KANSAS HISTORY

A Thematic Unit
To meet
State of Kansas
Social Studies Indicators
Grade 8

Irene Konrath
T & L 819
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Overview of Lessons
Lesson 1 – Bleeding Kansas
- Students will Review the Missouri Compromise.
- Students will label and color code a US map to show free and slave states in 1820.
- Students will discuss the balance of power in 1820 and predict the effects of adding free and slave states.
- Students will read text “Bleeding Kansas” and define vocabulary.
- Students will read text “Kansas the Prairie Spirit” and highlight main ideas.
- Students will use a map to compare/contrast Territorial Kansas with present day Kansas.
- Students will use a graphic organizer to list important events and people of the “Bleeding Kansas” era.
- Students will orally present their graphic organizers to the class.

Lesson 2 – The Exoduster Movement
- Students will construct a graph to show the countries from which their families emigrated.
- Students will use data to identify mean, median, and mode of these countries.
- Students will read text, “Land of Opportunity” and define vocabulary.
- Students will use a graphic organizer to list countries of immigrants to Kansas and write important facts about them and their contributions to present day Kansas.
- Students will participate in a role playing activity, “Black Towns of the West: A Case Study of the Exodusters.” This activity helps students explore the economic, political and racial concerns that motivated and shaped the formation and demise of all black towns in the West, through analysis of the oldest and only remaining black settled town, Nicodemus, Kansas.
- Students will complete a Cause/Effect chart listing causes and effects of the Exoduster movement.

Lesson 3 – American Indians and the Kansas Frontier
- Students will use maps to identify, compare, and contrast “Homelands of Kansas’s Emigrant Indians” and “Indian Reservation in Kansas, 1846.”
- Students will use the internet to research Natural Resources available to the Indians before and after their relocation to Kansas.
- Students will use a Venn Diagram to compare/contrast these natural resources.
- Students will write definitions from the text glossary for new vocabulary.
- Students will preview the text, “Conquest of Kansas.”
- Small groups of students will read and outline one section each of the chapter, using a concept web and present their section to the class.
- Student partners will write answers to questions at the end of the chapter.
- Students will read and discuss the entire chapter as a class.
- Students will visit a web site to learn the importance of the Buffalo to the American Indian.
• Students will visit a web site to hear and read the opinions of today’s Native Americans.
• Students will use a graphic organizer and then write a persuasive essay giving their opinions of the US Government’s treatment of the American Indian.
Lesson 1
Bleeding Kansas

State of Kansas Social Studies Indicator:
K8B312 Explains why control of the Kansas territorial government was affected by the fight over slavery.

OBJECTIVE:
As a result of this lesson, students will use spoken and written language to explain why the control of the Kansas territorial government was affected by the fight over slavery.

STANDARDS:

Goal 2, Standard 1 Following oral and written directions
Participating in full class, group and pair discussions

Goal 2, Standard 2 Listening to, speaking, reading, and writing about subject matter information
Selecting, connecting, and explaining information hypothesizing and predicting

Goal 2, Standard 3 Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
Actively connecting new information to information previously learned.

Goal 3, Standard 3 Self monitoring and self evaluating language use according to setting and audience

NUMBER OF DAYS NEEDED FOR THIS LESSON: 3 or 4

MATERIALS:
KANSAS The Prairie Spirit – History People Stories by Phyllis Griekspoor and Beccy Tanner, The Grace Dangberg Foundation, Inc., 2000 (copies of pages provided in this unit)
Summary text “Bleeding Kansas”
Concept Circle for each student
1820 Map of the United States for each student
Colored pencils
Highlighters

PROCEDURE;
• Display a classroom pull down map of the United States in 1820. Review with the students their prior knowledge of The Missouri Compromise. Draw on the map with erasable marker the line at 36 degrees and 30 minutes north latitude. Point out where that line crosses the United States. (Today all of Missouri and the Ohio River to Pennsylvanina may be used as the boundary between the North and South regarding slave states.) Question students to be certain that they recall states north of that line were to be free states and those south of that line were to be slave states.
• Distribute to each student an 1820 map of the United States and colored pencils. Model for students as you label that line at 36 degrees, 30 minutes north latitude “Mason-Dixon Line”. Ask students to label their maps the same way. Continue this modeling/labeling procedure for Missouri, Kansas Territory, and Nebraska Territory.

• Ask students to color the area north of the Mason-Dixon Line blue and the area to its south red. Demonstrate how to add a map key which provides the color coding information.

• Ask students what would happen to the balance of power between these free and slave areas if the Mason-Dixon Line were moved to the north or to the south. How might the people in these areas feel about this sort of change? Would they settle their differences by compromising? Could this change possibly lead to fighting?

• Distribute to students copies of summary text, “Bleeding Kansas.” Read the text with the students one paragraph at a time, stopping frequently to discuss unfamiliar words and phrases. (Words in bold print are included in the glossary on the third page.

• Distribute to students paper titled “Bloodshed in Kansas”. Allow them to study the pictures and comment on them before reading the text.

• Distribute to students pages 39-43 of Kansas the Prairie Spirit-History People Stories. Allow students time for a pre-reading activity of looking at the pictures, commenting on them, and reading the sections titles and predicting what they may be about.

• Read these duplicated text pages with the students. As a class decide what is the most important information in each section and highlight it. Assist the class to limit highlighting to just a few words or phrases which give the main idea and most important details.

• Distribute the map “Territorial Kansas.” Model for students on the overhead projector how to outline present day Kansas in green and the Kansas Territory in red. Read with them the text “The New State”.

• Assign students partners. Distribute “Concept Circle” graphic organizers. Ask students the write “Bleeding Kansas” in the center circle and events/ important people in the outer boxes. Remind them to refer to the highlighted areas of the text and to the maps and glossary.

• Allow each pair of students to display their concept circle to the class and to tell why they chose their important events/people to include in the graphic organizer.

**ASSESSMENT**: Students have successfully mastered this lesson if they are able to:

• Select important events or people from the lesson on Bleeding Kansas and include these in the graphic organizer.

• Tell the class information about the events or people they have chosen.

• Work cooperatively with a partner.
BLEEDING KANSAS

In 1854 Congress passed the Kansas-Nebraska Act. This law made Kansas and Nebraska U.S. territories and allowed white settlers to move there. This act also let Kansas and Nebraska decide whether to allow slavery within their borders.

In the 1850’s Kansas was near the western edge of the United States. At that time, the Northern states and the Southern states were arguing about the question of slavery. The Northern states no longer wanted people to own slaves. The Southern states wanted to continue using slaves. After the Kansas-Nebraska Act was passed, the North wanted Kansas to be free (no slaves allowed) and the South wanted Kansas to have slaves. So many people died fighting about this question that our state was called “Bleeding Kansas.”

In 1855 the people of Kansas voted to decide if our state would allow people to own slaves. This vote was important to the people who lived in Missouri, because Missouri was a slave state and they wanted Kansas to be a slave state too.

A lot of the fighting about whether or not to allow slavery took place along the Kansas-Missouri border. In May 1856, proslavery forces destroyed part of the town of Lawrence. Some of its residents were killed. But the antislavery forces fought back. A group led by the abolitionist, John Brown, killed five pro-slavery men. Even more riots followed. About two hundred people were killed in Bleeding Kansas from 1854 to 1861. Many people who lived in Missouri (and in other states) came into Kansas with guns. They beat up judges, voted illegally, and set up a government for the Kansas territory. They said it would be OK for people to own slaves. They wrote one law that said that anyone who helped to free a slave would be killed! But the antislavery people set up a
government, too. By 1858 the people against slavery won the battle, and by 1859 there
was a new government in Kansas. This new government did not allow slavery. Kansas
became part of the United States on January 29, 1861. It was the 34th state and it was a
free state—no slaves allowed!
Abolitionist – any of the people who wanted to put an end to slavery in the United States before the Civil War

antislavery – against slavery

border - a line that divided one country or state from another

Kansas-Nebraska Act – passed by Congress in 1854, setting up the territorial government in what is now Kansas and Nebraska

proslavery – in favor of slavery

slave – a person who is owned by another and has no freedom at all

slavery – the practice of owning slaves
The New State

When Kansas came into the union, it had the same borders it has today. The Territory of Kansas had been larger, stretching halfway into present-day Colorado. In fact, the Pike’s Peak gold rush of 1858-1859 took place largely in Kansas Territory. This explains why Denver, Colorado, bears the name of Kansas Territorial Governor James W. Denver. When Congress admitted Kansas as a state, it separated the mountainous mining region as the Territory of
The Missouri Compromise was a generally accepted boundary between slave and free states, 1820 to 1850. It was the result of the Compromise of 1850, which included the slavery provision. The Missouri Compromise, passed in 1820, provided for the expansion of slavery into the territories of the United States. It limited the expansion of slavery by prohibiting its extension into any territory acquired from Mexico. The compromise was a major victory for the South, which sought to expand slavery into new territories. However, it also contributed to the growing sectional tensions that ultimately led to the Civil War.
Lesson 2
The Exoduster Movement

State of Kansas Social Studies Indicator:
K8B413 Describes the reason for the Exoduster movement out of the South to Kansas

OBJECTIVE: As a result of this lesson, students will be able to:
State several reasons for and results of the Exoduster movement to Kansas,
List immigrant populations in Kansas and their contributions to their communities and to present day Kansas.

STANDARDS:
Goal 2, Standard 1 Negotiating and managing interaction to accomplish tasks
Goal 2, Standard 2 Analyzing, synthesizing, and inferring from information
Goal 2, Standard 3 Skimming, scanning, previewing, and reviewing text

NUMBER OF DAYS NEEDED FOR THIS LESSON: 4-6

MATERIALS:
Chapter 9, “Land of Opportunity”, Pages 85-96, Kansas Land, Thomas D. Isern and Raymond Wilson, Gibbs-Smith Publisher, 1988
Hand out for each student, “Black Towns in the West: A Case Study of the Exodusters”
Graphic Organizers: Modified Concept Map and Cause/Effect Chart
Copies of Role Playing Activity: Black Towns in the West: A Case Study of the Exodusters”

PROCEDURE:
- Survey the students by asking what country their parents, grandparents, or great-grandparents came from. As a class, use the overhead projector to analyze the data. First, list country and number in an ordered list from greatest to smallest. Second, locate the mean (average), median (middle number in the list), and mode (number given most frequently.) Finally use the data to construct a bar graph. List the countries along the bottom and the numbers along the side. Label the graph, “Our Families’ Countries.” Instruct the students to look at the chart, “Immigrant Population of Kansas” on page 95 of the text, and compare those results to the class survey.
- Write the following vocabulary words on the overhead and ask students to look them up in the text Glossary and write their definitions: immigrant, assimilation, cultural pluralism, chain migration, reformer, pacifist, exodus, discrimination, segregation, civil rights, fiesta.
- When students have finished writing the definitions, work with the class to use each word orally in a sentence, and to think of an illustration to help them remember the meanings of the words. Write the sentences and draw the illustrations on the overhead. Instruct students to copy the illustrations next to the definitions they have written.
• Ask the students to preview the text by looking at the pictures and reading the captions.
• Read and discuss chapter 9 with the students, stopping frequently to provide time for comments.
• Assign partners to use the graphic organizer, Modified Concept Map. Students label the topic, “Immigrants Come to Kansas.” In the spaces provided, students list the ethnic groups discussed in the chapter and include one important fact about each.
• Tell students that they are going to participate in a Role Play activity called “Black Towns in the West: A Case Study of the Exodusters.” Assign roles to the students, distribute materials, and follow procedures outlined on the activity.
• When students have completed the Role Play Activity, assign partners to complete the Graphic Organizer: “Cause/Effect Chart.” Instruct them to list the causes and effects of the Exoduster movement to Kansas.

ASSESSMENT: Students have successfully mastered this lesson if they are able to:
• Correctly list Cause/Effects of the Exoduster movement to Kansas.
• Orally state their opinions about the reasons for the Exoduster movement.
• List in writing at least three Immigrant populations in Kansas and their contributions to the culture of the state.
Black Towns in the West: A Case Study of the Exodusters

Introduction: In the 1870s and 1880s, thousands of black Americans settled in Kansas, Oklahoma, and other parts of the American West. Nicodemus, Boley, and other black towns were the product of long distance migrations of blacks from the deep South. How similar were the experiences of newly freed slaves drawn to the American West to those of their Anglo counterparts? Were the Promoters of all-black communities solely interested in making a profit or were they sincerely working to create new communities for people desperately seeking opportunity? This lesson helps students explore the economic, political and racial concerns that motivated and shaped the formation and demise of all black towns in the West through analysis of the oldest and only remaining black settled town, Nicodemus, Kansas.

Materials: Handout 1, Handout 2, Handout 3 for all students; 3-5 copies of Role Card 1 and enough copies of Role Card 2 for the rest of the class; a physical map of Kansas or the United States

Procedure:
1. Introduce the lesson by asking students to consider how they think the experiences of African-American settlers on the Great Plains were similar to and different from those of their Anglo counterparts. After a brief discussion of some of the students’ ideas, explain that they will have an opportunity to analyze this question by participating a simulation in which they look at the “exoduster” movement of black Americans to the West following the Civil War from the perspectives of promoters who encouraged the move west and of newly freed blacks who were desperately seeking opportunity.

2. Assign 3-5 students to prepare for the role of Nicodemus town promoters using Role Card 1 and the handbill (Handout 1—The group should have copies to pass out at the meeting.) Their task is to convince settlers to come to Kansas. Using Role Card 2, the rest of the class should prepare to take the roles of newly freed blacks living in a Kentucky community. They will attend a meeting to hear presentations from the promoters of Nicodemus, a proposed all –black town in western Kansas. The newly freed blacks should work in pairs (or families) to answer questions on the role cards. Allow 20 minutes for preparation.

3. Conduct the simulated presentation and discussion of the proposal to move to Nicodemus. The meeting should include:
   • A presentation by the Nicodemus town promoters
   • Questions from the potential emigrants
   • Decision making by potential emigrants with the town promoters present.

Following the simulation, ask the following discussion questions:
   • What types of problems are the immigrants prepared to face?
   • What resources do they have to get them through the winter? To set up farming on the high plains?
   • Were the promoters truly interested in the betterment of the group? Were the promoters sincere or exaggerating the benefits of the town?
4. Use a physical map of Kansas or the US to show students where Nicodemus is located (near Smith Center.) What type of landscape would they expect to find based on the topographical map? Provide students with Handout 2. Explain that they will now have an opportunity to learn about the earliest immigrants to Nicodemus. How does the information about Nicodemus compare with their plans?

5. Based on the Nicodemus case study, what would explain the rise of all-black towns? Copy the two theories below on the board. Explain that historians have two common explanations for black migration. Which one do students think is the best explanation based on the information provided?

Hypothesis 1
Black settlers’ efforts at community building in the American West were a result of racism and oppression of the White society. (Blacks were not allowed to have good jobs or earn a lot of money in the South, so they wanted to move to the North.)

Hypothesis 2
Black promoters, using methods like White people, (and getting their money and encouragement) created interest in moving West.

6. Provide students with Handout 3. From the list provided, what can you say about other black town in the West? Which states have the largest number of towns? What would make some states more popular than others for those founding all-black communities? What information can you gather about the people who founded these black towns based on the names they chose for their towns? Which of the towns were named after African-American heroes? Which towns were named after ideals?

7. Finally, turn students’ attention to possible reasons for the disappearance of most all-black towns. Why can so few of the towns on Handout 3 be found on contemporary maps? (Blacks did not have an opportunity to settle in the most advantageous settings, they lacked sufficient resources to start farming in a geographic setting very different from where they had farmed before, they found other opportunities, general economic conditions caused farmers to lose their land.) Encourage students to develop a hypothesis about the demise of the “exoduster” communities and to conduct research to test their hypothesis.

Source: Barbara Miller and Gloria Eastman, SSEC publication, A New Look at the American West (1996)
Role Card 1: Nicodemus Town Promoters

Background

W.R. Hill, an Anglo (White) business man, worked closely with W.H. Smith, a black minister from Tennessee to start two communities. They wanted one to be a white community, called Hill City, and the other to be a black town named Nicodemus.

Hill and Smith claimed government land for the town, divided the land into lots, and then sold the lots to make money. They charged from $2 to $20 for locating the homestead and filing papers. Five other men, all African-Americans from Kentucky, joined them in their business.

Your Job

You will play the part of the Nicodemus “boosters” making a visit to a black community in Kentucky to talk people into moving to Kansas. Plan your presentation following the directions below:

1. Describe Kansas as a “promised land” for ex-slaves. Remind people that John Brown, the abolitionist, began his work in Kansas. Also talk about the work of Benjamin “Old Pap” Singleton, a slave who escaped and then traveled the Midwest promoting the idea of all-black communities. He successfully led a group of 300 black settlers to the southeastern corner of Kansas in 1873.

2. Talk about what your town’s name means. Nicodemus was an African prince who was brought to the American colonies in 1692 and was sold as a slave. He said that the whites would someday be sorry that they made slaves of the black people. Nicodemus was the first slave to buy his freedom in America. Since he earned enough money to buy his freedom, he was thought to be a good symbol for the new town.

3. Pass out handbills that promise what people are looking for—land with trees and water, shops to provide goods, animals that can be hunted for food, and herds of wild horses that can be tamed to pull plows. Describe your town as a Promised Land—Explain that there are no “saloons”. Since many ex-slaves have not learned to read, read your handbill out loud—stress high morals to blacks will think it is a safe place to raise a family. Explain that you are looking for settlers with money and energy.

4. Introduce “boosters” who will talk about how great the new community will be. Try to get someone to volunteer to be a leader for the immigration society.
Role Card 2: Newly Freed Blacks Considering a Move West

Background

With the end of Reconstruction, life has become even more difficult for you and other newly freed slaves. As African Americans living in Kentucky in 1877, you want a better life. At the same time, you will need a good reason for leaving familiar surroundings. So far, you have stayed in the South because you fear the perils of life in an unknown area. The social rules of the Jim Crow South are harsh, but you clearly understand what is expected of you. More important, even if you had the desire to move, where would you find the resources to do so?

You are giving serious thought to moving west. A neighbor has given you a handbill (which you cannot read) and invited you to attend a meeting at a nearby black church tonight to hear from members of a “homestead association” that is trying to form black colonies in Kansas. You have heard of Kansas—that’s where John Brown, the famous abolitionist, worked to create a “promised land” before the Civil War.

Task

1. Consider your options. What options do you have for developing a future for yourself and your family? What would be the advantages of moving to the North or to the West? What forces would keep you in the South? How would you respond to the idea of moving to an all-black community in the American West? List the advantages and disadvantages of each option.

2. What does the handbill promise? What concerns do you have about going west? How do you expect life to be similar to and different from life in the South?

3. Question the town boosters. Find out what will be provided in the new town they are proposing. What will you need to take with you? How will you get there? What problems can you expect to encounter? How do you expect life to be improved? What additional information about the settlement of Nicodemus do you want?
Handout 1: To the Colored Citizens of the United Stated
Nicodemus, Graham Co., Kan., July 2d. 1877

We, the Nicodemus Town Company of Graham County, Kan., are now in possession of our lands and the Town Site of Nicodemus, which is beautifully located on the N.W. quarter of Section I Town 8, Range 21 in Graham Co., Kansas, in the great Solomon Valley, 240 miles west of Topeka, and we are proud to say it is the finest country we ever saw. The soil is of a rich, black, sandy loam. The country is rather rolling, and looks most pleasing to the human eye. The south fork of the Solomon river flows through Graham County, nearly directly east and west and has an abundance of excellent water, while there are numerous springs of living water abounding throughout the Valley. There is an abundance of fine Magnesian stone for building purposes, which is much easier handled than the rough sand or hard stone. There is also some timber; plenty for fire use, while we have no fear but what we will find plenty of coal.

Now is your time to secure your home on Government Land in the Great Solomon Valley of Western Kansas.

Remember, we have secured the service of W. R. Hill, a man of energy and ability, to locate our Colony.

Not quite 90 days ago we secured our charter for locating the town site of Nicodemus. We then became an organized body with only three dollars in the treasury and twelve members, but under the careful management of our officers, we have now nearly 300 good and reliable members, with several members permanently located on their claims—with plenty of provisions for the colony—while we are daily receiving letters from all parts of the country from parties desiring to locate in the great Solomon Valley of Western Kansas.

For Maps, Circulars, and Passenger rates, address our General Manager, W. R. HILL, North Topeka, Kansas, until August 1st, 1877, than at Hill City, Graham Co., via Trego.

The name of our post-office will be Nicodemus, and Mr. Z. T. Fletcher will be our “Nasby.”

Rev. S. P. ROUNDTREE, Sec’y

NICODEMUS
Nicodemus was a slave of African birth,
And was bought for a bag full of gold;
He was reckoned a part of the salt of the earth,
But he died years ago, very old.
Nicodemus was a prophet, at least he was as wise,
For he told of the battles to come;
How we trembled with fear, when he rolled up his eyes,
And we heeded the shake of his thumb.

CHORUS:
Good time coming, good time coming,
Long, long time on the way;
Run and tell Elija to hurry up Pomp,
To meet us under the cottonwood tree,
In the Great Solomon Valley
At the first break of day.
Handout 2: Description of Nicodemus, Kansas

The first 30 settlers, guided by W.R. Hill, the Anglo Promoter of Nicodemus, arrived in Nicodemus in July of 1877. They traveled through Topeka, Kansas, the capital city 240 miles to the east. In September, 130 more families arrived. What they found was far different from the glowing promises of the circulars. The “promised land” lacked most of the assets that people expected. Instead they found dry windswept prairies. There were no wild horses to tame. The game they expected to hunt had migrated elsewhere in search of winter pasture. There were few trees, and there were no buildings or lumber for building. The landscape was very different from the familiar woodlands of Kentucky and Tennessee.

As winter approached, the settlers realized that they were facing life-threatening hardships. Many felt cheated and began to talk openly of hanging Hill. While many people blamed Hill for greediness in bringing people to Nicodemus under false pretenses, others felt that he sincerely cared for the black people and wanted to help them. While 60 of those families turned back immediately, others decided to stay. They had traveled to this new place with family and friends, and they were prepared to sacrifice to make their new community work.

Those who stayed realized that they had arrived too late to grow any crops that year. To make things worse, the town promoters had not brought any supplies. This was a problem because the nearest grocery store was at the railhead at Ellis 30 miles away. Fortunately, a group of Osage Indians passed through on their way to hunt in the Rocky Mountains; on their return trip, they offered the Nicodemus pioneers meat. Sympathetic whites in nearby communities also helped. While the people survived, only three horses remained in the spring.

What about shelter? Since there was no lumber and timber was very scarce, the Nicodemus pioneers built dugouts into the sides of hills using similar methods to those of many Anglo neighbors.

By 1876, the town was a bustling center with 500 residents. By 1877 there were churches, schools, and two newspapers. As part of a campaign to attract new settlers, one of the town newspapers, the Cyclone, stated: “If there is a paradise on earth, it certainly is here.” The people of the town voted to borrow money to bring a rail line to the community. In spite of a strong, spirited community effort, the railroads bypassed Nicodemus. By 1890, the economy of the town as well as the population started to decline.

Nicodemus is but one of many communities that African Americans founded on the Great Plains. In a four-month period in 1879, between 15,000 and 20,000 poor blacks started out for Kansas. They traveled by rail, steamboat up the Mississippi and Missouri Rivers, and over land by wagon, mules, or on foot. At first, Kansas welcomed the “Exodusters,” but before long the governor and railroad officials tried to discourage further black migration. Form letters were
sent out saying that all the good land was taken, that no laborers ere needed, and that each family would need $500.

Not only did the migration of black people stop, two-thirds left the state. The towns began to disappear as the “Exodusters” died, returned to the South, or moved on to other opportunities in the West.

Today Nicodemus can still be found on Highway 24. For most of the year, it is a community of about 50 people. During one summer weekend, the population swells with visitors from throughout the United States. On Founders Day Weekend, descendants of Nicodemus families return to celebrate the beginnings of the only community founded by newly freed slaves that survived to the present day. If you visit Nicodemus, the townspeople will tell you about their efforts to make the city a National Historical Site so that its story would not be lost. The descendents of the original settlers are proud of their ancestors, who did not surrender to the hardships of life on the windswept prairies.
Handout 3: Black Towns in the West

**California**
Abila
Allensworth
Victorville

**Iowa**
Buxton

**Kansas**
Nicodemus

**New Mexico**
Blackdom

**Texas**
Andy
Board House
Booker
Independence Heights
Kendleton
Mill City
Oldham
Roberts
Union City

**Oklahoma**
Arkansas Colored
Baily
Boley
Bookertee
Canadian Colored
Chase
Clearview
Ferguson
Gibson Station
Grayson
Langston City
Lewisville
Liberty
Lima
Lincoln City
Mantu
Marshalltown
North Fork Colored
Overeton
Porter
Redbird
Rentiesville
Summit
Taft
Tatum
Tullahassee
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Wellston Colony
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Lesson 3
American Indians and the Kansas Frontier

State of Kansas Social Studies Indicator:
K8B212 Compares and contrasts the views held by the federal and state
governments with that of the American Indians over use of the Kansas frontier

OBJECTIVE: As a result of this lesson, students will identify Indian tribes relocated to
Kansas by the US government; determine the effects and social justice of this relocation;
use information they have read and researched to present a written position about the
treatment of American Indians by the US government.

STANDARDS:
Goal 2, Standard 1 Participating in full-class, group, and pair discussions
Goal 2, Standard 2 Comparing and contrasting information, gathering information orally
and in writing, retelling information, analyzing, synthesizing, and inferring from
information, demonstrating knowledge through application in a variety of contexts
Goal 2, Standard 3 Skimming, scanning and previewing text

NUMBER OF DAYS NEEDED FOR THIS LESSON: 5-6 days

MATERIALS: Chapter 6, “Conquest of Kansas”, Pages 51-59, Kansas Land, Thomas D.
Isern and Raymond Wilson, Gibbs-Smith Publisher, 1988
Venn Diagram
Concept Web
Graphic Organizer for Persuasive Writing
Computers with Internet Access

PROCEDURE:
- Direct students’ attention to maps “Homelands of Kansas’s Emigrant Indians”
  and “Indian Reservations in Kansas, 1846” on pages 52 and 53 of Kansas Land.
  Model on the overhead as students follow in their books to highlight in matching
colors Indian tribes’ home states and their relocated homes in Kansas. Ask
students to suggest possible reasons that these Indian tribes had moved to Kansas.
- Assign one Indian tribe to each pair of students. Direct students to use the Internet
to research the houses, food, and animals their assigned tribe found in their native
homeland and which of these they found in Kansas. Students then use a Venn
Diagram to organize their data. Allow student groups to report their findings to
the class and discuss how the move did or did not benefit each tribe.
- Introduce new vocabulary to class:
  treaty, agent, staunch, annuity, extermination, economic warfare,
  Indian Removal Act, and Emigrant Indians of Kansas
  Students write definitions from textbook glossary and then discuss multiple
  meanings of these words.
- Direct students to preview the chapter by looking at maps, pictures and bold print
  section headings.
• Divide class into five groups. Assign each group one of the bold print Chapter 6 section headings to read, outline on graphic organizer “Concept Web”, and present most important ideas to the class.
• Assign to the class the chapter questions on page 59 to answer in writing with their partner.
• Read through all of chapter 6 with the class, stopping frequently for student comments and discussions about the government’s removal of Indians from their homelands to Kansas.
• Discuss with students the importance of buffalo to the Plains Indians and the effect white man’s killing large numbers of these buffalo had on the Indians and their lives.
• Direct students to the Internet web site “You Be the Historian”,
  www.americanhistory.si.edu/hohr/buffalo
  This web site allows students to become familiar with the types of primary sources that historians interpret, use these sources to learn about the past, and to learn about the role played by the buffalo in the lives of American Indians on the Northern plains. Students will participate in online activities such as creating a buffalo hide painting, matching primitive tools to the part of the buffalo from which they are made, comparing and contrasting creation stories told by American Indians, and comparing information from the movie “Dances With Wolves” with the information gathered at the “You Be the Historian” website.
• Tell students that they will now have the opportunity to hear today’s Native Americans speak and also to read their writings at the website “We are STILL here”, www.nativecircle.com/issues
  Topics addressed here include: Battling Racism, Mistakes, Lies & Misconceptions, Indian Humor, Indian Influence & Contributions, Pet Peeveeeeves!, and Walking Soft and Mother Earth.
• Students use the graphic organizer, “Organizer for Persuasive Writing” to write a position statement that the American Indians were treated unfairly or that the US Government had fair and just reasons for their treatment of the American Indians. Students then list reasons for their position, examples, and a conclusion. Students then use this graphic organizer to write a persuasive essay on their position.

**ASSESSMENT:** Students have successfully mastered this lesson if they are able to:
• Use a Venn Diagram to compare and contrast natural resources available to American Indians before and after their relocation to Kansas.
• Write a position paper stating their opinion of the US government’s treatment of the American Indians in the 1800’s.
GRAPHIC ORGANIZER
CONCEPT WEB
7 Venn Diagram

Topic:

Topic:
MULTIPLE INTELLIGENCES

Interpersonal: Students interact will peers by participating in small group and whole group activities.

Linguistic: Students use language to read text, answer questions, write essays, write definitions of vocabulary words. Students use verbal language to role play, present information to the class, and to communicate with classmates in preparing information for written and oral assignments.

Musical: Students chant/sing Black spiritual song, listen to Native American chants/songs on the internet.

 Logical/Mathematical: Students graph information; identify mean, median, and mode; use graphic organizers to classify information.

Visual/Spatial: Students use bar graphs and Venn diagrams for organizing information. Students use maps to put information into a visual form. Teacher uses many visuals in teaching activities, including realia, pictures, and printed words.