri grazing country is the small number of cattle seen. He can hardly believe he is in the great stock region, where for miles upon miles he will not see a single head, and will then come only upon a straggling herd of a few score. As a matter of fact, where there is no artificial food put up for winter use cattle always need a good deal of ground per head; and this is peculiarly the case with us in the North-west, where much of the ground is bare of vegetation and where what pasture there is is both short and sparse. It is a matter of absolute necessity, where beasts are left to shift for themselves in the open during the bitter winter weather, that they then should have grass that they have not cropped too far down; and to insure this it is necessary with us to allow on the average about twenty-five acres of ground to each animal. This means that a range of country ten miles square will keep between two and three thousand head of stock only, and if more are put on, it is at the risk of seeing a severe winter kill off half or three-quarters of the whole number. So a range may be in reality overstocked when to an Eastern and unpracticed eye it seems hardly to have on it a number worth taking into account.

Overstocking is the great danger threatening the stock-raising industry on the plains. This industry has only risen to be of more than local consequence during the past score of years, as before that time it was confined to Texas and California; but during these two decades of its existence the stockmen in different localities have again and again suffered the most ruinous losses, usually with overstocking as the ultimate cause. In the south the drought, and in the north the deep snows, and everywhere unusually bad winters, do immense damage; still, if the land is fitted for stock at all, they will, averaging one year with another, do very well so long as the feed is not cropped down too close.

But, of course, no amount of feed will make some countries worth anything for cattle that are not housed during the winter; and stockmen in choosing new ranges for their herds pay almost as much attention to the capacity of the land for yielding shelter as they do to the abundant and good quality of the grass. High up among the foot-hills of the mountains cattle will not live through the winter; and an open, rolling prairie land of heavy rainfall, where in consequence the snow lies deep and there is no protection from the furious cold winds, is useless for winter grazing, no matter how thick and high the feed. The three essentials for a range are grass, water, and shelter: the water is only needed in summer and the shelter in winter, while it may be doubted if drought during the hot months has ever killed off more cattle than have died of exposure on shelterless ground to the icy weather, lasting from November to April.

The finest summer range may be valueless either on account of its lack of shelter or because it is in a region of heavy snowfall-portions of territory lying in the same latitude and not very far apart often differing widely in this respect, or extraordinarily severe weather may cause a heavy death-rate utterly unconnected with overstocking. This was true of the loss that visited the few herds which spent the very hard winter of 1880 on the northern cattle plains. These were the pioneers of their kind, and the grass was all that could be desired; yet the extraordinary severity of the weather proved too much for the cattle. This was especially the case with those herds consisting of "pilgrims," as they are called-that is, of animals driven up on to the range from the south, and therefore in poor condition. One such herd of pilgrims on the Powder River suffered a loss of thirty-six hundred out of a total of four thousand, and the survivors kept alive only by browsing on the tops of cottonwoods felled for them. Even seasoned animals fared very badly. One great herd in the Yellowstone Valley lost about a fourth of its number, the loss falling mainly on the breeding cows, calves, and bulls,- always the chief sufferers, as the steers, and also the dry cows, will get through almost anything. The loss here would have been far heavier than it was had it not been for a curious trait shown by the cattle. They kept in bands of several hundred each, and during the time of the deep snows a band would make a start and travel several miles in a straight line, plowing their way through the drifts and beating out a broad track; then, when stopped by a frozen water-course or chain of buttes, they would turn back and graze over the trail thus made, the only place where they could get at the grass.

A drenching rain, followed by a severe snap of cold, is even more destructive than deep snow, for the saturated coats of the poor beasts are turned into sheets of icy mail, and the grass-blades, frozen at the roots as well as above, change into sheaves of brittle spears as uneatable as so many icicles. Entire herds have perished in consequence of such a storm. Mere cold, however, will kill only very weak animals, which is fortunate for us, as the spirit in the thermometer during winter often sinks to



fifty degrees below zero, the cold being literally arctic; yet though the cattle become thin during such a snap of weather, and sometimes have their ears, tails, and even horns frozen off they nevertheless rarely die from the cold alone. But if there is a blizzard blowing at such a time, the cattle need shelter, and if caught in the open, will travel for scores of miles before the storm, until they reach a break in the ground, or some stretch of dense woodland, which will shield them from the blasts. If cattle traveling in this manner come to some obstacle that they cannot pass, as, for instance, a wire fence or a steep railway embankment, they will not try to make their way back against the storm, but will simply stand with their tails to it until they drop dead in their tracks; and, accordingly, in some parts of the country-but luckily far to the south of us-the railways are fringed with countless skeletons of beasts that have thus perished, while many of the long wire fences make an almost equally bad showing. In some of the very open country of Kansas and Indian Territory, many of the herds during the past two years have suffered a loss of from sixty to eighty per cent., although this was from a variety of causes, including drought as well as severe winter weather. Too much rain is quite as bad as too little, especially if it falls after the 1st of August, for then, though the growth of grass is very rank and luxuriant, it yet has little strength and does not cure well on the stalk; and it is only possible to winter cattle at large at all because of the way in which the grass turns into natural hay by this curing on the stalk.

But scantiness of food, due to overstocking, is the one really great danger to us in the north, who do not have to fear the droughts that occasionally devastate portions of the southern ranges. In a fairly good country, if the feed is plenty, the natural increase of a herd is sure shortly to repair any damage that may be done by an unusually severe winter- unless, indeed, the latter should be one such as occurs but two or three times in a century. When, however, the grass becomes cropped down, then the loss in even an ordinary year is heavy among the weaker animals, and if the winter is at all severe it becomes simply appalling. The snow covers the shorter grass much quicker, and even when there is enough, the cattle, weak and unfit to travel around, have to work hard to get it; their exertions tending to enfeeble them and to render them less able to cope with the exposure and cold. The large patches of brushwood, into which the cattle crowd and which to a small number afford ample shelter and some food, become trodden down and yield neither when the beasts become too plentiful. Again, the grass is, of course, soonest eaten off where there is shelter; and, accordingly, the broken ground to which the animals cling during winter may be grazed bare of vegetation though the open plains, to which only the hardiest will at this season stray, may have plenty; and insufficiency of food, although not such as actually to starve them, weakens them so that they succumb readily to the cold or to one of the numerous accidents to which they are liable-as slipping off an icy butte or getting cast in a frozen washout. The cows in calf are those that suffer most, and so heavy is the

loss among these and so light the calf crop that it is yet an open question whether our northern ranges are as a whole fitted for breeding. When the animals get weak they will huddle into some nook or corner and simply stay there till they die. An empty hut, for instance, will often in the spring be found to contain the carcasses of a dozen weak cows or poor steers that have crawled into it for protection from the cold, and once in have never moved out.

Overstocking may cause little or no harm for two or three years, but sooner or later there comes a winter which means ruin to the ranches that have too many cattle on them; and in our country, which is even now getting crowded, it is merely a question of time as to when a winter will come that will understock the ranges by the summary process of killing off about half of all the cattle throughout the North-west. [\*Written in the fall of 1886; the ensuing winter exactly fulfilled the prophecy.] The herds that have just been put on suffer most in such a case; if they have come on late and are composed of weak animals, very few indeed, perhaps not ten per cent., will survive. The cattle that have been double or single wintered do better; while a range-raised steer is almost as tough as a buffalo.

In our northern country we have "free grass"; that is, the stockmen rarely own more than small portions of the land over which their cattle range, the bulk of it being unsurveyed and still the property of the National Government-for the latter refuses to sell the soil except in small lots, acting on the wise principle of distributing it among as many owners as possible. Here and there some ranchman has acquired title to narrow strips of territory peculiarly valuable as giving water-right; but the amount of land thus occupied is small with us,-although the reverse is the case farther south,-and there is practically no fencing to speak of. As a consequence, the land is one vast pasture, and the man who overstocks his own range damages his neighbors as much as himself. These huge northern pastures are too dry and the soil too poor to be used for agriculture until the rich, wet lands to the east and west are occupied; and at present we have little to fear from grangers. Of course, in the end much of the ground will be taken up for small farms, but the farmers that so far have come in have absolutely failed to make even a living, except now and then by raising a few vegetables for the use of the stockmen; and we are inclined to welcome the incoming of an occasional settler, if he is a decent man, especially as, by the laws of the Territories in which the great grazing plains lie, he is obliged to fence in his own patch of cleared ground, and we do not have to keep our cattle out of it.

At present we are far more afraid of each other. There are always plenty of men who for the sake of the chance of gain they themselves run are willing to jeopardise the interests of their neighbors by putting on more cattle than the land will support-for the loss, of course, falls as heavily on the man who has put on the right number as on him

who has put on too many; and it is against these individuals that we have to guard so far as we are able. To protect ourselves completely is impossible, but the very identity of interest that renders all of us liable to suffer for the fault of a few also renders us as a whole able to take some rough measures to guard against the wrong-doing of a portion of our number; for the fact that the cattle wander intermixed over the ranges forces all the ranchmen of a locality to combine if they wish to do their work effectively. Accordingly, the stockmen of a neighborhood, when it holds as many cattle as it safely can, usually unitedly refuse to work with any one who puts in another herd. In the cow country a man is peculiarly dependent upon his neighbors, and a small outfit is wholly unable to work without their assistance when once the cattle have mingled completely with those of other brands. A large outfit is much more master of its destiny, and can do its own work quite by itself; but even such a one can be injured in countless ways if the hostility of the neighboring ranchmen is incurred.

The best days of ranching are over; and though there are many ranchmen who still make money, yet during the past two or three years the majority have certainly lost. This is especially true of the numerous Easterners who went into the business without any experience and trusted themselves entirely to their Western representatives; although, on the other hand, many of those who have made most money at it are Easterners, who, however, have happened to be naturally fitted for the work and who have deliberately settled down to learning the business as they would have learned any other, devoting their whole time and energy to it. Stock-raising, as now carried on, is characteristic of a young and wild land. As the country grows older, it will in some places die out, and in others entirely change its character; the ranches will be broken up, will be gradually modified into stock-farms, or, if on good soil, may even fall under the sway of the husbandman.

In its present form stock-raising on the plains is doomed, and can hardly outlast the century. The great free ranches, with their barbarous, picturesque, and curiously fascinating surroundings, mark a primitive stage of existence as surely as do the great tracts of primeval forests, and like the latter must pass away before the onward march of our people; and we who have felt the charm of the life, and have exulted in its abounding vigor and its bold, restless freedom, will not only regret its passing for our own sakes, but must also feel real sorrow that those who come after us are not to see, as we have seen, what is perhaps the pleasantest, healthiest, and most exciting phase of American existence.

# Appendix G - SETTLEMENT AND MIGRATION

## UNIT PLAN

### Unit: Settlement - Migration

#### Key Learning(s):

The affect of in and out migration, rural depopulation, urbanization, suburbanization, and the development of nativism in Kansas.

#### Unit Essential Questions:

How did migration affect settlement arrangement?

#### Grades:

7-8

**Education Standards Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Traces the *migration* patterns of at least one European *ethnic group* to Kansas (e.g., English, French, Germans, German-Russians, Swedes) (7:4:4)
- Analyzes the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas (7:6:4)
- Explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, *community*, organizations, jobs, the fall of Southeast Asian *governments*) (7:6:5)
- Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
- Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

# Unit: Settlement - Migration

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**Concept Map of Unit:**  
**Settlement -**

**Topic:** The Impact and Influence of Migration on Settlement Patterns

**Grade: 7-8**

- Education Standards Addressed**  
(Grade: Benchmark: Indicator), \* is tested standard
- Traces the *migration* patterns of at least one European *ethnic group* to Kansas (e.g., English, French, Germans, German-Russians, Swedes) (7:4:4)
  - Analyzes the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas (7:6:4)
  - Explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, *community*, organizations, jobs, the fall of Southeast Asian *governments*) (7:6:5)
  - Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
  - Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

**Key Learning (s):**

The affect of in and out migration, rural depopulation, urbanization, suburbanization, and the

**Unit Essential Question(s):**

How did migration affect settlement arrangement in

**Concepts:**

Migration, immigration, rural, urban,

**Concepts:**

Migration, immigration, rural, urban,

**Concepts:**

Ethnic group, community, organizations, nativism, migration, immigration.

**Concepts:**

Ethnic group, community, organizations, nativism, migration, immigration.

**Lesson Essential Questions**

-What is migration?  
-What push and pull factors influence migration in, out, and around Kansas?  
-How has migration changed over time? How have the factors changed?  
-Who migrates?

**Lesson Essential Questions**

-Describe rural and urban life in Kansas.  
-How does rural and urban life in Kansas compare and contrast?  
-What factors have influenced its changes over time?

**Lesson Essential Questions**

-What major ethnic groups moved to Kansas?  
-When did they migrate?  
-Why did they migrate?  
-What influences did these groups have on

**Lesson Essential Questions**

-What major ethnic groups are significant to Kansas?  
-What did these groups undergo to travel to Kansas?  
-What influenced their want to move to

**Activity:**

**Where Would You Go?**  
Students will identify push and pull factors of why people move in, out,

**Activity:**

**Population Changes**  
Students will compare and contrast urban and rural life in Kansas.

**Activity:**

**Different Cultures, Different Places**  
Students will categorize major ethnic groups that moved to Kansas and their contributions to the formation of local culture. They will

**Activity:**

**Travel Log**  
Students will pick an ethnic group significant to Kansas and write a travel log of their journey and settlement to

## **Lesson Plan One** **Where Would You Go?**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Analyzes the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas (7:6:4)
- Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
- Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

**Unit Essential Question(s):** How did migration affect settlement arrangement in Kansas?

**Overview:** Students will identify push and pull factors of why people move in, out, and around Kansas. They will create their own “towns” and track their movement.

**Concepts:** Migration, immigration, rural, urban, suburban, depopulation, nativism

**Purpose:** To have students understand the reasons that individual people and groups move and the influence that their movement has on location.

**Lesson Essential Questions:**

Students should be able to discuss the following:

- What is migration?
- What push and pull factors influence migration in, out, and around Kansas?
- How has migration changed over time? How have the factors changed?
- Who migrates?
- What impact has migration had on Kansas over time?

**Time:** Two to four 45 minute class periods.

**Materials:**

- The Kansas Journey by Jennie Chinn, pages 120-139
- Population in Kansas 1970
- Decade of Maximum Population in Kansas 1970
- Population Map of Kansas Census 2000
- Population Growth in Kansas 1860-1970
- Population Density in Kansas 1970

**Procedure:**

59. Introduce the unit essential question, concept, and lesson essential questions.
60. Read or summarize for class selected portions from textbook pages 120-139.

61. First, identify push-pull factors and the differences in the word migration and immigration for the class.
  - a. *Push-pull factors* - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.
  - b. *Emigrant* - a person (migrating away from) leaving a country or area to settle in another.
  - c. *Immigrant* - a person (migrating into) coming to a particular country or area to live.
  - d. *Immigration* - to enter and settle in a country to which one is not native.
  - e. *Migration* - the movement of people or other organisms from one region to another.
62. Start a general discussion on why people move. Have the students contribute personal stories, both from those who have moved around and those who have lived in the same place their whole life. As reasons are identified, list them on the board.
63. Ask the students what they know about migration in and out of Kansas during any time period. Share with them that you are going to show them a series of maps and figures that specifically show Kansas population and the many ways of displaying this information.
  - a. Using a projector first show the figure Population growth in Kansas 1860-1970. Make sure to point out the distinction between urban and rural growth. Connect this to your community. Is it urban or rural? What kind of growth has it experienced in recent years? Have the students start to brainstorm why urban and rural growth is clearly different in Kansas.
  - b. Now show the map Population in Kansas 1970. Explain the use of population circles and associate it to your classroom set up. Draw an example to show your classroom population circles would be bigger where the desks are set up with a small circle for your desk.
  - c. Next show the map Decade of Maximum Population Growth in Kansas 1970 to identify which areas of the state grew the most and when. If this concept can be applied to your classroom map then do so (maybe a new group of desks had to be added if you had a few new students, etc.).
  - d. Project the figure Population Density in Kansas 1970. Explain the figure. It would be difficult to draw this on your classroom map, so have the students discuss how they would apply this type of figure to the classroom map instead.
  - e. Finally display the map Population Map of Kansas Census 2000. This is the most updated census information available. Apply the ideas of color to your classroom map to complete the activity.
64. Now that the students have brainstormed initial ideas as to why people move and should be able to visual Kansas population and your classroom population distribution move to the textbook material. Continue brainstorming and list the push-pull factors for migration in and out of Kansas in 1850, 1900, 1950, and 2000. These factors should encompass economics, jobs, climate, transportation, settlement, family, natural disasters, etc.
65. For the activity, randomly split the students (and their desks) up into 4-5 groups to represent rural and urban communities. On poster board, have each group write 5-10



things that their community has offer and draw a picture of the landscape (whether they live in a mountainous and cold region or a flat and hot region).

66. Once communities have been established have each group send out one researcher to look at the other communities and return to their own and share what they have learned. Then, in 2 minute time sections have the students travel around the room and decide if they want to migrate. Encourage them to keep a small piece of paper and pencil with them to track their movements, as they will need this information later. After 5-8 time sections have the students return to their desks.
67. Wrap up this activity by having the students share, from their personal notes, why they chose to move if they did. Did they move more than once and because of what factors? Was one community more popular than others and why? Did any community become completely deserted? Have each student write a 1-2 page paper on their movements, their reasoning behind their migration, and what they learned from this activity.

**Assessment:**

- Paper over migration can be graded.

**Extension:**

- Use timeline on bottom of textbook pages 120-121 for connection between the Civil War in Kansas and when immigration boomed.
- Use Immigration Continues to Kansas section on textbook page 138 to stimulate in-class conversation about more recent immigration. Do any of the students have any family stories, artifacts, heirlooms, or recipes to share? This could be turned into an extra credit opportunity.

**Resources:**

- Unit vocabulary list

## **Lesson Plan Two Population Changes**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Analyzes the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas (7:6:4)
- Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
- Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

**Unit Essential Question(s):** How did migration affect settlement arrangement in Kansas?

**Overview:** Students will compare and contrast urban and rural life in Kansas. They will create population circle maps for Kansas for three time periods since the late 1800's.

**Concepts:** Migration, immigration, rural, urban, suburban, depopulation, nativism

**Purpose:** To have students be able to describe rural and urban life in Kansas, how it has changed over time, and why.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- Describe rural life in Kansas.
- Describe urban life in Kansas.
- How does rural and urban life in Kansas compare and contrast?
- What factors have influenced its changes over time?
- How has population in Kansas changed since the late 1800's?

**Time:** Two to three 45 minute class periods.

### **Materials:**

- The Kansas Journey by Jennie Chinn, pages 120-139
- Blank Kansas County Map
- Kansas County Reference Map
- Population Circle Map Example
- Historical Population Chart

### **Procedure:**

68. Introduce the unit essential question, concept, and lesson essential questions.
69. Read or summarize for class selected portions from textbook pages 120-139.

70. Start the class conversation talking about rural, suburban, and urban life in Kansas.
  - a. Begin with your local community and identify at least one other community that defines the other two types.
  - b. Ask your class how they would define Kansas? Is it mostly rural or urban? And from their answer (which should be rural), what does that mean for our society and culture? What influences have made Kansas more rural than urban?
  - c. Next bring in migration by asking, how does movement affect our population distribution and our culture? How does population compare to historical populations?
71. After discussing historical populations, on the overhead, display the Population Circle Map example. Explain to your students how population circles are related in size and how it visually demonstrates to the reader numerical information in a graphical format. Emphasize that they will be making their own population circle maps so they need to feel comfortable with the process.
  - a. Walk through the steps with them for further explanation when giving them their specific assignment.
72. Each student is going to be responsible for a map packet. The map packet should include: 3 blank Kansas county maps, the historical population chart, the Kansas county reference map, and a blank sheet of paper.
73. Students need to pick three years off the historical population chart that are 20 years apart or more for five different Kansas communities. They will complete a map for each year in those five communities.
  - a. If they need help identifying what county to place each city in please have Kansas atlases, textbooks, and/or the internet available for them to do so.
  - b. Have them place the community in the center of the county, exact placement is not necessary in this activity. The Kansas county reference sheet is available for county orientation
  - c. Remind them that each map must be thoroughly labeled with the year, community name, and legend explaining the size and/or color of their population circles.
74. On the blank sheet in the packet have the students write roughly a page explaining the similarities and differences between rural, suburban, and urban communities in Kansas, as well as, how they conclusions relate the population change over time as seen through their maps.
75. Conclude the activity by reviewing the key concepts of the lesson.

**Assessment:**

- Map packet can be graded.

**Resources:**

- Unit vocabulary list

## Lesson Plan Three Different Cultures, Different Places

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Traces the *migration* patterns of at least one European *ethnic group* to Kansas (e.g., English, French, Germans, German-Russians, Swedes) (7:4:4)
- Explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, *community*, organizations, jobs, the fall of Southeast Asian *governments*) (7:6:5)
- Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
- Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

**Unit Essential Question(s):** How did migration affect settlement arrangement in Kansas?

**Overview:** Students will categorize major ethnic groups that moved to Kansas and their contributions to the formation of local culture. They will create culture stations and move about the room to see what each unique group gave Kansas culture.

**Concepts:** ethnic group, community, organizations, nativism, migration, immigration, rural, urban

**Purpose:** To have students understand major ethnic groups that migrated to Kansas, the reasons why they moved, and how they influenced local culture.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- What major ethnic groups moved to Kansas?
- When did they migrate?
- Why did they migrate?
- What influences did these groups have on local Kansas culture?
- How can these influences be seen today?
- How are these groups distributed across the state?

**Time:** Two to four 45 minute class periods.

### **Materials:**

- The Kansas Journey by Jennie Chinn, pages 120-139
- Rubric for grading ethnic festival presentation.
- Blank world map

### **Procedure:**

76. Introduce the unit essential question, concept, and lesson essential questions.
77. Read or summarize for class selected portions from textbook pages 120-139.

78. Start the lesson discussion by asking the students what cultural influences they are aware of in your community and if they know what ethnic group those influences can be contributed to.
  - a. In this discussion, once specific groups have been identified, talk about what part of the United States they migrated from once they entered the country, what aspects of culture they brought with them, and how those aspects may have changed over time.
79. The class is to be divided into groups and assign them each a different prominent ethnic group that migrated to the Kansas. Make as many groups as you see fit for your class. Ethnic groups include: Germans, Swedish, English, French, Mennonites, African-Americans, Czechs, Irish, Mexicans, Russians, Scots, Slavics, Welsh, etc.
80. Each group needs to research their assigned ethnic group. Allow students to use their textbooks, library, and internet resources.
  - a. They need to research and present a poster on 4 main components:
    - i. The path of migration from home country to port of US entry to area of Kansas inhabited. They must map this information.
    - ii. Briefly describe their life in Kansas when they migrated and provide 2-03 visual aides. Where did they work? What kind of house did they live in? What kind of clothes did they wear?
    - iii. Define and provide a 2-3 visual aides of what the cultural contributed to Kansas life. This can be toys, clothes, food, tools, etc.
    - iv. Discuss how large of a subculture they are in Kansas today. Are they still in Kansas? Did they migrate on? Are there any activities that one can still participate in? Ex/ Lindsborg festivals.
81. Each group will present the information that they found to the class as part of an "ethnic festival" or related world culture day.
82. At the end of the presentations, take 10-15 minutes and have the students discuss what they learned and their feelings about the activity.

**Assessment:**

- Posters, participation, and presentations can be graded, grading rubric provided.

**Extension:**

- This lesson plan activity can lead into the activity in lesson plan four of this unit as part of the research phase.
- Always bring in examples of your own heritage if you can, as well as allow student in your class to share their family experiences if they want to and is done approximately.

**Resources:**

- Unit vocabulary list

## Lesson Plan Four Travel Log

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Traces the *migration* patterns of at least one European *ethnic group* to Kansas (e.g., English, French, Germans, German-Russians, Swedes) (7:4:4)
- Analyzes the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas (7:6:4)
- Explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, *community*, organizations, jobs, the fall of Southeast Asian *governments*) (7:6:5)
- Analyzes the development of nativism as a reaction to waves of Irish and German immigrants (8:1:8)
- Compares and contrasts the experiences of immigrants in urban versus rural settings (8:3:7)

**Unit Essential Question(s):** How did migration affect settlement arrangement in Kansas?

**Overview:** Students will pick an ethnic group significant to Kansas and write a travel log of their journey and settlement in the state. They will include pictures and maps of their travels and new home.

**Concepts:** ethnic group, community, organizations, nativism, migration, immigration, rural, urban

**Purpose:** To have students read and interpret a primary source text and express what they learned from the unit as a whole through a travel log.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- What major ethnic groups are significant to Kansas?
- What did these groups undergo to travel to Kansas?
- What influenced their want to move to Kansas?
- How did life change when they arrived?
- What lasting impressions did they leave on society?

**Time:** One to three 45 minute class periods.

### **Materials:**

- The Kansas Journey by Jennie Chinn, pages 120-139
- Rubric for grading travel log project
- German Immigrant Letter

### **Procedure:**

83. Introduce the unit essential question, concepts, and lesson essential questions.
84. Read or summarize for class selected portions from textbook pages and the primary source German immigrant letter. Print off word processed copies for the class and if time, project the hand written version on the overhead. This action will help better set the stage for the travel log activity to follow.
  - a. What major ideas can be found in this letter?
  - b. What mental picture does it create and share about the journey of migrating between places?
  - c. What do primary source documents like this provide the reader?
85. After discussing the letter, divide students into small groups or they can work individually, it is your choice. Each student or group will need to select or be given the name of a specific ethnic group that migrated to Kansas.
  - a. Examples include: Germans, Swedish, English, French, Mennonites, African-Americans, Czechs, Irish, Mexicans, Russians, Scots, Slavics, Welsh, etc.
86. Allow students to research their ethnic group using their textbook, library resources, and internet (if lesson plan three was done prior, research can be applied here).
87. Each student or group is to write a travel log of the ethnic group assigned and their migration to Kansas.
  - a. Requirements include (rubric for grading provided):
    - i. First person writing
    - ii. Timeline of travel
    - iii. Minimum 3 pictures (copied/pasted or drawn)
      1. Examples: home of origin, new home, landscape scene during travel, old job, new job, etc.
    - iv. Minimum 2 maps (should be hand-drawn and basic)
      1. Examples: path traveled, old neighborhood, new neighborhood, favorite area traveled through, etc.
    - v. Minimum 6 pages handwritten text
    - vi. Decorated cover page
    - vii. Made on computer paper and folded in half to form a book
    - viii. Separate page with list of references used.
88. If time permits, have each student or group give a short presentation to the class about their ethnic group and their travels to Kansas via their travel log and use the class presentations to summarize and review the materials.

**Assessment:**

- Travel log can be graded, grading rubric provided.

**Extension**

- Activity can be connected with activity in lesson plan three of the this unit to refer to for information on different ethnic groups.

**Resources:**

- Unit vocabulary list

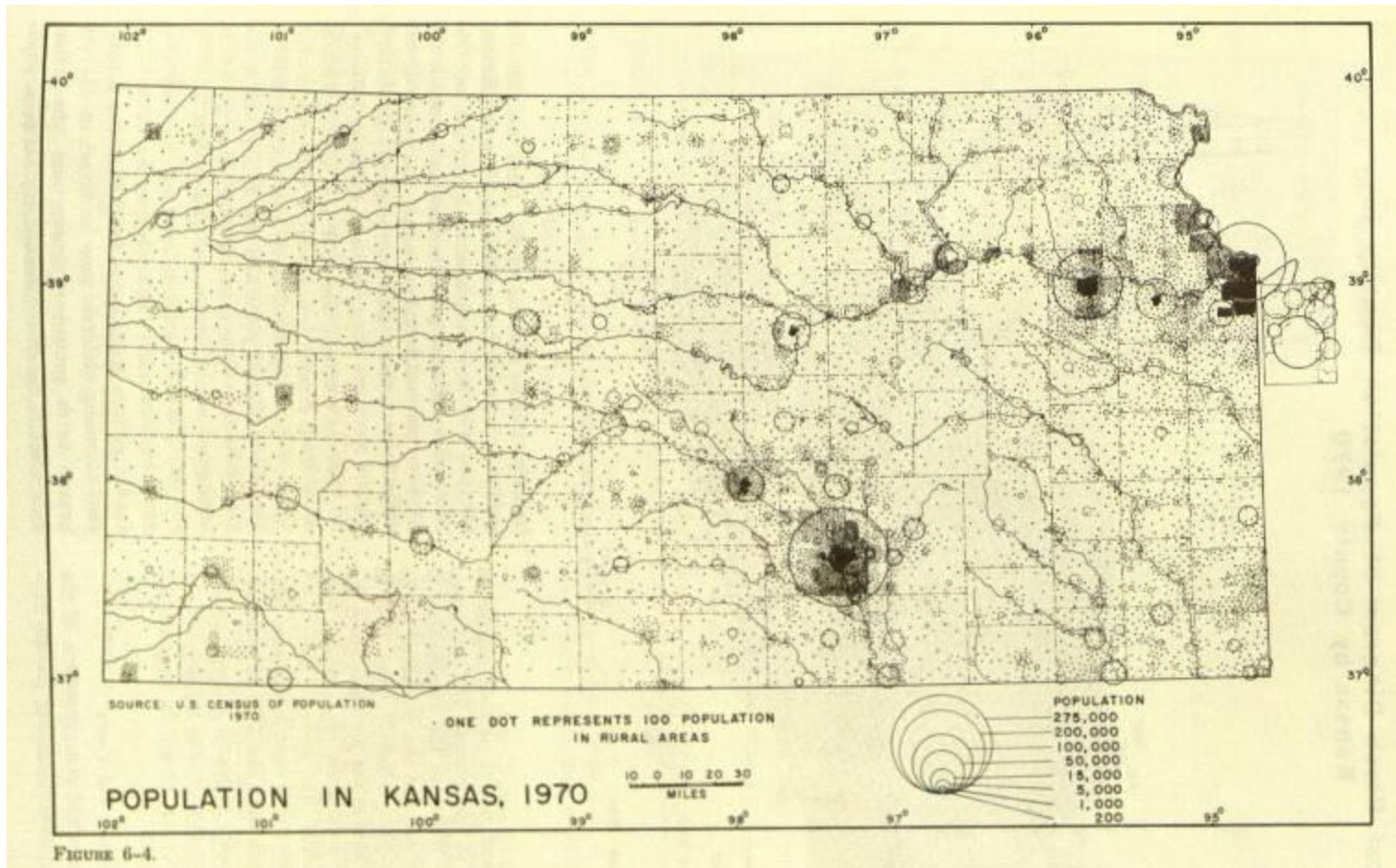
## Appendix:

### - Unit Vocabulary

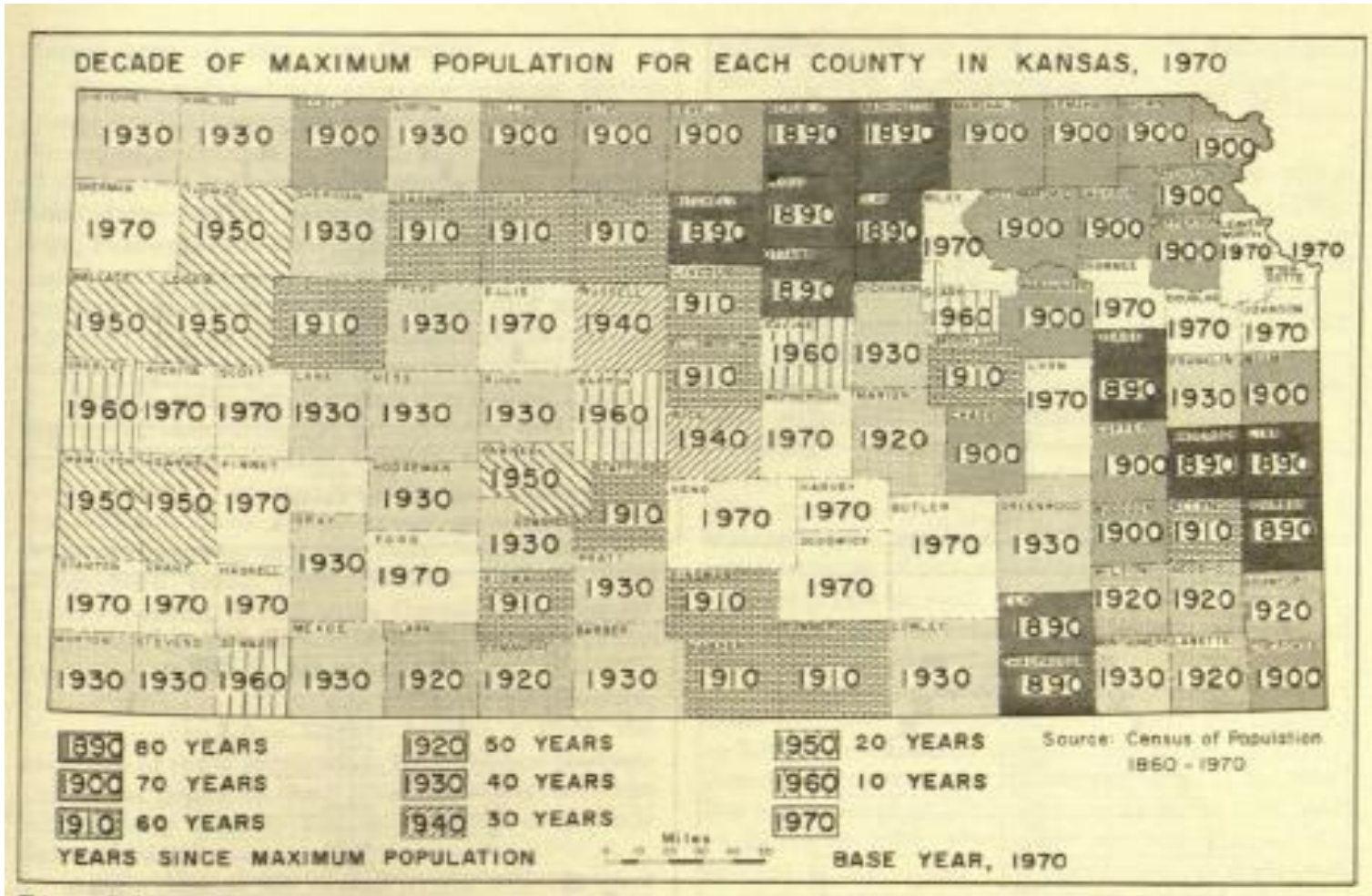
- **Benefit** - something that satisfies one's wants.
- **Citizen** - a native or naturalized member of a political community.
- **Community** - any group living in the same area or having interests, work, etc. in common.
- **Culture** - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).
- **Economy** - the production and distribution of goods and services within an economic system.
- **Emigrant** - a person (migrating away from) leaving a country or area to settle in another.
- **Era** - a period of history marked by some distinctive characteristic.
- **Ethnic group** - people of the same race or nationality who share a distinctive culture.
- **Government** - institutions and procedures through which a territory and its people are ruled.
- **Ethnic group** - people of the same race or nationality who share a distinctive culture.
- **Human capital, human resource** - people who work in jobs to produce goods and services.
- **Immigrant** - a person (migrating into) coming to a particular country or area to live.
- **Immigration** - to enter and settle in a country to which one is not native.
- **Migration** - the movement of people or other organisms from one region to another.
- **Movement** - the interaction of people, goods, ideas, or natural phenomena from different places.
- **Nationalism** - intense loyalty and devotion to one's country; desire for national independence.
- **Natural resource** - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.
- **Primary source** - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).
- **Production** - the creation of value or wealth by producing goods or services.
- **Push-pull factors** - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.
- **Resource** - an aspect of the physical environment that people value and use.
- **Rights** - those individual liberties granted to all persons through the U. S. Constitution.
- **Sovereignty** - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.



- Resources for Lesson Plan One
  - Population in Kansas 1970
  - Decade of Maximum Population in Kansas 1970
  - Population Map of Kansas Census 2000
  - Population Growth in Kansas 1860-1970
  - Population Density in Kansas 1970
  
- Resources for Lesson Plan Two Maps
  - Blank Kansas County Map
  - Kansas County Reference Map
  - Population Circle Map Example
  - Historical Population Chart
  
- Resources for Lesson Plan Three
  - Rubric for grading ethnic festival presentation
  - Blank world map
  
- Resources for Lesson Plan Four
  - Rubric for grading travel log project
  - German Immigrant Letter
  
- Maps and Resources
  13. Population in Kansas 1970
  14. Decade of Maximum Population in Kansas 1970
  15. Population Map of Kansas Census 2000
  16. Population Growth in Kansas 1860-1970
  17. Population Density in Kansas 1970
  18. Blank Kansas County Map
  19. Kansas County Reference Map
  20. Population Circle Map Example (same as #2)
  21. Historical Population Chart
  22. Rubric for grading ethnic festival presentation
  23. Blank world map
  24. Rubric for grading travel log project
  25. German Immigrant Letter



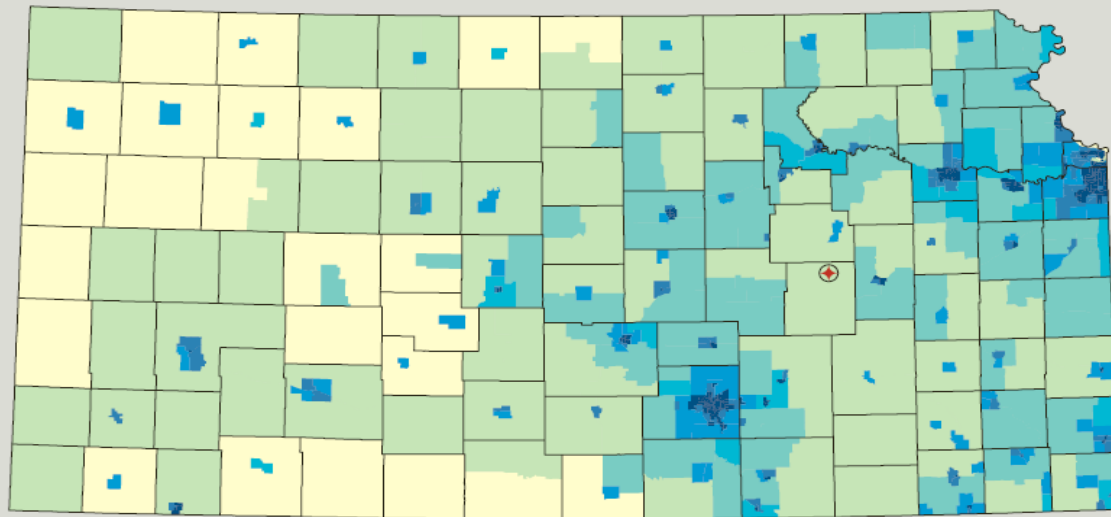
#1 Population in Kansas 1970  
Environment and Man in Kansas, page 87



#2 and #8 Decade of Maximum Population in Kansas 1970  
 Environment and Man in Kansas, page 89

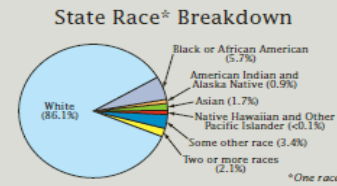
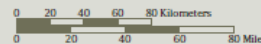
# Census 2000: Kansas Profile

## Population Density by Census Tract



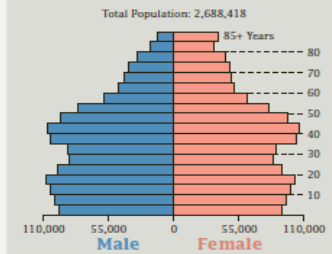
U.S. CENSUS BUREAU  
 Helping You Make Informed Decisions • 1902-2002

U.S. Department of Commerce Economics and Statistics Administration U.S. CENSUS BUREAU

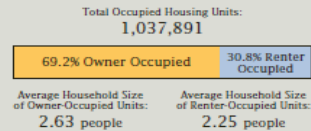


Hispanic or Latino (of any race) makes up 7.0% of the state population.

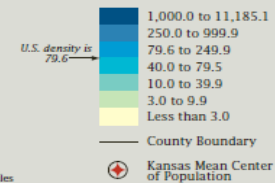
### Population by Sex and Age



### Housing Tenure



### Population Per Square Mile by Census Tract



## #3 Population Map of Kansas Census 2000

[http://www2.census.gov/geo/maps/special/profile2k/KS\\_2K\\_Profile.pdf](http://www2.census.gov/geo/maps/special/profile2k/KS_2K_Profile.pdf)

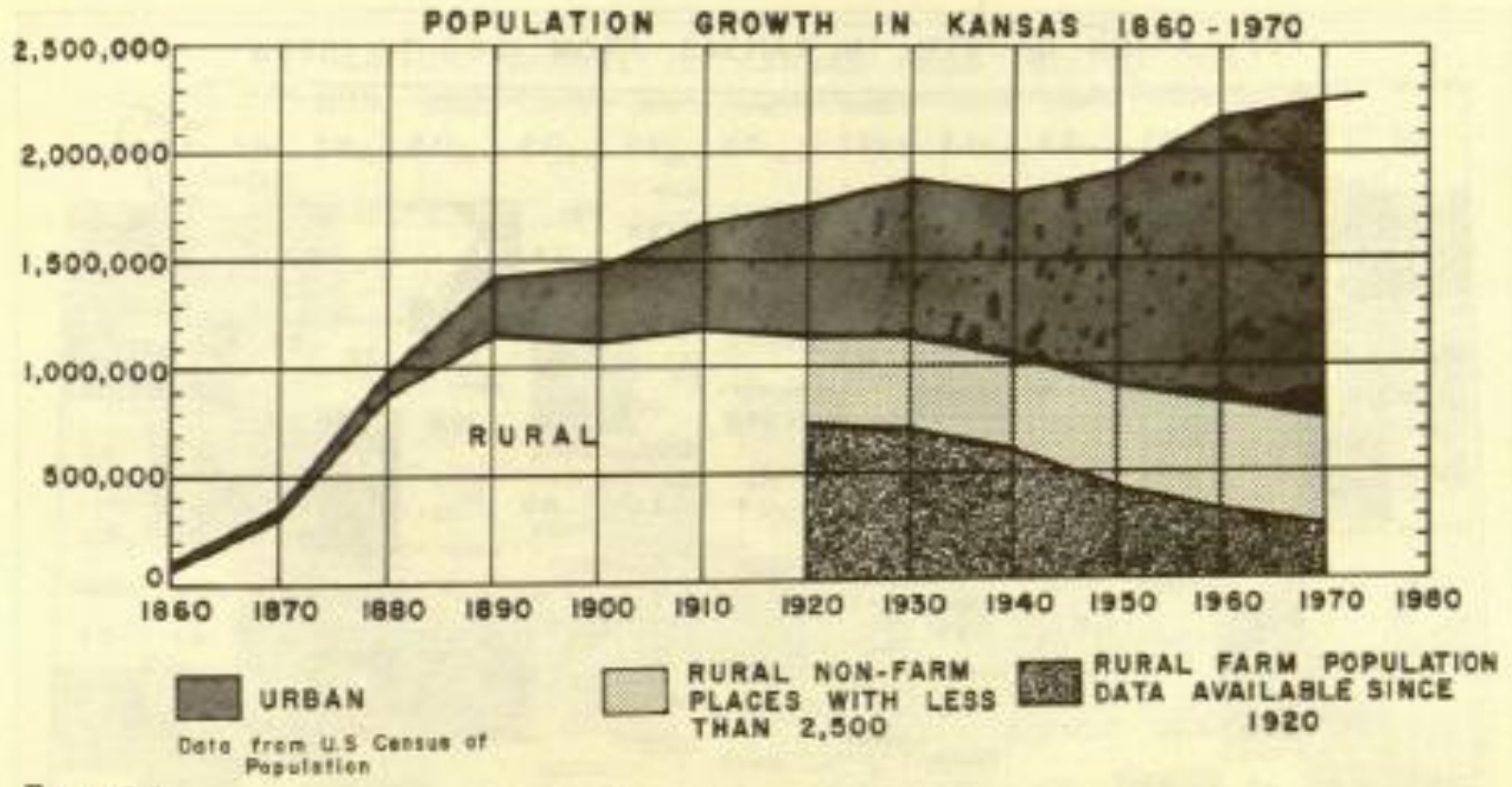
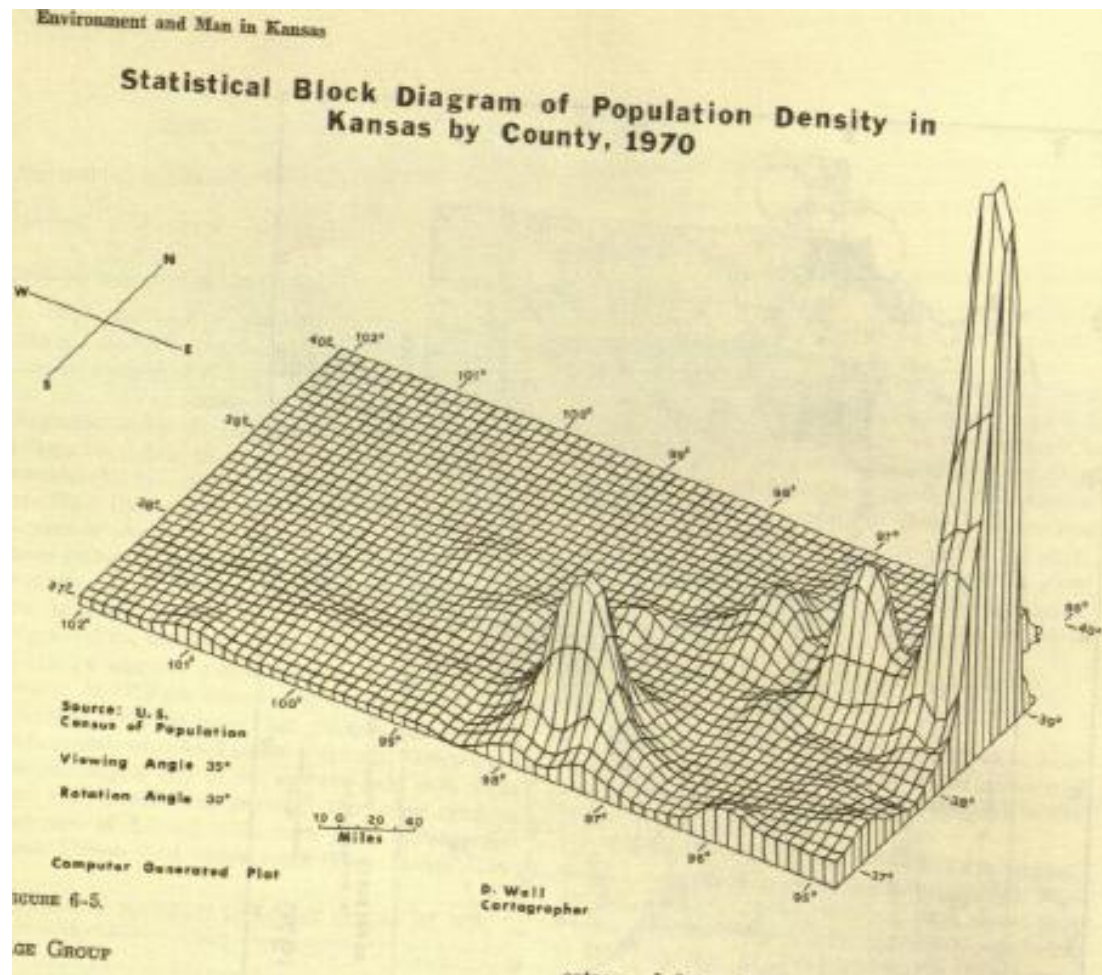
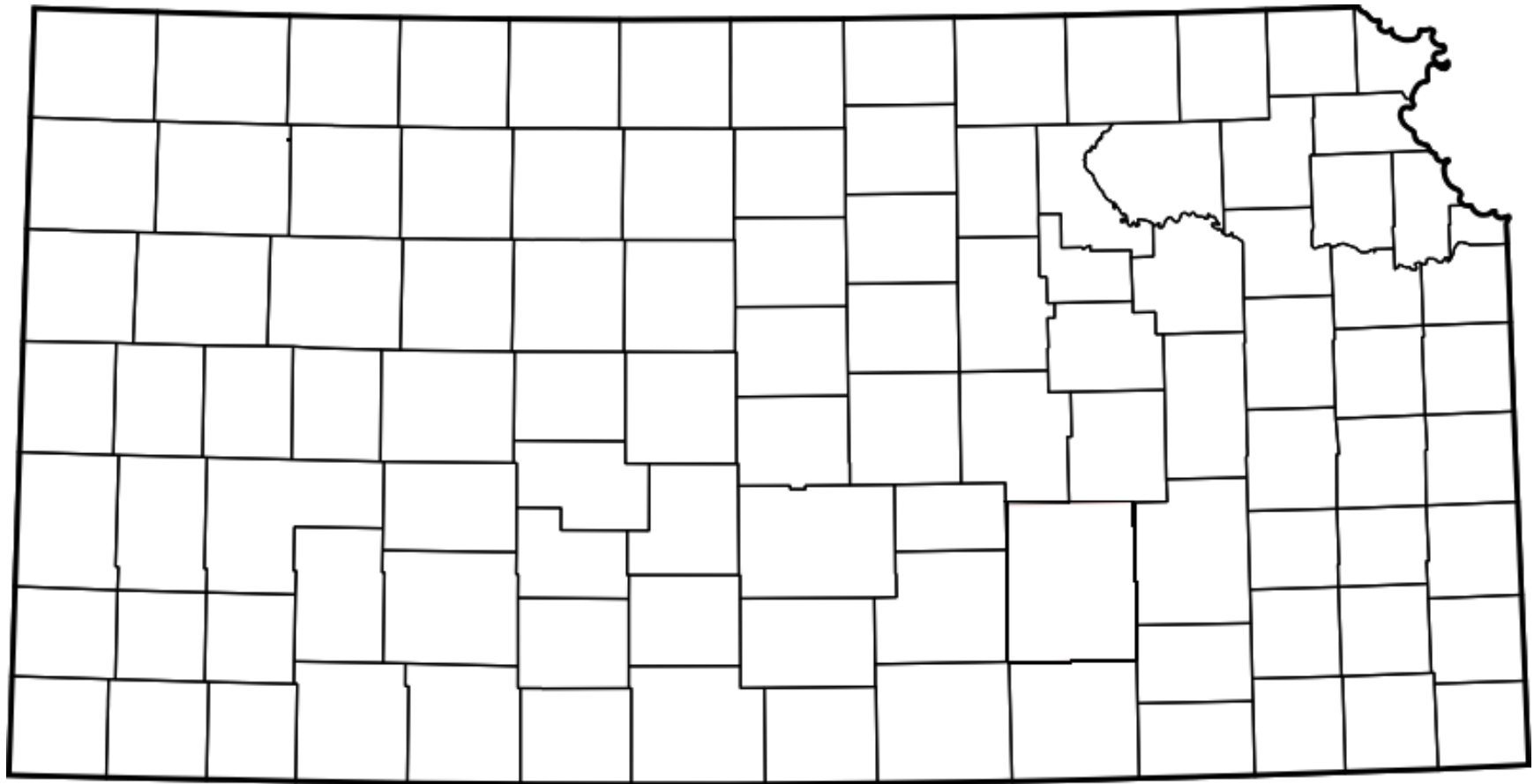


FIGURE 6-1.

#4 Population Growth in Kansas 1860-1970  
Environment and Man in Kansas, page 83



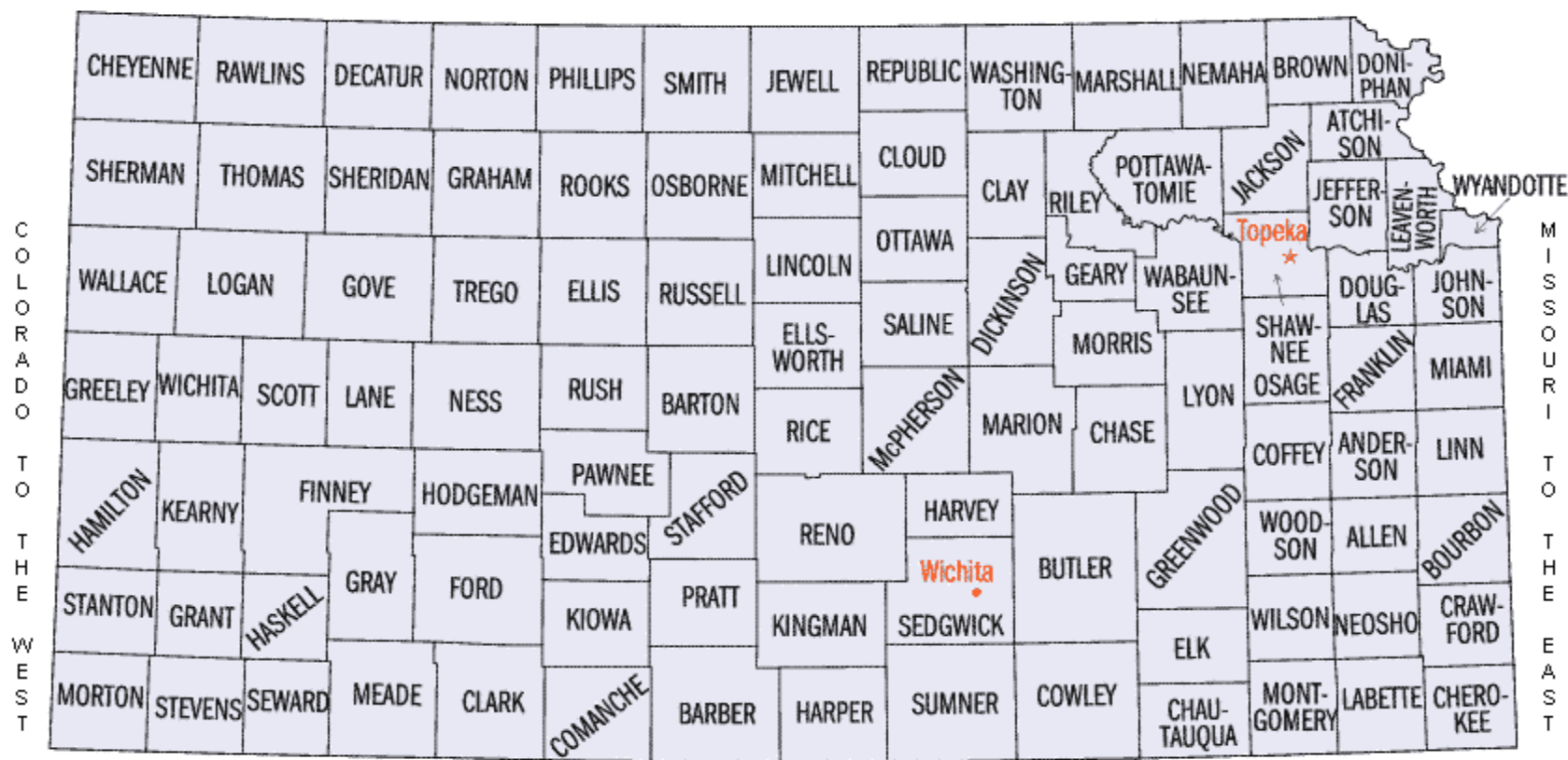
#5 Population Density in Kansas 1970  
Environment and Man in Kansas, page 88



#6 Blank Kansas County Map

<http://www.kansasnativeplantsociety.org/images/kansas-county-map.png>

NEBRASKA TO THE NORTH



OKLAHOMA TO THE SOUTH

#7 Kansas County Reference Map

<http://www.censusfinder.com/derived/mapks.htm> txt mapkssmall.gif



Historical Population of the 25 largest cities in Kansas

Source: U.S. Census

Compiled by the State Data Center at the State Library of Kansas.



	2008	2000	1990	1980	1970	1960	1950	1940	1930	1920	1910	1900	1890	1880	1870	1860
Wichita	366,046	344,284	304,011	279,272	276,554	254,698	168,279	114,966	111,110	72,217	52,450	24,671	23,853	4,911	689	
Overland Park <sup>a</sup>	171,231	149,080	111,790	81,784	77,934	28,085										
Kansas City	142,562	146,866	149,767	161,087	168,213	121,901	129,553	121,458	121,857	101,177	82,331	51,418	38,316	3,200		
Topeka	123,446	122,377	119,883	115,266	125,011	119,484	78,791	67,833	64,120	50,022	43,684	33,608	31,007	15,452	5,790	759
Olathe	119,993	92,962	63,352	37,258	17,917	10,987	5,593	3,979	1,459	1,251	1,512	3,451	3,294	2,285	1,817	
Lawrence	90,520	80,098	65,608	52,738	45,698	32,858	23,351	14,390	13,726	12,456	12,374	10,862	9,997	8,510	8,320	1,645
Shawnee	60,954	47,996	37,993	29,653	20,946	9,072	845	597	553							
Manhattan	52,284	44,831	37,712	32,644	27,575	22,993	19,056	11,659	10,136	7,989	5,722	3,438	3,004	2,105	1,173	
Lenexa	46,822	40,238	34,034	18,639	5,549	2,487	803	502	452	472	383					
Salina	46,483	45,679	42,303	41,843	37,714	43,202	26,176	21,073	20,155	15,085	9,688	6,074	6,149	3,111	918	
Hutchinson	40,889	40,787	39,308	40,284	36,885	37,574	33,575	30,013	27,085	23,298	16,364	9,379	8,682	1,540		
Leavenworth	34,729	35,420	38,495	33,656	25,147	22,052	20,579	19,220	17,466	16,912	19,363	20,735	19,768	16,546	17,873	7,429
Leawood	31,342	27,656	19,693	13,360	10,645	7,466	1,167									
Garden City	28,557	28,451	14,097	18,256	14,790	11,811	10,905	6,285	6,121	3,848	3,171	1,590	1,490			
Emporia	26,380	26,760	25,512	25,287	23,327	18,190	15,669	13,188	14,067	11,273	9,058	8,223	7,551	4,631	2,168	843
Dodge City <sup>b</sup>	25,689	25,176	21,129	18,001	14,127	13,520	11,262	8,487	10,059	5,061	3,214	1,942	1,763	996	427	
Derby <sup>c</sup>	22,517	17,807	14,699	9,786	7,947	6,458	432	256	294	247	235					
Prairie Village	21,479	22,072	23,186	24,657	28,378	25,356										
Junction City	20,671	18,886	20,604	19,305	19,018	18,700	13,462	8,507	7,407	7,533	5,508	4,695	4,502	2,684	2,778	217
Hays	20,368	20,013	17,767	16,301	15,396	11,947	8,625	6,385	4,618	3,165	1,961	1,136	1,242	850	320	
Liberal	20,074	19,666	16,573	14,911	13,862	13,813	7,134	4,410	5,294	3,613	1,716	426				
Pittsburg	19,649	19,243	17,775	18,770	20,171	18,678	19,341	17,571	18,145	18,052	14,755	10,112	6,697	624		
Newton	18,133	17,190	16,700	16,332	15,439	14,877	11,590	11,048	11,034	9,781	7,862	6,208	5,605	2,601		
Gardner	17,462	9,396	3,191	2,392	1,839	1,619	676	510	493	514	514	475	515			
Great Bend	15,564	15,345	15,427	16,608	16,133	16,670	12,665	9,044	5,548	4,460	4,622	2,470	2,450	1,071		

Note: City population ranking based on 2008 population estimate from U.S. Census. All geographic boundaries for the July 1, 2008 population estimates series are defined as of January 1, 2008.

<sup>a</sup> Overland Park incorporated May 20, 1960, the population given for 1960 is from the City of Overland Park website ([http://www.opkansas.org/\\_Gov/History/index.cfm](http://www.opkansas.org/_Gov/History/index.cfm)).

<sup>b</sup> The 1870 population given as Fort Dodge.

<sup>c</sup> Derby was named El Paso through the 1930 census.

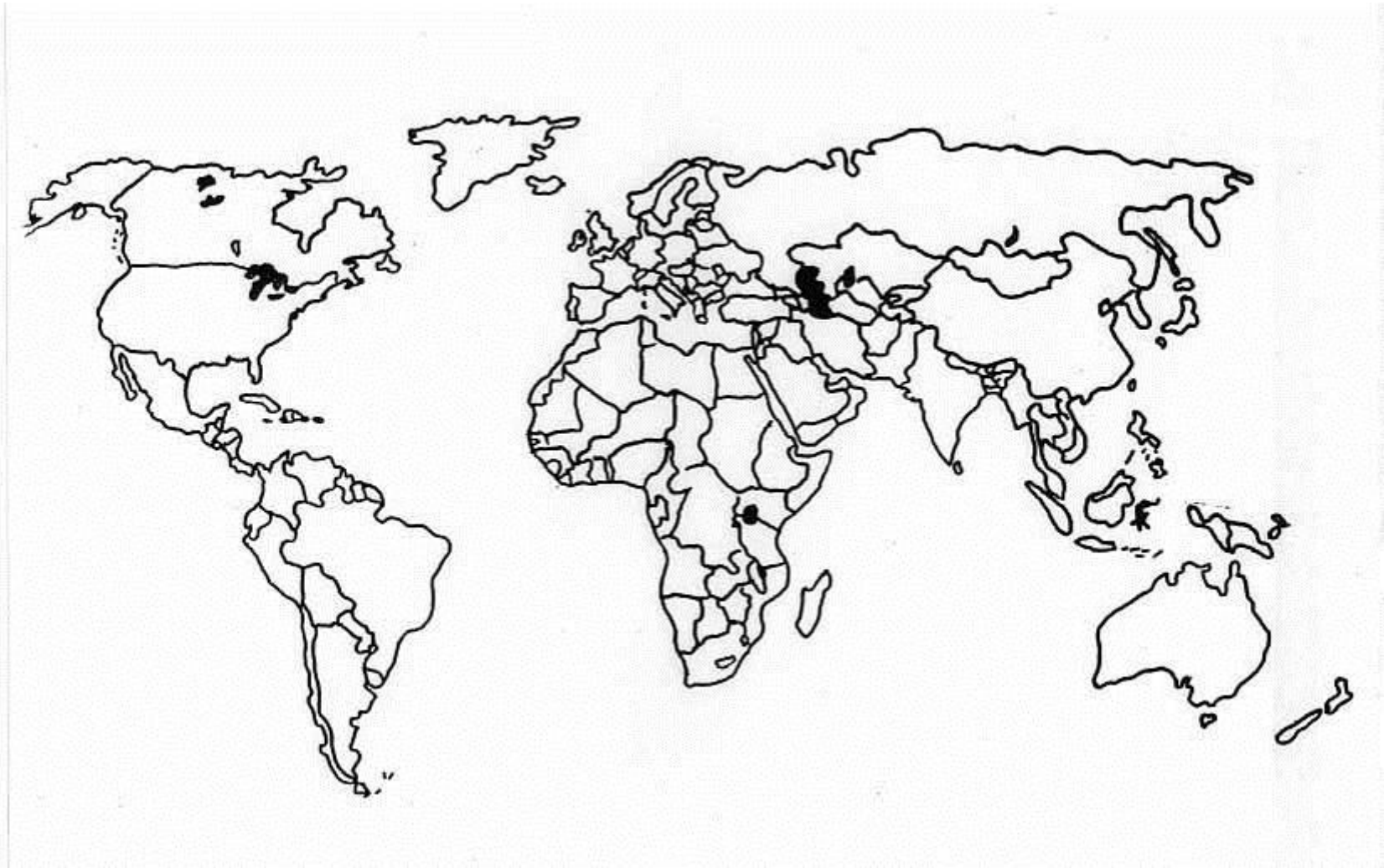
#9 Historical Population Chart

[http://www.kslib.info/sdc/documents/HistoricCityPopulations\\_000.pdf](http://www.kslib.info/sdc/documents/HistoricCityPopulations_000.pdf)

#10 Grading Rubric for Ethnic Festival Poster:

Rubric for Ethnic Festival Poster

	1	2	3	4	Value
Mechanics, Spelling, & Grammar (written in first person, met page minimum)	There are many mistakes.	There are several mistakes.	There are few mistakes.	There are no mistakes.	
Visual Aides	The student did not include any visual aides.	The student included a few visual aides.	The student included some visual aides.	The student included all required visual aides.	
Maps	The student did not include any maps.	The student included one map.	The student included two maps.	The student included two well-identified maps.	
Connection to Present	The student did not discuss present connections.	The student touched on presented connections.	The student discussed present connections.	The student thoroughly explained present connections.	
Creativity	Expresses no creativity (chromatic, no decoration).	Expresses little creativity (chromatic, few decorations).	Expresses some creativity (some color, some decoration).	Expresses a lot of creativity (lots of color and decoration).	
Followed Correct Format	The student did not use a poster format.	----- -----	-----	The student used the poster format.	
				Total	
Teacher Comments:					



#11 Blank World Map

[http://www.trumanlibrary.org/whistlestop/teacher\\_lessons/worldmap1.jpg](http://www.trumanlibrary.org/whistlestop/teacher_lessons/worldmap1.jpg)

#12 Grading Rubric for Travel Log Project:

Rubric for Travel Log

	1	2	3	4	Value
Mechanics, Spelling, & Grammar (written in first person, met page minimum)	There are many mistakes.	There are several mistakes.	There are few mistakes.	There are no mistakes.	
Timeline	The student did not include a timeline.	The student included a partial timeline.	The student included a mostly full timeline.	The student included a complete timeline.	
Maps	The student did not include any maps.	The student included one map.	The student included two maps.	The student included two well-identified maps.	
References	The student did not cite any references.	The student cited most references.	The student cited most references.	The student cited all references	
Creativity	Expresses no creativity (chromatic, no decoration).	Expresses little creativity (chromatic, few decorations).	Expresses some creativity (some color, some decoration).	Expresses a lot of creativity (lots of color and decoration).	
Followed Correct Format	The student did not use the booklet format.	-----	-----	The student used the booklet format.	
				Total	
Teacher Comments:					

#13 Immigrant Travel Letter

Hartford March 14. 1857

E. E. Hale Esquire, Boston

Dear Sir,

Your favor has come to hand, and I am glad to be able to communicate with you in relation to the subject of emigrating to Kansas. What you state in your letter about the character of the future settlers of your town, was in some respect a great relief to me, as my little flock consists of professed christians, an Oasis in a desert so far as the germans here in Hartford are concerned, who are to be the nucleus of a congregation or a christian community in Kansas, which, I doubt not, will soon increase to a hundred families. Being a minister of the gospel, I am to be the spiritual guide as well as the political leader of these people whose religious creed is that of the congregational church, and whose political creed is: Free Kansas. Preliminary steps have been taken to get an appointment for me as a missionary of the home board of missions, and you will at once understand my anxiety to keep my flock clear from all those elements so destructive to the prosperity of a christian community. Drinkers and unbelievers in the gospel cannot possibly find themselves at home in our community, while on the contrary, for good christian people it will be a point of attraction. Although my flock numbers but about a dozen heads of families, they are all able bodied intelligent men

[Page 2]

skilful mechanics or agriculturists, in short, a set of men, than whom no better qualified as settlers for Kansas can be found, and with whom to deal the boarder gentlemen would find it hard work, all of them more or less, their leader included, having smelled gun powder before seeking a home in the western world.

Having now given you a short description of the kind of men who wish to join your party, and according to arrangements made closely to connect themselves with it, I beg leave to say some thing about the names mentioned in your letter.

The germans throughout the United States distinguish themselves either as christians, lovers of the holy scriptures for the possession of which their forefathers had fought a thirty years war, or as scornful infidels. Wherever these latter are found in larger numbers, the christians have to battle their way through almost insurmountable difficulties. Now Sir, those names belong to me whose character I have nothing to say against, I am inclined to think they are respectable men, but they are certainly no christian men, and I believe do not wish to be called so; with the exception of Gutman, whose intelligence and good breeding brought him more in contact with me, and who from the fact of his being more or less americanized, is accessible to instruction. I must beg your pardon for mentioning these things, but I thought they were necessary as an explanation why you do not find those names on the list I give you below. Otherwise I do not wish my remarks to be understood as reflecting on their character as men & citizens.

To lay the foundation of a large christian

[Page 3]

community among my countrymen, has long been a subject of deep anxiety with me, and I feel I have a mission to perform which under God's blessing I hope to fulfil. And for this reason only I now resign a rather lucrative situation as teacher in the public high school here. If you, dear Sir, were a minister of the gospel, you would well comprehend my anxieties, my feelings and my responsibilities for these my followers, who love me, have perfect trust in me, and whom I believe God has entrusted to my care. But I will say no more until I shall have the pleasure of making your personal acquaintance. Meanwhile, my dear Sir, allow me to sign

very respectfully yours

F. M. Serenbetz

Names of family heads to join your party:

Francis M. Serenbetz  
Francis Trauz  
Herman Trauz  
John Lauterwasser  
John Frixel  
Jacob Schleicher  
Lorenz Pauli  
Herman Brandt  
John G. Handel  
John Kemmerer  
Florenz Serenbetz  
Leopold Pahlke  
Andrew Lerch

[Page 4]

On the 8th of February 1857 the germans being members of the church under the pastoral care of the Rev. Professor F. M. Serenbetz, after being duly notified of a meeting to be held at their pastor's house for the purpose of discussing a plan of emigration to Kansas, have passed the following preamble and resolutions:

Whereas we strictly adhere to republican principles being from their very nature antislavery, and

Whereas, it is the sacred duty of every true american citizen to uphold the free institutions of this great Republic which we have chosen as our adopted country, and

Whereas, the territory of Kansas offering to all who use their physical & mental powers a home for themselves and families, and whereas that territory wants the power & cooperation of free men, proud of their own labor to help making it a free state, therefore resolved:

1. That we with our families, provided we receive the necessary assistance, shall emigrate to Kansas.
2. That we will settle there in a suitable place to found a christian colony, and that at the earliest practicable time we will erect a church building and school house.
3. That we will for the limited space of two years combine our labors in all the field work, erecting dwelling and outhouses, fencing, etc.
4. That all agricultural implements, tools, oxen, cows, horses & other cattle are to be considered the common stock of the

[Page 5]

company, until at the expiration of the time for the combined labor system they shall be sold at auction to individual families and the money for it put into the common treasury, which is to be used only for religious purposes.

5. That we oppose the admittance of infidels and adherents of the Pope into our association, as well as drinkers or keepers of drinkshops.
6. That no member of the association can sell his claim or part of it without the approbation of two thirds of all the male members of the community, which latter reserves to itself the right of preemption. This resolution however shall have its validity only as long as the system of combined labor lasts, viz, for two years.
7. That the Rev F. M. Serenbetz be our president & pastor.
8. That an executive committee be chosen by the president to carry out the resolutions taken by all the members of the company.

In my judgement these my followers are all pious people, able and willing to spread christian truth among their countrymen. They are mechanics and agriculturists. We wish to be a christian community, the nucleus of a large congregation, in which neither Roman Catholic nor infidel shall find himself at home. There is no doubt in my mind, the better part of the germans from various points of the older states soon will join us.

The amount necessary to carry out our plan, is 1,700 dollars, of which we only possess \$400 –

[Page 6]

Therefore the amount be raised is about 1,300 dollars. If any of the company have sufficient cash to pay his share, very well, if he has not, he borrows from the common treasury (the fund to be raised) which is to be returned with interest. Should we succeed in raising the above named sum by charity gifts, the common treasury is to be a church fund to be employed only for religious purposes, and above every thing to build a substantial church edifice. Should we be able to raise a loan, we will do so, and pay the money back according to arrangements with the lender of it. For its return the whole company shall be responsible.

Necessary to buy stock	1, 195
Traveling expenses	600
	\$1, 795

Of this sum we posses	400
To be raised the Sum of	1, 395



## Appendix H - SETTLEMENT AND TRANSPORTATION UNIT PLAN

# Unit: Settlement - Transportation

### Key Learning(s):

The influence of railroads, cattle drives, and the Industrial Revolution's technological advances on settlement in Kansas.

### Unit Essential Questions:

How did transportation affect settlement activity in Kansas?

### Grades:

7-8

**Education Standards Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns) (7:4:3)
- Describes the contributions made by Mexican *immigrants* to agriculture and the railroad industry (7:4:7)
- Explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands) (7:4:6)
- Explains how the Industrial Revolution and technological developments impacted different parts of American society: interchangeable parts, cotton gin, railroads, steamboats, canals (8:1:6\*)
- Explains the impact of the railroad on the settlement and development of the West: transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents (8:3:2\*)

# Unit: Settlement - Transportation

## Table of Contents

1. Concept Map of Unit
2. Lesson Plan One - Making a Pathway: The Railroad Had To Go Somewhere
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4. Lesson Plan Three - Real Life Cowboy in a Cattle Town
5. Lesson Plan Four - Technology Brings Change
6. Appendix
  - Unit Vocabulary
  - Resources for Lesson Plan One
  - Resources for Lesson Plan Two
  - Resources for Lesson Plan Three
  - Resources for Lesson Plan Four
  - Maps and Resources

**Concept Map of Unit:**

**Settlement -**

**Topic:**

Impact of Transportation on Settlement and Town Development

**Grade: 7-8**

**Education Standards Addressed**

(Grade: Benchmark: Indicator), \* is tested standard

- Determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns) (7:4:3)
- Describes the contributions made by Mexican immigrants to agriculture and the railroad industry (7:4:7)
- Explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands) (7:4:6)
- Explains how the Industrial Revolution and technological developments impacted different parts of American society: interchangeable parts, cotton gin, railroads, steamboats, canals (8:1:6\*)
- Explains the impact of the railroad on the settlement and development of the West: transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents (8:3:2\*)

**Key Learning (s):**

The influence of railroads, cattle drives, and the Industrial Revolution's technological advances on settlement in

**Unit Essential Question(s):**

How did transportation affect settlement activity in

**Concepts:**

Transcontinental railroads, cattle towns, railroad land, preemption, physical environment.

**Concepts:**

Transcontinental railroads, cattle towns, railroad land, preemption, town speculation, immigrant agents,

**Concepts:**

Chisholm Trail, cowboys, cattle towns, railroads, Old/Wild West frontier

**Concepts:**

Industrial Revolution, technology, inventions/inventors, labor force, cotton gin, railroads.

**Lesson Essential Questions**

-What government policies set precedence for the railroad infrastructure to be built?

-What areas through Kansas are physically suitable for railroad access?

-Where did the new

**Lesson Essential Questions**

-What was life like in railroad and cattle towns?

-Were the areas suitable for development?

-How did people adapt or adjust to the presence of the railroad?

-How did government policies affect the

**Lesson Essential Questions**

-Where did the cattle drives take place? Time? Distance? Physical environment?

-How did the impression of the cowboy and cattle town differ within a settlement?

**Lesson Essential Questions**

-How were the changes brought forth from the Industrial Revolution felt in Kansas?

-How did the specific inventions of interchangeable parts, cotton gin, railroads, steamboats, and canals affect life during the time period?

**Activity:**

**Making a Pathway: The Railroad Had To Go Somewhere**

Students will interact with physical maps of Kansas for understanding of railroad

**Activity:**

**Changing Life in a Kansas Railroad Town**

Students will act as the two groups affected by the presence of the railroad: those who were already living in Kansas and those

**Activity:**

**Real Life Cowboy in a Cattle Town**

Students will compare/contrast primary and secondary sources of literature on cowboys and cattle towns. They will

**Activity:**

**Technology Brings Change**

Students will map where the specific technological developments of the Industrial Revolutions were invented and trace

**Lesson Plan One**  
**Making a Pathway: The Railroad Had To Go Somewhere**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands) (7:4:6)
- Explains the impact of the railroad on the settlement and development of the West: transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents (8:3:2\*)

**Unit Essential Question(s):** How did transportation affect settlement activity in Kansas?

**Overview:** Students will interact with physical maps of Kansas for understanding of railroad placement and government precedence.

**Concepts:** Transcontinental railroads, cattle towns, railroad land, preemption, physical environment, Homestead Act, Timber Claim Act

**Purpose:** For students to understand the connection between the government push for railroad expansion, the physical environment, and the distribution and patterns of settlement/town development that happened as a result.

**Lesson Essential Questions:**

Students should be able to discuss the following:

- What government policies set precedence for the railroad infrastructure to be built?
- What areas through Kansas are physically suitable for railroad access?
- Where did the new settlements develop? Why?
- What older settlements flourished or diminished due to railroad influence? Why?

**Time:** One to three 45 minute class periods.

**Materials:**

- The Kansas Journey by Jennie Chinn, pages 120-129 and 141-159
- Physical Map of Kansas
- Railroad Land Grant Map of Kansas
- Railroad Development in Kansas 1878 Map
- Kansas Railroads 1918
- Political Map of Kansas

**Procedure:**

89. Introduce the unit essential question, concepts, and lesson essential questions.
90. Read or summarize for class selected portions from textbook pages 120-129 and 141-159.

- a. Be sure to lead discussion during and after text reading that develops and starts to answer the lesson essential questions.
91. Identify on board the major policy movements by the government that pushed the railroad into Kansas and give timeline for: concept of preemption, Homestead Act, and Timber Act.
- a. Brainstorm what implications these policies had for life in Kansas. Has anything similar happened within your local or regional community that the students could associate these actions with? Ask them to imagine how their lives would change if a railroad track was going to be laid next to your town tomorrow to stimulate interest in the activity.
92. On overhead, present a physical map of Kansas.
- a. Ask the students what is considered when deciding where the railroad tracks should be laid and with these considerations in mind, where would they have laid the tracks?
  - b. How was this physical landscape presented in the information given to future settlers through the Homestead Act or Timber Claim Act?
    - i. Display the Railroad land grant map to show students the breadth of the preemption laws in Kansas and revisit the ideas discussed about how such an act would affect your local community.
93. Present the maps of railroad lines that run throughout Kansas. Start with the Railroad Land Grants map to show the area given for railroad use. Then show Railroad Development in 1878 followed by 1918 to show how prominent the railroads became. Compare them side-by-side (or overlay if the transparencies allow) and have the students analyze where the actual tracks were laid and why that happened.
- a. Remind students that Kansas during this time period looked different from it does today (smaller population, fewer settlements/towns, increased wild lands, and influence of wildlife).
  - b. Have students make connections between local structure that has built in your town. Examine where it was built and why? (Once again, look at both the physical aspect and the influencing business/government aspect.)
  - c. Can similar patterns/influences be said about the interstate and state highway systems that runs through Kansas? What conclusions can be drawn?
94. Have students look at political map of Kansas on pages 6-7 of the textbook and discuss what patterns can be established between railroad location and settlement development.
- a. Call on students to draw dots on the railroad line map and label major city names to enhance visual distribution patterns.
95. This activity is to be completed independently or in groups of 2-3.
- a. Give students blank physical maps of Kansas and have them draw 4-6 railroad routes that they would have chosen. Students must name and label each route and on a separate sheet of paper explain their placement reasoning for each route. What government ideals and policies helped them choose their routes?
96. Conclude this lesson and review key concepts by having students share their thought process as they chose railroad routes.

**Assessment:**

- In-class participation can be graded.
- Student maps can be graded.

**Teacher Suggestions:**

- To enhance student learning, include key terms in classroom discussion in order for students familiarization with comparison, region, hierarchy, transition, pattern, and association. Have the students integrate these concepts into their answers for better understanding.

**Resources:**

- Unit vocabulary list

## Lesson Plan Two Changing Life in a Kansas Railroad Town

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Describes the contributions made by Mexican *immigrants* to agriculture and the railroad industry (7:4:7)
- Explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands) (7:4:6)
- Explains the impact of the railroad on the settlement and development of the West: transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents (8:3:2\*)

**Unit Essential Question(s):** How did transportation affect settlement activity in Kansas?

**Overview:** Students will demonstrate the controversy of railroad placement and what it meant for a town and its people through an in-class simulation of actual town happenings and interaction.

**Concepts:** Transcontinental railroads, cattle towns, railroad land, preemption, town speculation, immigrant agents, settlement and town development

**Purpose:** For students to understand how the railroad and preemptive government policies created both the image and reality of the American West and all those who lived there.

**Lesson Essential Questions:**

Students should be able to discuss the following:

- What was life like in railroad and cattle towns?
- Were the areas suitable for development?
- How did people adapt or adjust to the presence of the railroad?
- How did government policies affect the success or failure of old and new settlements?
- How were immigration patterns affected?

**Time:** One to three 45 minute class periods.

**Materials:**

- [The Kansas Journey](#) by Jennie Chinn, pages 120-129 and 141-159
- Railroad Land Grants Map of Kansas
- Railroad Development in Kansas 1878 Map
- Kansas Railroads 1918

**Procedure:**

97. Introduce the unit essential question, concepts, and lesson essential questions.

98. Read or summarize for class selected portions from textbook pages 120-129 and 141-159.
- Be sure to lead discussion during and after text reading that develops and starts to answer the lesson essential questions.
99. If already introduced, revisit concept of preemption, the railroad, Homestead Act, and Timber Claim Act. If not, identify on board the major policy movements by the government that pushed the railroad into Kansas and give timeline for: concept of preemption, Homestead Act, and Timber Act. This information can be found on textbook pages 120-129.
100. Read, summarize, and discuss pages 146-158. Railroads were pushed into Kansas and new towns began and old ones either flourished or died out.
- Examine the railroad line maps in sequential order (Land Grant, 1878, 1918) and consider the major cities listed. Are there cities not listed that prominent now? Have some of the cities significant to the railroad faded from importance? Why is this?
101. Discuss life in railroad towns.
- Physical features: Were these areas suitable for development? What was their proximity to resources? Did they have sustainable resources? Where did they get water? Food?
  - Human component: How did the people who already lived in the area adapt and/or adjust? Did they want the railroads to come through their town? What was life like in these towns?
  - Either in pairs or as a class complete a Venn Diagram comparing railroad based settlements and chart the factors that would make towns succeed, fail, and what they characteristics were neutral.
102. The influence of government policies was central to many issues within railroad towns.
- How did government policies (Homestead Act and Timber Claim Act) affect the success or failure of new settlements?
  - What new agents did it bring to the area (relationship with cattle towns, Fred Harvey and the Harvey girls, town speculation and county seat disputes, immigrants/immigration)?
  - What were these effects in Kansas?
103. For the activity: have students consider a pre-railroad established town that was decided to have the railroad run through it. It is growing everyday and things are changing. How would this affect the town dynamics?
- Divide students into two large groups: the first represent the townspeople who were there before the railroad and the second represent the townspeople who came because of the railroad and new government policies.
  - Have each group brainstorm how these groups of people probably felt and keep notes. Designate one to two group writers so brainstorming papers may be turned in.
  - Divide the board so each group has a place to write.
  - After ample time to let each group decide their issues and feelings, have them interact and act in character to simulate town interaction.
  - Call time-outs every 3-4 minutes and select one student from each group to write a social issue their represented group has on the board and how it pertains to the



influence of the railroad and preemption. Then call time-in and the simulation continues. Keep up this rotation for 3-4 cycles or as long as control can be maintained in the classroom and student interest engaged.

- f. Take ten minutes at the end of class to explore and summarize class findings of the simulation.

**Assessment:**

- If Venn Diagram is completed in pairs, it can be graded.
- Group brainstorming papers can be graded.
- Classroom participation in class simulation can be graded.
- For simulation time outs, the student selected to write their reasoning on the board could receive extra credit.

**Resources:**

- Unit vocabulary list

## Lesson Plan Three Real Life Cowboy in a Cattle Town

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns) (7:4:3)
- Explains the impact of the railroad on the settlement and development of the West: transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents (8:3:2\*)

**Unit Essential Question(s):** How did transportation affect settlement activity in Kansas?

**Overview:** Students will analyze a primary source to gather an understanding of the image of the American cowboy and their significant contribution to cattle drives

**Concepts:** Chisholm Trail, cowboys, cattle towns, railroads, Old/Wild West, frontier, physical environment

**Purpose:** For students to identify the influence and importance of cattle drives to Kansas settlements and the creation of the cowboy image.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- Where did the cattle drives take place? Time? Distance? Physical environment?
- How did the impression of the cowboy and cattle town differ within a settlement?
- What impact did the cattle drive have on Kansas?
- What influenced the creation of the 'cowboy' image?
- How did the 'cowboy' image affect the American identity?

**Time:** One to two 45 minute class periods.

### **Materials:**

- [The Kansas Journey](#) by Jennie Chinn, pages 141-145
- "A Cowboy in Dodge City, 1882" <http://www.eyewitnesstohistory.com/pfdodge.htm>
- Major Cattle Trails and Cattle Towns map
- Cattle Trails and Railroad Line map

### **Procedure:**

1. Introduce the unit essential question, concepts, and lesson essential questions.
2. Read or summarize for class selected portions from textbook pages 120-129 and 141-159.
  - g. Be sure to lead discussion during and after text reading that develops and starts to answer the lesson essential questions.

3. Read in class or discuss pages 141-145.
4. Use Major Cattle Trails and Cattle Towns map to identify cattle trails and their major cities stops.
  - a. Ask students: what was the influence of the cattle drives on settlement patterns?
    - i. What relationships can be made through reading this map?
    - ii. What physical factors made these locations cattle towns?
    - iii. Are these cattle towns still prominent cities in Kansas? Why or why not?
5. Use Cattle Trails and Railroad Lines map to have the class compare and contrast cattle towns to railroad towns. How are the influences and impacts similar? Different?
  - a. Using the map, how are the cattle trails and railroad lines spatially related? What conclusions can be drawn from the map? What do they have in common?
6. Have each student independently read the primary source document, "A Cowboy in Dodge City, 1882."
7. Discuss "A Cowboy in Dodge City, 1882" as a class.
  - a. How are cowboys portrayed? Their attitudes? Choice of actions? Spend their free time?
  - b. How is life in cattle town shown? Peaceful? Dangerous? Brainstorm similarities and differences to your home community.
  - c. What skills and values would a cowboy need on a cattle drive? Is it an easy job? Hard job? Would any of the students want to be cowboys?
8. For the final activity have students make their own piece of promotional literature that is advertising a need for cowboys. The literature can be a poster, tri-fold brochure, newspaper ad, etc. and must display the concept of the "real" American cowboy based upon the readings and in-class discussion.
  - a. The brochure must include a title, text description, and 2-3 pictures or other visual aides.
  - b. Remind students it must showcase the "real" cowboy that they have been studying during this lesson.
9. Put the brochures on class display and take the last 10 minutes of class for debriefing and a review of the material.

**Assessment:**

- In-class participation can be graded.
- Promotional literature can be graded.
- Information can be incorporated into subject exam.

**Teacher Suggestions:**

- Emphasize association and compare/contrast for an enhanced understanding of the relationship between the influence and impact of the railroad and cattle drives on Kansas settlement patterns.

**Resources:**

- Unit vocabulary list

## **Lesson Plan Four Technology Brings Change**

**Grade Level:** 7-8

**Standard(s) Addressed:** (Grade: Benchmark: Indicator), \* is tested standard

- Explains how the Industrial Revolution and technological developments impacted different parts of American society: interchangeable parts, cotton gin, railroads, steamboats, canals (8:1:6\*)
- Explains the impact of the railroad on the settlement and development of the West: transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents (8:3:2\*)

**Unit Essential Question(s):** How did transportation affect settlement activity in Kansas?

**Overview:** Students will research and map significant inventions of the period from their place of origin to their influence in Kansas.

**Concepts:** Industrial Revolution, technology, inventions/inventors, labor force, cotton gin, railroads, steamboats, canals, railroads, migration

**Purpose:** For students to understand the technological contribution of the Industrial Revolution and the result of these contributions to Kansas settlement patterns.

### **Lesson Essential Questions:**

Students should be able to discuss the following:

- How were the changes brought forth from the Industrial Revolution felt in Kansas?
- How did the specific inventions of interchangeable parts, cotton gin, railroads, steamboats, and canals affect life during the time period?
- How did the labor force change during the Industrial Revolution?

**Time:** Two to four 45 minute class periods.

### **Materials:**

- Blank map of the United States

### **Procedure:**

1. Introduce the unit essential question, concepts, and lesson essential questions
2. Present or revisit the time period and concept of the Industrial Revolution. Discuss broad influences on the United States and at the global scale including a timeline, major populations affected (rural vs. urban), changing way of life involving factory work and increased ease of transportation.
  - a. Have students consider what they know about life in Kansas during this time. Was it urban or rural? How do railroad and cattle towns fit into this idea? How

- were people moving about the country? What was pushing or pulling them to and from places? Compare and contrast to today.
- b. Use another text of choice, if desired.
3. Identify specific technological developments for the students: interchangeable parts, cotton gin, railroads, steamboats, and canals.
    - a. Divide class into five groups and assign each group a technological development of the Industrial Revolution.
    - b. Have each group spend time researching their technological development in textbooks, the library, and on the internet.
    - c. From their research, have the students identify:
      - i. Inventor (if applicable).
      - ii. What the invention does.
      - iii. Where it was invented approximately (general region works, if necessary).
      - iv. How it influenced and changed lifestyles of the time (encourage them to think back to when you introduced the topic and the connections you made then as a class).
    - d. Have groups turn in their paper.
  4. Reconvene as a class and put a large blank map of the United States on the board or reflected through an overhead.
    - a. Have each group designate two people: one to mark the origin of the development on the map and track where it came from to Kansas and one to speak briefly to the class about what they learned.
    - b. After each group has mapped their development, interpret any patterns or associations that can be seen in the map.
    - c. Have each group discuss how the changes brought about by their technological development could be felt in Kansas .
      - i. Example: canals were not directly used in Kansas due to our continental location, but canals led to an increase in efficient river transportation and shipping and those effects were felt in Kansas.
  5. Now that students are familiar with certain technological developments of the Industrial Revolution and how they impacted Kansas, transition the topic to talk about the labor force.
    - a. Ask the students what they know about the labor force. Do they have to work now? They probably would have then, as schooling was different and child labor was prevalent.
    - b. Do people move for jobs? How do they think this increase in technology and jobs influenced the number of people who lived in Kansas? Where do they think they came from? Does this still happen today?
    - c. If students are having a difficult time with this concept, ask them to imagine that a huge new business is coming to your community. Will there be enough people to work there? Do they think some people might have to move to your community to fulfill those jobs? What kind of impact does this influx of people have? What would change? Stay the same?
    - d. Finally, make a connection between the spread of technology as it came to Kansas in an association that it then required more people to come to Kansas as well. (For

further guidance on teaching movement and migration in Kansas, see that unit plan).

6. When activities and discussion is complete, take 5-10 minutes and review the material to conclude the lesson.

**Assessment:**

- Technological development group paper can be graded.
- In-class participation can be graded.

**Resources:**

- Unit vocabulary list
- Two helpful websites:
  - <http://www.42explore2.com/industrial.htm>
  - [http://www.kidinfo.com/American\\_History/Industrial\\_Revolution.html](http://www.kidinfo.com/American_History/Industrial_Revolution.html)

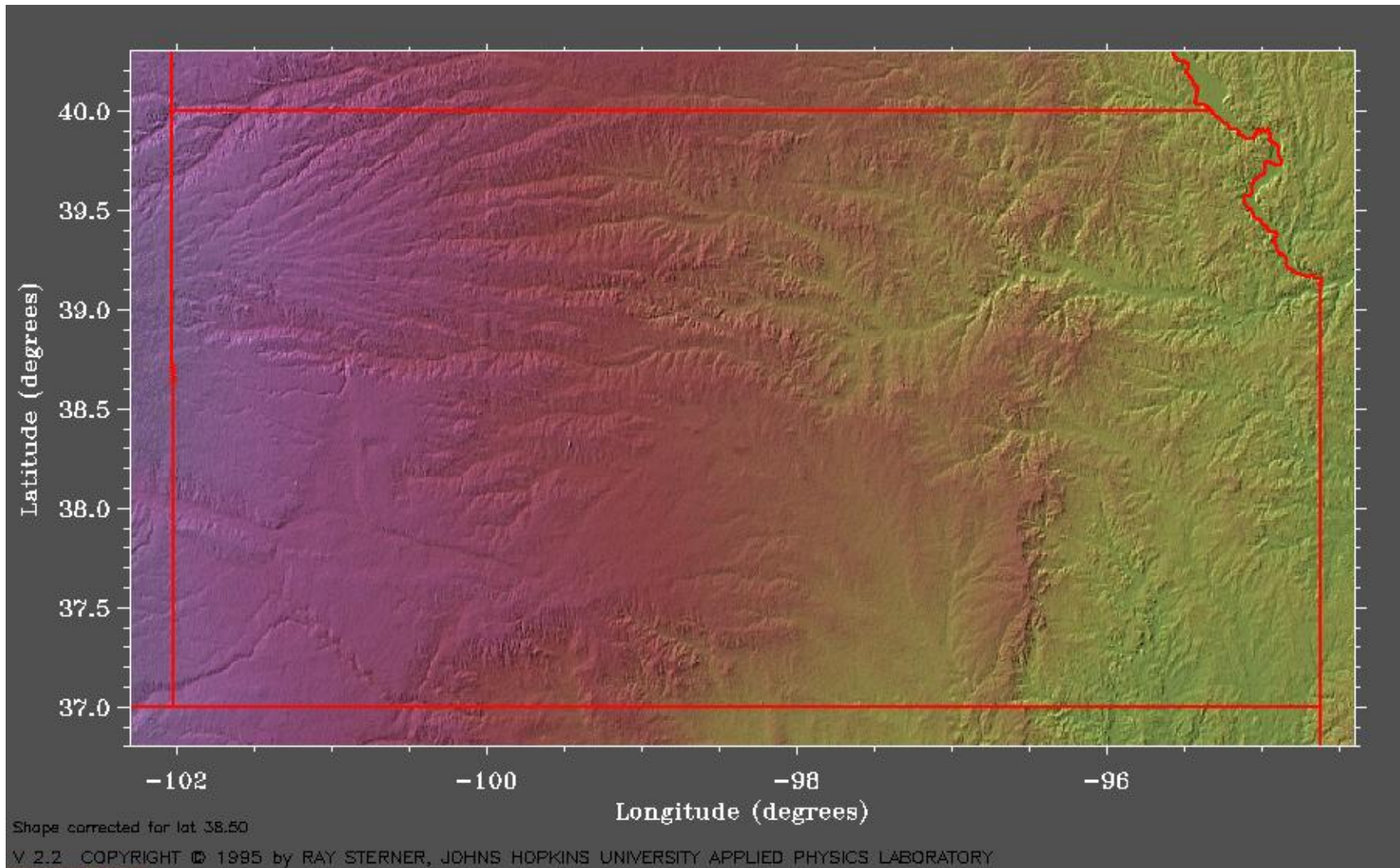
## Appendix:

### - Unit Vocabulary

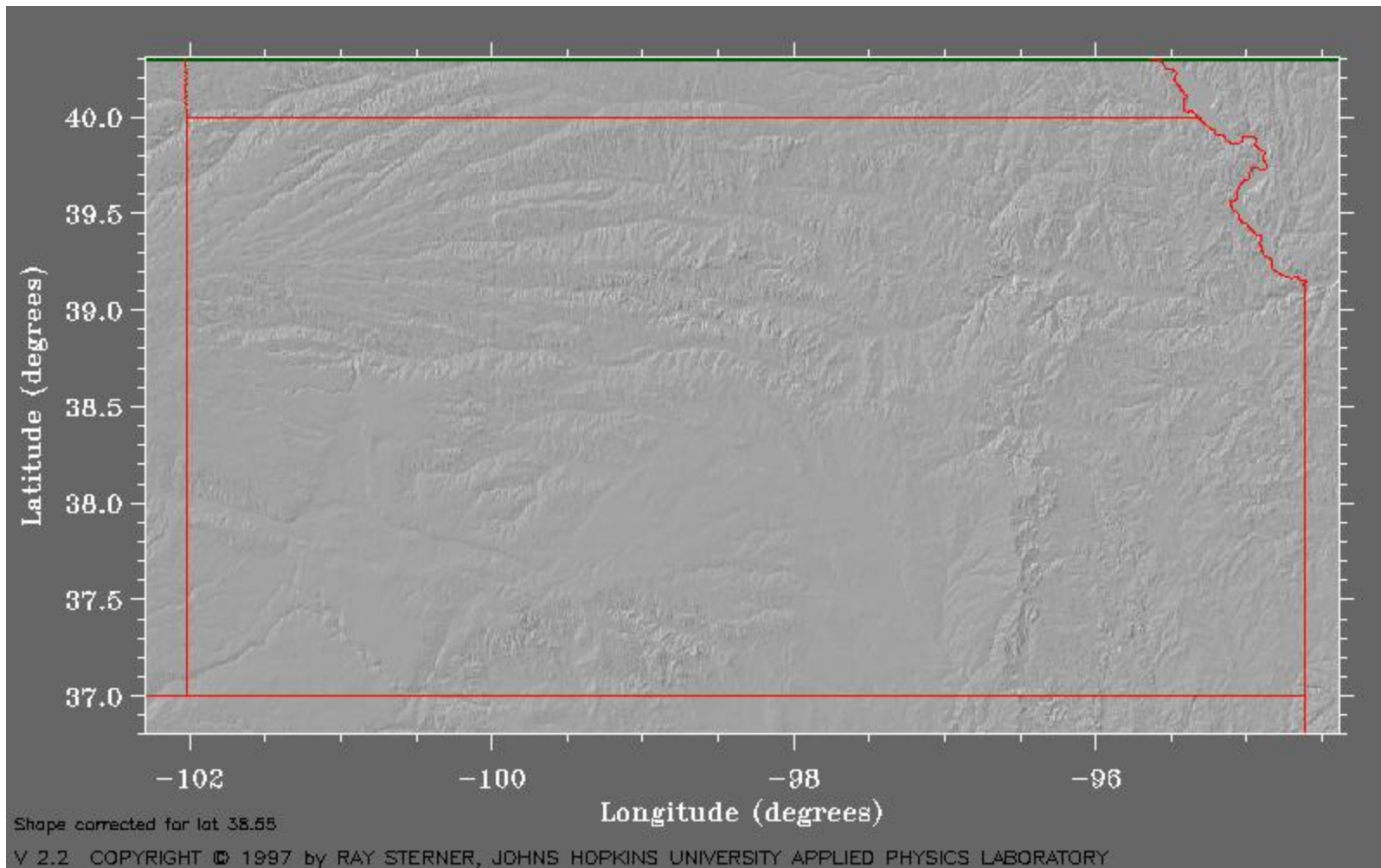
- **Benefit** - something that satisfies one's wants.
- **Culture** - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).
- **Depletion** - the lessening or exhaustion of a supply.
- **Depression** - a period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.
- **Era** - a period of history marked by some distinctive characteristic.
- **Human capital, human resource** - people who work in jobs to produce goods and services.
- **Immigration** - to enter and settle in a country to which one is not native.
- **Movement** - the interaction of people, goods, ideas, or natural phenomena from different places.
- **Migration** - the movement of people or other organisms from one region to another.
- **Natural resource** - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.
- **Primary source** - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).
- **Production** - the creation of value or wealth by producing goods or services.
- **Push-pull factors** - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.
- **Resource** - an aspect of the physical environment that people value and use.

- Resources for Lesson Plan One
  - Physical Map of Kansas
  - Railroad Land Grants Map of Kansas
  - Railroad Development in Kansas 1878 Map
  - Kansas Railroads 1918 Map
  - Political Map of Kansas
  
- Resources for Lesson Plan Two
  - Railroad Land Grants Map of Kansas
  - Railroad Development in Kansas 1878 Map
  - Kansas Railroads 1918 Map
  
- Resources for Lesson Plan
  - "A Cowboy in Dodge City, 1882" <http://www.eyewitnesstohistory.com/pfdodge.htm>
  - Major Cattle Trails and Cattle Towns
  - Cattle Trails and Railroad Lines Map
  
- Resources for Lesson Plan Four
  - Blank Map of the United States
  
- Maps and Resources
  1. Physical Map of Kansas
  2. Railroad Land Grants Map of Kansas
  3. Railroad Development in Kansas 1878 Map
  4. Kansas Railroads 1918 Map
  5. Political Map of Kansas
  6. "A Cowboy in Dodge City, 1882"
  7. Major Cattle Trails and Cattle Towns
  8. Cattle Trails and Railroad Lines Map
  9. Blank Map of the United States



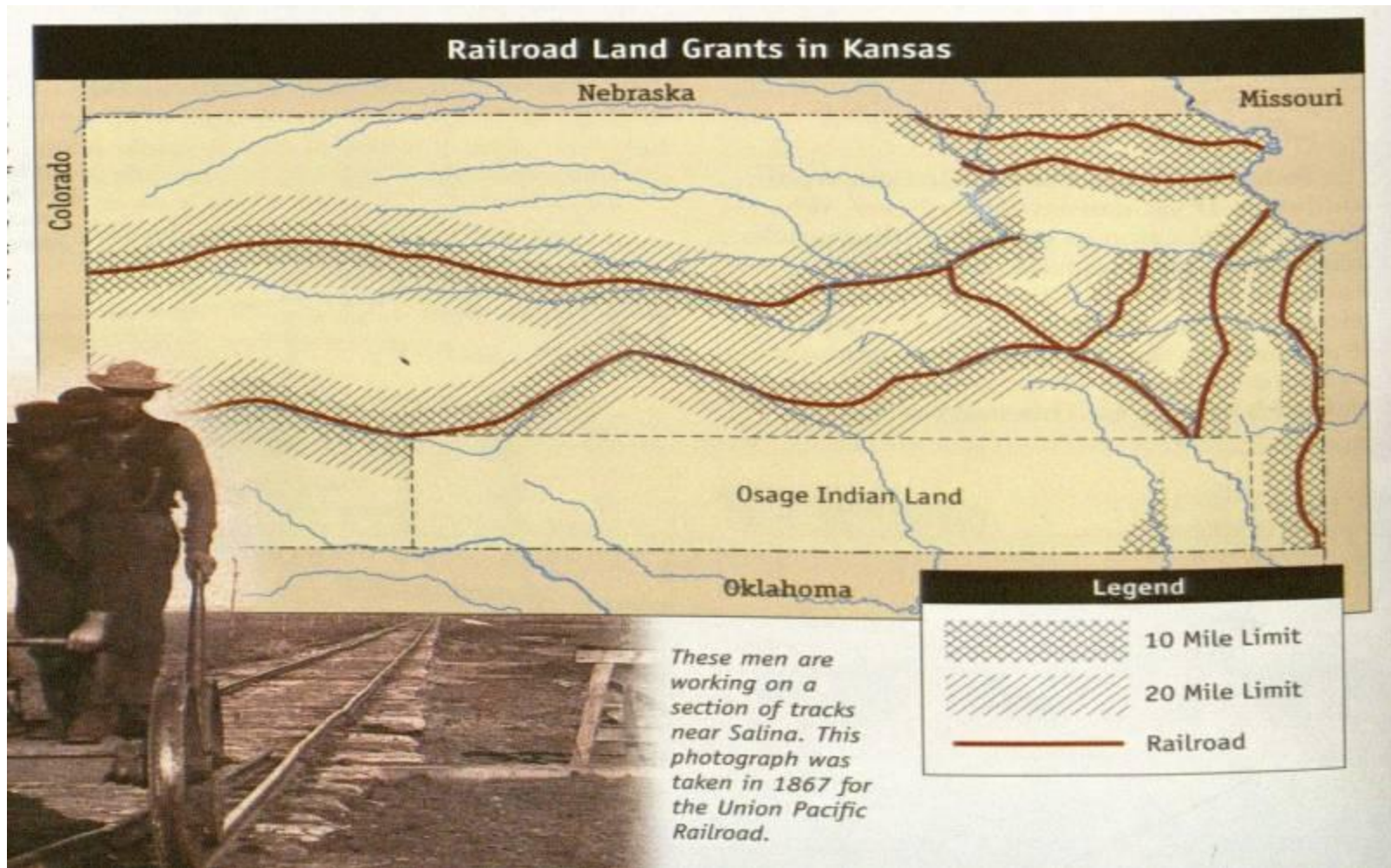


#1 - Physical Map of Kansas 1  
<http://fermi.jhuapl.edu/states/maps1/ks.gif>



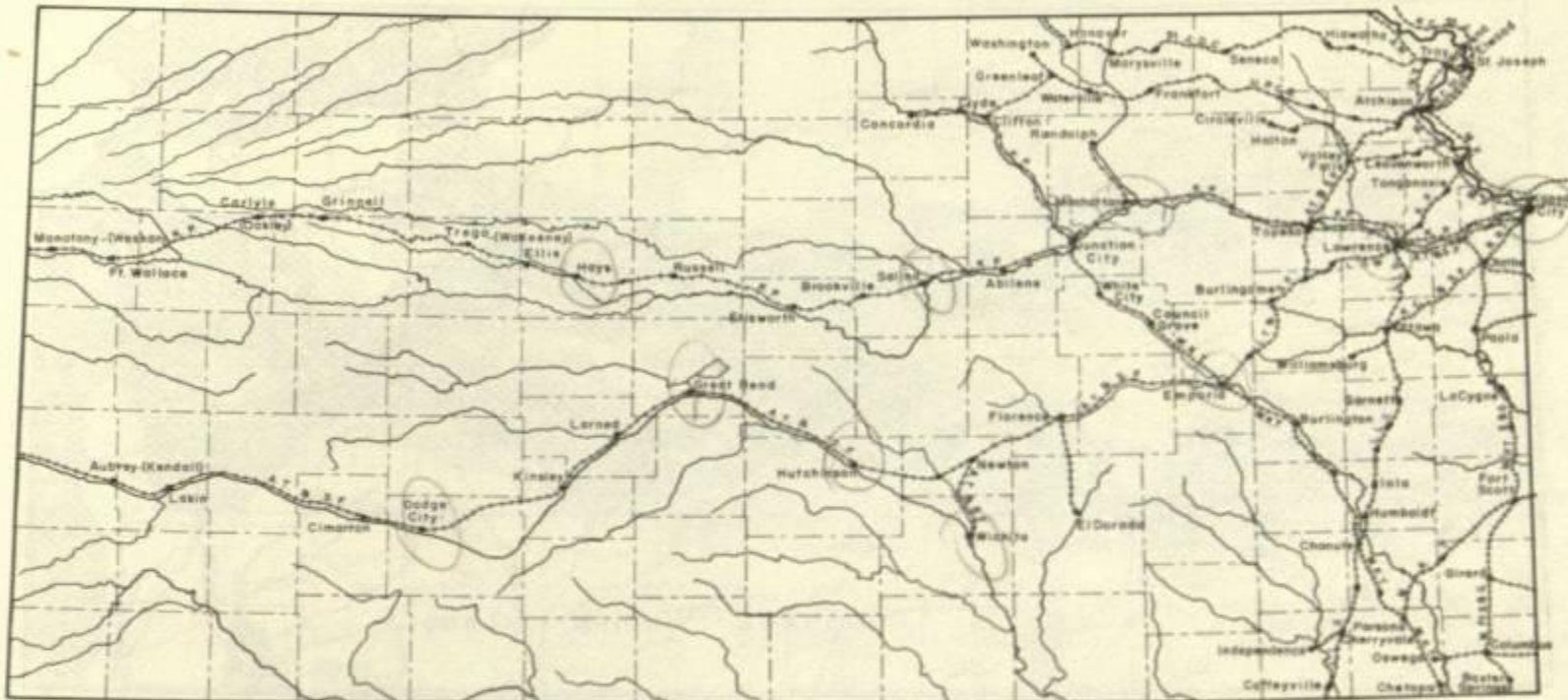
Physical Map of Kansas 2

[http://fermi.jhuapl.edu/states/maps\\_bw/ks\\_bw.gif](http://fermi.jhuapl.edu/states/maps_bw/ks_bw.gif)



#2 Railroad Land Grants Map  
The Kansas Journey page 146

## RAILROAD DEVELOPMENT IN KANSAS, 1878



### RAILROAD COMPANIES

M. K. T. -MISSOURI, KANSAS, AND TEXAS  
 M. F. S. & G. -MISSOURI RIVER, FLSCOTT, AND GULF  
 K. P. -KANSAS PACIFIC

SOURCE: Homer Socolofsky and Huber Self,  
 Historical Atlas of Kansas, Univ.  
 of Okla. Press, 1972

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 Miles

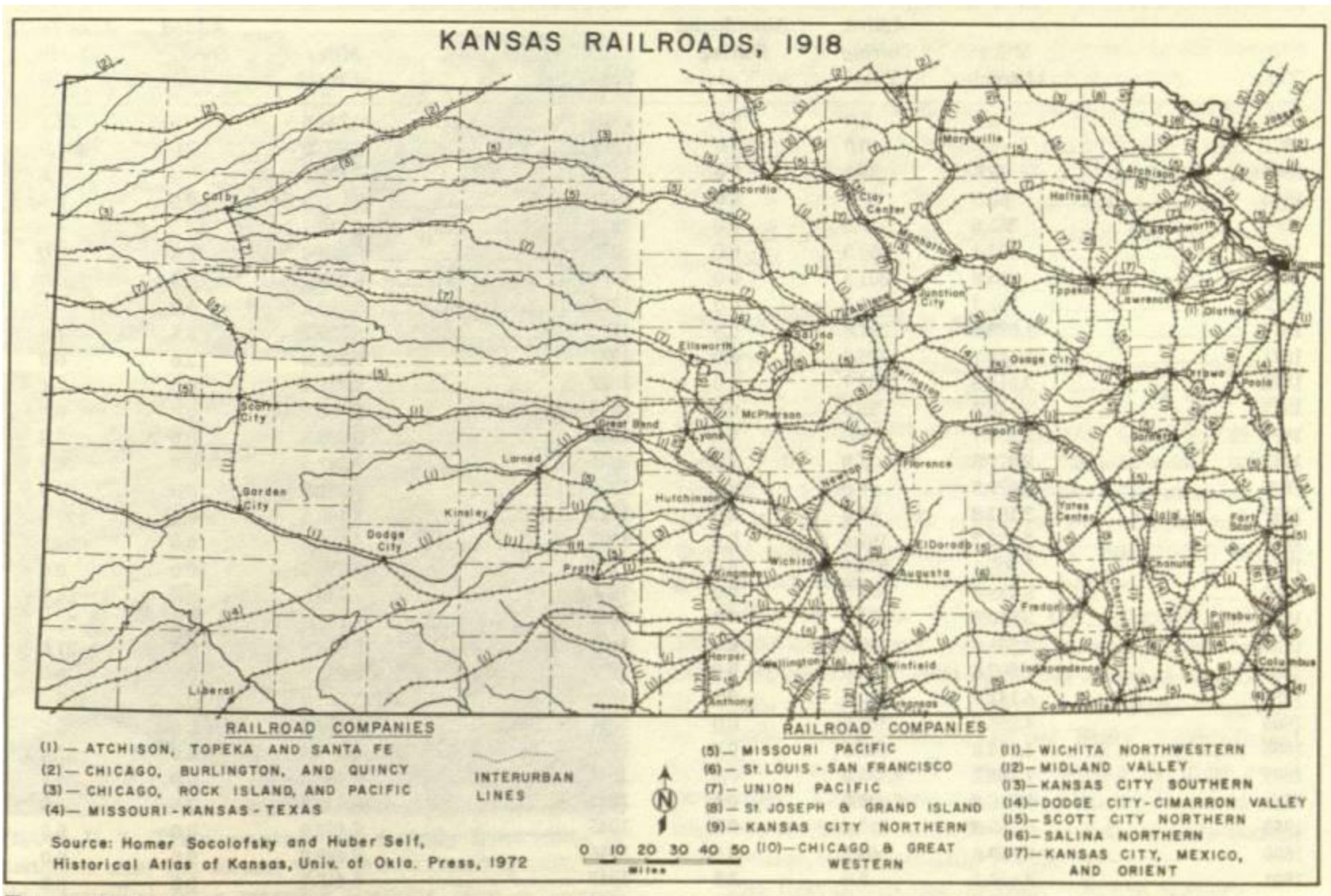
### RAILROAD COMPANIES

U. P. -UNION PACIFIC - CENTRAL  
 BRANCH  
 A. T. & S. F. -ATCHISON, TOPEKA, AND  
 SANTA FE  
 L. L. & G. -LEAVENWORTH, LAWRENCE,  
 AND GALVESTON  
 ST. J. D. C. -ST JOSEPH AND DENVER  
 CITY  
 A. N. -ATCHISON AND NEBRASKA

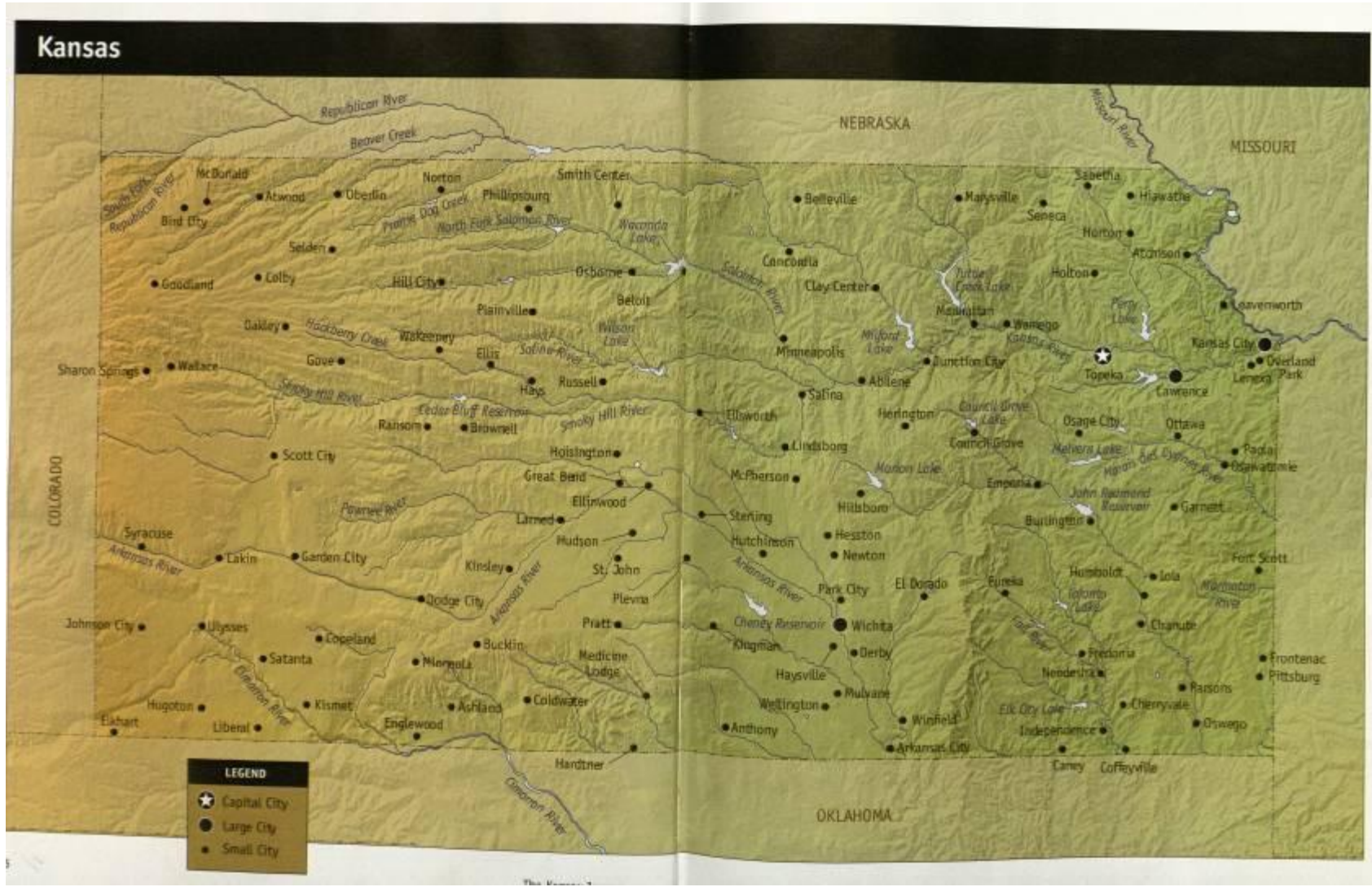
### RAILROAD COMPANIES

M. P. -MISSOURI PACIFIC  
 K. C. ST. J. -KANSAS CITY AND ST. JOSEPH  
 M. V. -MISSOURI VALLEY  
 L. T. & S. F. -LAWRENCE, TOPEKA, AND  
 SANTA FE  
 L. S. W. -LAWRENCE SOUTHWESTERN  
 K. C. & S. F. -KANSAS CITY AND  
 SANTA FE

#3 Railroad Development in Kansas 1878  
 Environment and Man in Kansas page 191



#4 Kansas Railroads 1918  
Environment and Man in Kansas page 193



#5 Political Map of Kansas  
 The Kansas Journey page 6-7

#6 - "A Cowboy in Dodge City, 1882"

<http://www.eyewitnesstohistory.com/pfdodge.htm>

### **A Cowboy in Dodge City, 1882**

For over 20 years after the Civil War, cowboys coaxed herds of cattle along arduous trails from the Texas grasslands north to the railheads in Kansas. At the end of the trail lay the infamous cow towns, the "Sodoms of the plains", places such as Abilene, Hays City, Wichita, Ellsworth and Dodge City. After following a slow moving herd of cattle along a dusty trail for as many as three months, these towns offered the cowboy a place to take a bath, gamble, find a woman, eat some good food and let off some steam. The towns accommodated their visitors with a liberal attitude towards their boisterous behavior. There were limits, however, and the towns hired enforcers to maintain a semblance of law and order. Law officers such as Wyatt Earp, Wild Bill Hickok, Luke Short and Bat Masterson became legends.

The prosperity of these towns continued only as long as the railroad provided a railhead. As the railroad moved farther west the towns fizzled while another took its place. Some, like Newton, Kansas, lasted only one season. Dodge City lasted much longer, but when the railroads pushed their tracks into Texas and closer to the grazing land, Dodge's days as a cattle town ended.

### **Entering Dodge City**

*Andy Adams' family moved from Georgia to Texas soon after the Civil War. He always wanted to take part in one of the great cattle drives north. In 1882, the dream of the twenty-three year old became reality when he was hired as a drover on a drive from the Rio Grande River to Northwestern Montana. The journey began on April 1 and lasted five months. Andy kept a journal of his adventure that was published in book form in 1903. We join Andy as the herd arrives at Dodge City, Kansas three months after the beginning of the drive:*

"On reaching Dodge, we rode up to the Wright House [a general store, hotel and restaurant], where Flood [the trial boss] met us and directed our cavalcade across the railroad to a livery stable, the proprietor of which was a friend of Lovell's [the owner of the cattle]. We unsaddled and turned our horses into a large corral and while we were in the office of the livery, surrendering our artillery, Flood came in and handed each of us twenty-five dollars in gold, warning us that when that was gone no more would be advanced. On receipt of the money we scattered like partridges before a gunner. Within an hour or two, we began to return to the stable by ones and twos, and were stowing into our saddle pockets our purchases which ran from needles and thread to .45 cartridges, every mother's son reflecting the art of the barber, while John Officer has his blond mustache blackened, waxed, and curled like a French dancing master. 'If some of you boys will hold him,' said Moss Strayborn, commenting on Officer's appearance, 'I'd like to take a god smell of him, just to see if he took oil up there where the end of his neck's haired over.' As Officer already had several drinks comfortably stowed away under his belt, and stood up strong six feet two, none of us volunteered.

After packing away our plunder, we sauntered around town, drinking moderately, and visiting the various saloons and gambling houses. I clung to my Bunkie, The Rebel, during the rounds, for I had learned to like him, and had confidence he would lead me into no indiscretions. At the Long Branch, we found Quince Forest and Wyatt Roundtree playing the faro bank, the former

keeping cases. They never recognized us, but were answering a great many questions, asked by the dealer and lookout, regarding the possible volume of the cattle drive that year. Down at another gambling house, The Rebel met Ben Thompson, a faro dealer not on duty and an old cavalry comrade, and the two cronied around for over an hour like long lost brothers, pledging anew their friendship over social glasses, in which I was always included. There was no telling how long this reunion would have lasted, but happily for my sake Lovell - who had been asleep all the morning - started out to round us up for dinner with him at the Wright House, which was at that day a famous hostelry, patronized almost exclusively by the Texas cowmen and cattle buyers."

### **Gun Fire at the Lone Star Dance Hall**

*The Texans made the rounds of the gambling houses, stopped at the Long Branch saloon, and then back to the Wright House for dinner. They filled their afternoon with much of the same. When night fell, they congregated at the Lone Star dance hall where months on the trail and a day of drinking led to confrontation:*

"Quince Forrest was spending his winnings as well as drinking freely, and at the end of a quadrille gave vent to his hilarity in an old fashioned Comanche yell. The bouncer of the dance hall of course had his eye on our crowd, and at the end of a change, took Quince to task. He was a surly brute, and instead of couching his request in appropriate language, threatened to throw him out of the house. Forrest stood like one absent-minded and took the abuse, for physically he was no match for the bouncer, who was armed, moreover, and wore an officer's star. I was dancing in the same set with a red-headed, freckled-faced girl, who clutched my arm and wished to know if my friend was armed. I assured her that he was not, or we would have noticed of it before the bouncer's invective was ended. At the conclusion of the dance, Quince and The Rebel passed out, [left the dance hall] giving the rest of us the word to remain as though nothing was wrong. In the course of half an hour, Priest returned and asked us to take our leave one at a time without attracting any attention, and meet at the stable.

I remained until the last and noticed The Rebel and the bouncer taking a drink together at the bar, - the former in a most amiable mood. We passed out together shortly afterward, and found the other boys mounted and awaiting our return, it being now about midnight. It took but a moment to secure our guns, and once in the saddle, we rode through the town in the direction of the herd. On the outskirts of the town, we halted. 'I'm going back to that dance hall,' said Forrest, 'and have one round at least with that whore-herder. No man who walks this old earth can insult me, as he did, not if he has a hundred stars on him. If any of you don't want to go along, ride right on to camp, but I'd like to have you all go. And when I take his measure, it will be the signal to the rest of you to put out the lights. All that's going come on.'

There were no dissenters to the program. I saw at a glance that my Bunkie was heart and soul in the play, and took my cue and kept my mouth shut. We circled round the town to a vacant lot within a block of the rear of the dance hall. Honeyman was left to hold the horses; then, taking off our belts and hanging them on the pommels of our saddles, we secreted our six-shooters inside the waistbands of our trousers. The hall was still crowded with the revelers when we entered, a few at a time, Forrest and Priest being the last to arrive. Forrest had changed hats with



## **I noticed a rope of fire belching from a Winchester"**

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The Rebel, who always wore a black one, and as the bouncer circulated around, Quince stopped squarely in front of him. There was no waste of words, but a gun-barrel flashed in the lamplight, and the bouncer, struck with the six-shooter, fell like a beef. Before the bewildered spectators could raise a hand, five six-shooters were turned into the ceiling. The lights went out at the first fire, and amidst the rush of men and the screaming of women, we reached the outside, and within a minute were in our saddles. All would have gone well had we returned by the same route and avoided the town; but after crossing the railroad track, anger and pride having not been properly satisfied, we must ride through the town.

On entering the main street, leading north and opposite the bridge on the river, somebody of our party in the rear turned his gun loose into the air. The Rebel and I were riding in the lead, and at the clattering of hoofs and shooting behind us, our horses started on the run, the shooting by this time having become general. At the second street crossing, I noticed a rope of fire belching from a Winchester in the doorway of a store building. There was no doubt in my mind but we were the object of the manipulator of that carbine, and as we reached the next cross street, a man kneeling in the shadow of a building opened fire on us with a six-shooter. Priest reined in his horse, and not having wasted cartridges in the open-air shooting, returned the compliment until he emptied his gun. By this time every officer in the town was throwing lead after us, some of which cried a little too close for comfort. When there was no longer any shooting on our flanks, we turned into a cross street and soon left the lead behind us. At the outskirts of the town we slowed up our horses and took it leisurely for a mile or so, when Quince Forrest halted us and said, 'I'm going to drop out here and see if any one follows us. I want to be alone, so that if any officers try to follow us up, I can have it out with them.

As there was no time to lose in parleying, and as he had a good horse, we rode away and left him. On reaching camp, we secured a few hours' sleep, but the next morning, to our surprise, Forrest failed to appear. We explained the situation to Flood, who said if he did not show up by noon, he would go back and look for him. We all felt positive that he would not dare to go back to town; and if he was lost, as soon as the sun arose he would be able to get his bearings. While we were nooning about seven miles north of the Saw Log, some one noticed a buggy coming up the trail. As it came nearer we saw that there were two other occupants of the rig besides the driver. When it drew up old Quince, still wearing The Rebel's hat, stepped out of the rig, dragged out his saddle from under the seat, and invited his companions to dinner. They both declined, when Forrest, taking out his purse, handed a twenty-dollar gold piece to the driver with an oath. He then asked the other man what he owed him, but the latter very haughtily declined any recompense, and the conveyance drove away.

'I suppose you fellows don't know what all this means,' said Quince, as he filled a plate and sat down in the shade of the wagon. 'Well, that horse of mine got a bullet plugged into him last night as we were leaving town, and before I could get him to Duck Creek, he died on me. I carried my saddle and blankets until daylight, when I hid in a draw and waited for something to turn up. I thought some of you would come back and look for me sometime, for I knew you wouldn't understand it, when all of a sudden here comes this livery rig along with that drummer - going out to Jetmore, I believe he said. I explained what I wanted, but he decided that his business was more important than mine, and refused me. I referred the matter to Judge Colt, and the judge

decided that it was more important that I overtake this herd. I'd have made him take pay, too only he acted so mean about it."

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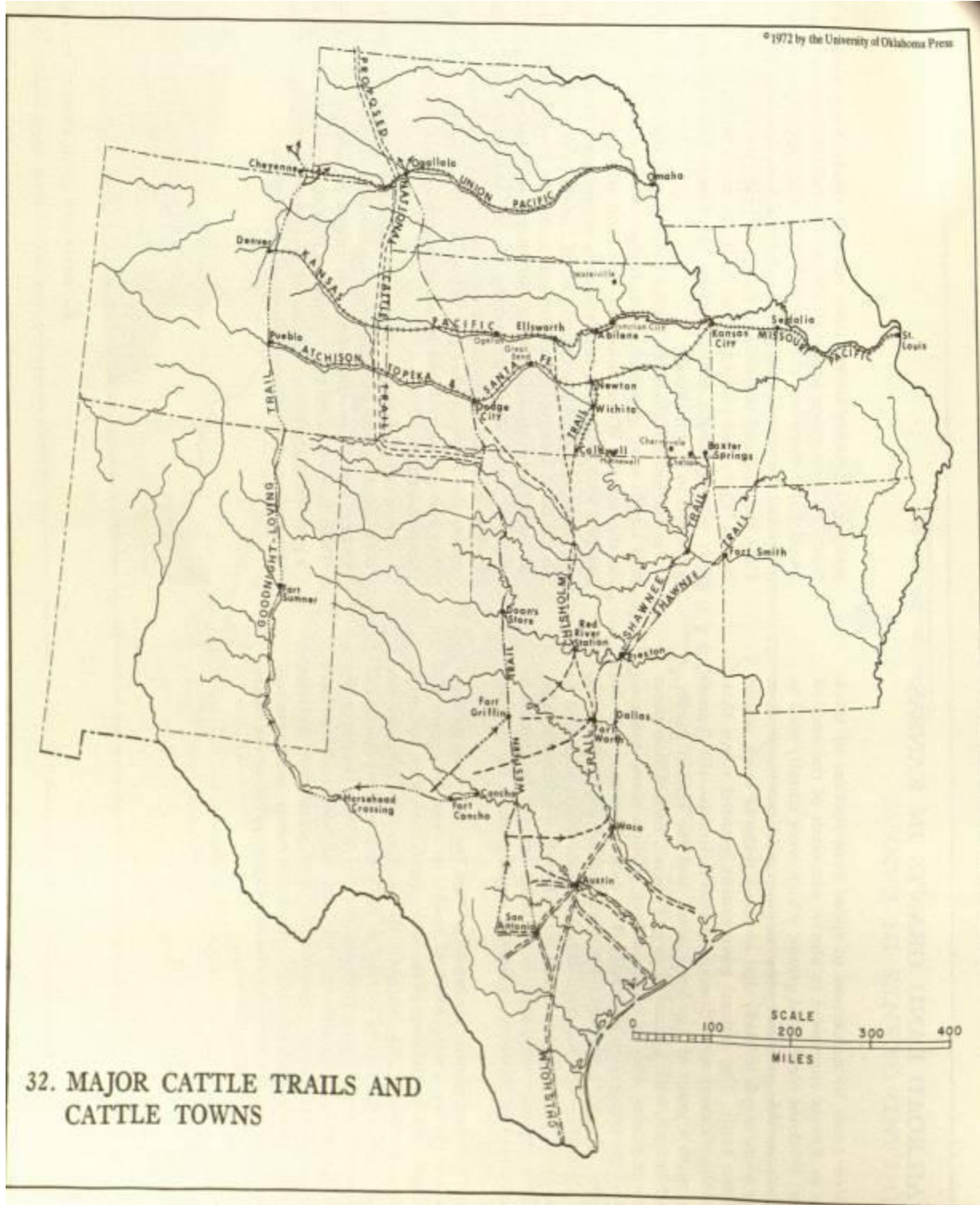
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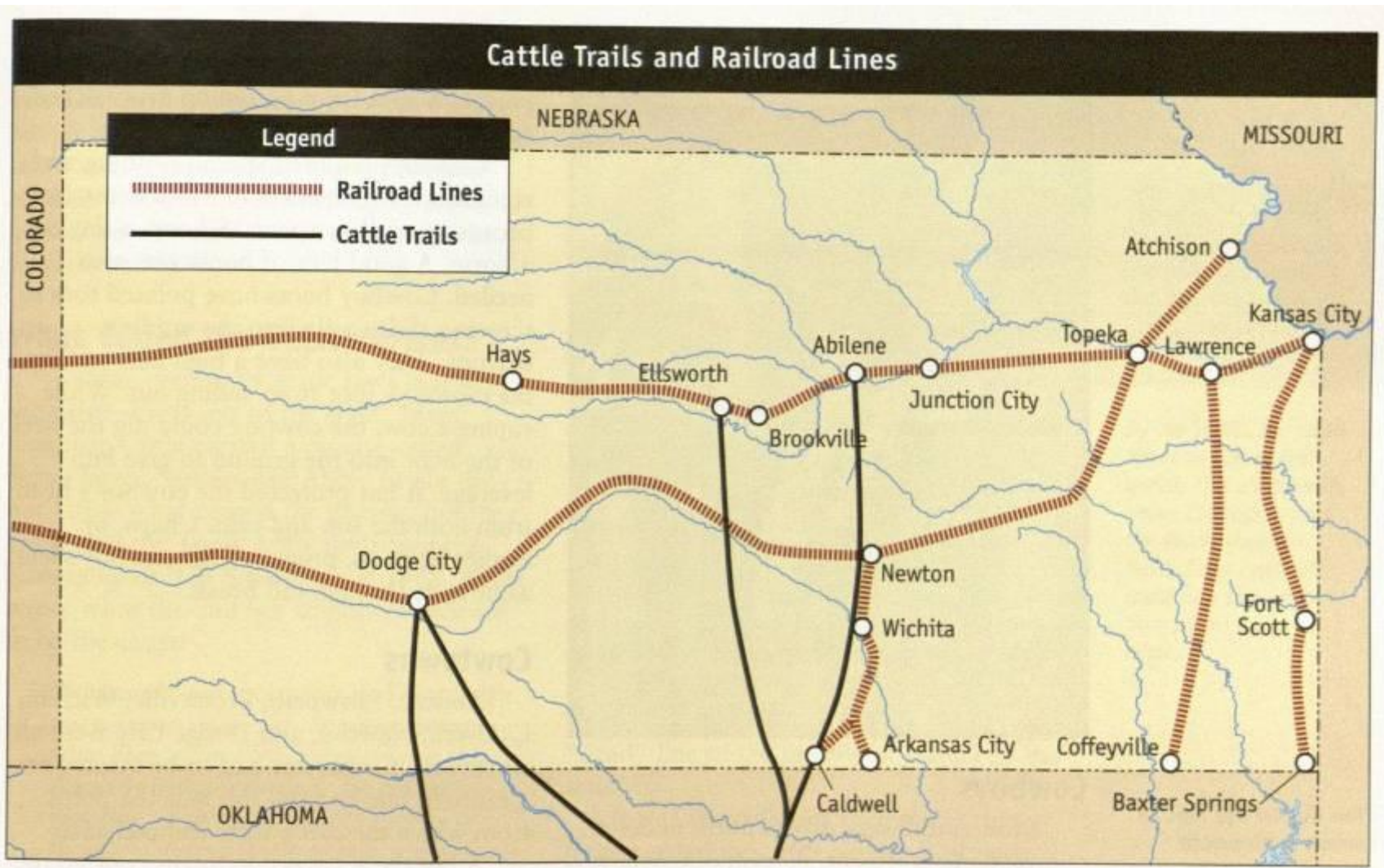
\$25.00 in 1882 is the equivalent of approximately \$420.00 in today's dollars.

Before the start of the drive, each cowboy was issued 10 horses.

The herd stretched for 3/4 of a mile along the trail.



#7 Major Cattle Trails and Cattle Towns  
 Historical Atlas of Kansas Map 32



#8 Cattle Trails and Railroad Lines Map  
 The Kansas Journey page 143



#9 - Blank Map of the United States

[http://www2.sunysuffolk.edu/mandias/images/blank\\_usa\\_map.gif](http://www2.sunysuffolk.edu/mandias/images/blank_usa_map.gif)