Explore Your Community: Topeka Landmarks
Nicole Houser, Pauline Central Primary, USD 437
July 28, 2011
Grade 3

Overview

This lesson focuses on identifying historical landmarks within the community of Topeka, Kansas. Students will use primary and secondary source materials and virtual tours to learn about Burnett’s Mound, the Kansas State Capitol, the Charles Curtis House, Cedar Crest, the Brown vs. Board of Education site, and the Great Overland Station and will apply their knowledge by working in small groups to create a tourist advertisement for Topeka landmarks in the form of a poster, a brochure, or a commercial.

Standards

History:
Benchmark 3, Indicator 2: The student locates and explains the importance of landmarks and historical sites within the local community or his/her region of Kansas.
Benchmark 4, Indicator 2: The student locates information about communities from a variety of sources.
Benchmark 4, Indicator 5: The student identifies and compares information from primary and secondary sources.
Benchmark 4, Indicator 6: The student uses research skills (e.g. selects relevant information, organizes and shares information in his/her own words, discusses ideas, formulates broad and specific questions at both the knowledge and comprehension level, with help knows there are different formats of information and records information).

Common Core (Reading):
RI.3.7: Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why and how key events occur).

Common Core (Speaking and Listening):
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives

Content:
• The student will identify historical landmarks in their community, Topeka. (Kansas State Capitol, Cedar Crest, Charles Curtis House, Brown vs. Board of Education site, Burnett’s Mound, Great Overland Station)
• The student will be able to identify what makes an item a primary or secondary source.
Skills:
- The student retells information about historical landmarks in Topeka using technology tools.

Essential Questions
- Why are some buildings or geographic features considered landmarks?
- How have historical landmarks contributed to the growth of the city of Topeka?

Resource Table

<table>
<thead>
<tr>
<th>Image/Resource</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><img src="image4" alt="Image" /></td>
<td>Brown vs. Board of Education National Historic Site virtual tour of Monroe School</td>
<td>Brown Foundation</td>
<td><a href="http://brownvboard.org/content/online-tour-national-park">http://brownvboard.org/content/online-tour-national-park</a></td>
</tr>
<tr>
<td><img src="image6" alt="Image" /></td>
<td>Great Overland Station History</td>
<td>Railroad Heritage, Inc. Great Overland Station.</td>
<td><a href="http://www.greatoverlandstation.com/history_2.html">http://www.greatoverlandstation.com/history_2.html</a></td>
</tr>
</tbody>
</table>
Activities

Day 1:

1. Explain to students that they will be learning about historical landmarks within their community, Topeka, using primary and secondary source materials and applying their learning by creating an advertisement for one or more historical landmarks in Topeka in the form of a Glogster poster or PhotoStory video.

2. Introduce vocabulary: primary source, secondary source.
   - Ask students if they can explain the terms
   - Explain that a primary source is an item that was created or used during the time period that they are studying. (Examples: photographs, personal diary, artifacts, letters)
   - Explain that a secondary source is an item that is created after the time period. (Examples: textbooks, reproduction items, magazine articles)

3. Introduce historical landmarks.
   - Ask students to explain the term historical landmark and identify things they would consider landmarks in Topeka.
   - Display photographs of the historical landmarks students will be studying and tell students which landmarks they will learn about.

4. Distribute copies of the Kansas State Capitol Guide for Young People.

5. Introduce and learn about the Kansas State Capitol building.
   - Identify the Kansas Capitol photograph (1903) from the images displayed and ask students why it is considered a landmark.
   - Direct students to read the sections titled “What Is a Capitol?” (pg. 2), “What’s on Top?” (pg. 2-3), and “Capitol Murals” (pg. 10) in the guide for young people.
• Ask students to share what they have learned about the capitol and why it is important. Record student responses on chart paper.
• Use the online virtual tour provided by KSHS to show students photographs of select items in the capitol (2nd floor – Governor’s Office, Murals by John Steuart Curry; 3rd floor – House of Representatives Hall, Senate Chamber)
• Collect Kansas State Capitol Guide for Young People and save for day 2.

6. Introduce and learn about Cedar Crest.
   • Identify Cedar Crest colored transparency (1962 to 1972) from the images displayed and ask students why it is considered a landmark.
   • Access the Cedar Crest entry on the Kansapedia website and read information aloud to students.
   • Ask students to identify why Cedar Crest is important and record responses on chart paper.

7. Ask students to identify which resources they reviewed today were primary sources and which were secondary sources and why they identified them as primary or secondary.

Day 2:
1. Review vocabulary: primary source, secondary source.
2. Distribute copies of the Kansas State Capitol Guide for Young People and display photographs of landmarks.
3. Introduce and learn about Charles Curtis and the Charles Curtis House.
   • Identify the Charles Curtis House photograph (1900 to 1929) in the images and ask students why it might be considered a landmark.
   • Display Hoover/Curtis Campaign Poster (1928) and ask students if they can determine why he is a famous Kansan. Show students photographs of the Charles Curtis Mansion from the mansion website.
   • Direct students to read “Famous Kansan – Charles Curtis” (pg. 9) in the guide for young people.
   • Ask students to share what they have learned about Charles Curtis and why his home is important. Record responses on chart paper.
   • Collect copies of the Kansas State Capitol Guide for Young People.
4. Introduce and learn about Monroe School, the Brown vs. Board of Education historical site.
   • Identify Monroe School photograph (1927 to 1929) in the images and ask students why it might be considered a landmark.
   • Watch YouTube video titled “We Were There – Brown vs. Board of Education” and discuss with children.
   • Show students photographs of the Brown vs. Board National Historic Site as it appears today and identify that Monroe School was one of four segregated schools.
   • Ask students to share what they have learned about Monroe School and why it is important. Record responses on chart paper.

5. Ask students to identify which resources they reviewed today were primary sources and which were secondary sources and why they identified them as primary or secondary. Be sure to discuss the video clip from YouTube. What primary sources were included in the video? Is the video a primary or secondary source?

Day 3
1. Review vocabulary: primary source, secondary source.
2. Display photographs of landmarks.
3. Introduce and learn about Burnett’s Mound.
   • Identify Burnett’s Mound drawing (1850 to 1870), Burnett’s Mound photograph (2011) and Abram Burnett – Potawatomi Chief Photograph in the images and ask why Burnett’s Mound might be considered a landmark.
   • Read the Kansapedia Article “Abram Burnett – Potawatomi Chief. 1812-1870” aloud to students.
   • Ask students to share what they have learned about Burnett’s Mound and Abram Burnett. Record responses on chart paper.
4. Introduce and learn about the Great Overland Station.
   • Identify the Great Overland Station Building Exterior photograph in the images and ask why this might be considered a landmark.
   • Read the history page of the Great Overland Station webpage aloud to students.
   • Ask students to share what they have learned about Great Overland Station and ask why it would be considered a landmark. Record responses on chart paper.
5. Ask students to identify which resources they reviewed today were primary sources and which were secondary sources and why they have identified them as primary or secondary.
6. Hang chart paper with student responses around the room for students to access information as needed while working on projects.

Day 4, 5 & 6
1. Briefly review information about landmarks in Topeka recorded on chart paper.
2. Discuss expectations for projects and demonstrate how to complete planning sheets.
3. Divide students into small groups for working on technology integration project.
4. Direct groups to select whether they prefer to create a Glogster poster or a PhotoStory video.
5. Direct groups to select one or more Topeka landmarks to tell about in their project.
6. Hand out planning sheets and allow students to work on collecting resource/planning their projects. Students will need computers with Internet access for gathering resources and creating projects.
7. As students complete planning sheets, review their plans and allow students to proceed with project. Continue working on student projects until completed over the next couple days.

Assessment
• Observe student participation in group discussions.
• Evaluate group projects – brochure or video

For The Teacher
• For assistance with setting up a Glogster account and creating a Glog, view Traci Blazosky ‘s Glogster Tutorial for Teachers at https://docs.google.com/Doc?id=dgqwy5cr_127g7nqc8fm
# Glogster Planning Sheet

One sheet must be completed by the group and checked by the teacher before you begin creating your Glog. You must use at least 3 primary sources on your Glog.

**Group Members:** __________________________________________________________

**Topic:** _________________________________________________________________

<table>
<thead>
<tr>
<th>Primary Source #1</th>
<th>Item:</th>
<th>Source:</th>
<th>Caption/Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Source #2</th>
<th>Item:</th>
<th>Source:</th>
<th>Caption/Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Source #3</th>
<th>Item:</th>
<th>Source:</th>
<th>Caption/Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Source #4</th>
<th>Item:</th>
<th>Source:</th>
<th>Caption/Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make sure to save your pictures and video clips TO YOUR HOME DIRECTORY ON THE SERVER.
Photo Story “Storyboard” Worksheet

Use this storyboard worksheet to help you plan your movie. Each box represents a movie frame. For each frame, you should also write the caption and/or date, if any, and plan what you’re going to say for narration. You will use this storyboard to put your movie in sequential order. You will also use it as a sort of script when it’s time to add the narration to your movie.

<table>
<thead>
<tr>
<th>Slide 1</th>
<th>Slide 2</th>
<th>Slide 3</th>
<th>Slide 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Title:</td>
<td>Title:</td>
<td>Title:</td>
</tr>
<tr>
<td>Image:</td>
<td>Image:</td>
<td>Image:</td>
<td>Image:</td>
</tr>
<tr>
<td>Caption:</td>
<td>Caption:</td>
<td>Caption:</td>
<td>Caption:</td>
</tr>
<tr>
<td>Narration:</td>
<td>Narration:</td>
<td>Narration:</td>
<td>Narration:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 5</th>
<th>Slide 6</th>
<th>Slide 7</th>
<th>Slide 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Title:</td>
<td>Title:</td>
<td>Title:</td>
</tr>
<tr>
<td>Image:</td>
<td>Image:</td>
<td>Image:</td>
<td>Image:</td>
</tr>
<tr>
<td>Caption:</td>
<td>Caption:</td>
<td>Caption:</td>
<td>Caption:</td>
</tr>
<tr>
<td>Narration:</td>
<td>Narration:</td>
<td>Narration:</td>
<td>Narration:</td>
</tr>
</tbody>
</table>