Second Grade  Comparing My Life to Pioneers and Plains Indians

Developed for the Teaching with Primary Sources from the Library of Congress workshop conducted July 25-28, 2011 at the Kansas Historical Society by Jodi Berthelsen, Walnut Grove Elementary, USD #233

Overview:

The purpose of this lesson is to have students identify the similarities and differences of their daily life to the daily life of a Plains Indian and a pioneer child focusing on family and home, education, transportation, and daily responsibilities. Students will select photographs to represent each category for the present day, Plains Indians, and pioneers. They will create a daily life collage for each and write a brief descriptive caption under the photographs. This lesson can be completed in three class periods.

Standards:

History:
Benchmark 2 Indicator 1 The student compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.

Common Core:
W2.1 The student writes opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
SL2.2 The student recounts or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Objectives:

Content:

- The students will be able to give examples of daily life in reference to family/home, education, transportation, and daily responsibilities of Plains Indians, pioneers, and a present day child.

Skills:

- The student will compare and contrast information.
• The student will describe events in photographs both orally and written.
• The student will use information obtained from the photographs to write and support an opinion piece.

**Essential Questions:**

• What do you have in common with people who lived long ago?
• How was life long ago different from your life now?

**Lesson Plan:**

**Day 1**

1. Have students in groups of three or four.
2. Ask students to think about their life in the current year. Have them think about their families and the type of home they live in. List the types of homes they live in on the board. Ask them to get up and get into different groups based on the type of home they live in and observe/discuss what is the most common.
3. Students go back into original small group. Have each student draw and label their home on half of a 4X6 index card. Attach them on the paper chart in the section where Self-Present Time and Family Home intersect.
4. Inform students that you will be showing them pictures of pioneer and Plains Indian homes taken in the 1800’s. (Photos. 1-6)
5. As you project the pictures on the screen, discuss the type of home it is and why the people are living in that type of home. Use the Kagan strategy of “Talking Chips” to allow students in small groups to take turns sharing. First have them share how it is different than their home and then go around again to share how it is similar to their home.
6. Select students to attach the smaller cut outs of the pioneer homes and Plains Indians homes to the chart. Teacher labels the type of home on the chart under the picture.
7. Ask students to think about the school they are currently attending. Discuss characteristics of their school and record on the board.
8. Have each student draw and label their school on half of a 4X6 index card. Attach them on the paper chart in the section where Self-Present Time and Education intersect.
9. Inform students that you will be showing them pictures of pioneer and Plains Indian schools taken in the 1800’s. (Photos. 7-12) As you project the pictures on the screen, discuss the type of home it is and why the people are living in that type of home. Use the Kagan strategy of “Talking Chips” to allow students in small groups to take turns sharing. First have them share how it is different than their school and then go around again to share how it is similar to their school.
10. Select students to attach the smaller cut outs of the pioneer schools and Plains Indians schools to the chart. Teacher labels the type of school on the chart under the picture.

Day 2

1. Have students in groups of three or four.
2. Ask students to think about their life in the current year. Have them think about the primary type of transportation their family uses most often to get from one place to another. List the types of transportation they use most often on the board.
3. Students go back into original small group. Have each student draw and label their transportation on half of a 4X6 index card. Attach them on the paper chart in the section where Self-Present Time and Transportation intersect.
4. Inform students that you will be showing them pictures of what pioneer and Plains Indians used for transportation taken in the 1800’s. (Photos. 13-18)
5. As you project the pictures on the screen, discuss the type of transportation it is and why the people are using that type of transportation. Use the Kagan strategy of “Talking Chips” to allow students in small groups to take turns sharing. First have them share how it is different than their transportation and then go around again to share how it is similar to their transportation.
6. Select students to attach the smaller cut outs of the pioneer and Plains Indian transportation to the chart. Teacher labels the type of transportation on the chart under the picture.
7. Ask students to think about the responsibilities or chores they have at home. Discuss their home responsibilities and record on the board.
8. Have each student draw and label one of their responsibilities on a 4X6 index card. Attach them on the paper chart in the section where Self-Present Time and Responsibilities intersect.
9. Inform students that you will be showing them pictures of pioneer and Plains Indian responsibilities taken in the 1800’s. (Photos. 19-24)
10. As you project the pictures on the screen, discuss the type of responsibility it is and why the people are doing that job. Use the Kagan strategy of “Talking Chips” to allow students in small groups to take turns sharing. First have them share how it is different than their responsibility and then go around again to share how it is similar to their responsibility.
11. Select students to attach the smaller cut outs of the pioneer and Plains Indian responsibilities to the chart. Teacher labels the type of job on the chart under the picture.
Day 3

Assessment:

1. Use the chart to reflect on the lives of the students, Plains Indians, and pioneers. Model what an opinion is and give each student time to form an opinion about which life they prefer. Model writing a topic sentence that states an opinion. Ask students to help you write three sentences that support the opening opinion. Model a concluding statement.

2. Have students write their own opening sentence stating their opinion. Require them to write at least two supporting sentences and end with a concluding statement. *It will be helpful to leave your model visible and possibly make a visual with opening opinion statement at the top, supporting sentences in the middle, and concluding statement on the bottom.

For the Teacher:

Materials

Game chips or discs

4X6 index cards cut in half (Count 2 full size index cards per student)

Photographs prepared to show on a large screen

Photograph notes

One paper copy of each photograph suitable to fit onto chart

A large piece of butcher paper labeled horizontally and vertically like table below

<table>
<thead>
<tr>
<th></th>
<th>Self-Present Time</th>
<th>Pioneers</th>
<th>Plains Indians</th>
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<tbody>
<tr>
<td>Family Home</td>
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<td>Education</td>
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<td>Transportation</td>
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<td>Responsibilities</td>
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</table>

- Refer to the photograph notes for information as you share and discuss photographs with students.
- The Kagan “Talking Chips” strategy is to give each student in the small groups a different color chip. The student gets to share when they slide their chip forward. I prefer to rotate the lead speaker by naming the color that speaks first and then they continue to follow around the table in the same direction from the lead color each time. This enables everyone to get a turn and only one turn for each speaking opportunity.
**Photograph Notes:**

--**Mead Family Dugout in Ford County, KS (1)**

In this undated photograph, the L.A. Mead family stands outside their dugout located near Bloom, Ford County. Dugouts such as this, as well as sod houses, were common dwelling places on the high plains of Kansas due to the lack of wood and other natural resources. This family was fortunate enough to have glass windows, wood siding, and a stovepipe; these amenities would have been considered luxuries by many pioneers out west. Date: Between 1875 and 1889

--**Robert Burgin homestead, Barber County, Kansas (2)**

This undated photograph depicts the homestead of Robert Burgin and his family, located in Barber County. Their home was constructed out of sod and wood siding. Date: Between 1880 and 1890

--**Rhees Singley's sod house (3)**

View of Rhees Singley's sod house near Plains in Mead County, Kansas. Date: 1870 ?

--**Bark covered Sac and Fox lodge house (4)**

Sac and Fox tribal members in front of bark covered lodge house. Date: Between 1850 and 1870

--**Tepees (5)**

**SUMMARY**

Native American (Plains) women set up tepees in a camp. Tripods and a pile of firewood are nearby.

**CREATED/PUBLISHED**

[between 1880 and 1900?].

--**Plains indians home at state park, Chicago, United States (6)**

--**Blue Mound School, Jefferson County (7)**

View of three boys with lunch pails walking from the Blue Mound School near Valley Falls in Jefferson County, Kansas. Also visible in the background are a shed and a girl standing near the school. Date: Between 1900 and 1929
--Sod school house and students in Sheridan County, Kansas (8)

These two photographs are of students outside an unidentified sod school house in Sheridan County. Date: Between 1885 and 1910

--One-Room School House, Sedgwick, County, Kansas (9)

This black and white photograph shows a group of students standing before a one-room school house, in an unknown location, in Sedgwick County, Kansas. Date: Between 1870s and 1890s

--Haskell Institute's girls dormitory, Lawrence, Kansas (10)

A view of young girls standing at the foot of their beds in the small girl's dormitory ward at the Haskell Institute (now Haskell Indian Nations University) in Lawrence, Kansas. When this photograph was taken, sometime during the late 1800s or early 1900s, Haskell Institute provided education and vocational training to Native American students at the elementary and secondary level. Date: Between 1884 and 1909

--Dog Dance Performed by Kansa Indians (11) (Young Indians had to learn the traditions and practices of their culture from their family.) A photograph of an illustration showing a dog dance performed by Kansa Indians inside of a lodge. The sketch was published in "Account of An Expedition from Pittsburgh to the Rocky Mountains Performed in the years 1918 and 1820 Under the Command of Major Stephen H. Long" by H. C. Carey and I. Lea, Philadelphia, 1822. Creator: Seymour, Samuel Date: August, 1819

--School room at Haskell Institute (12)

Haskell Institute began in 1884 in Lawrence, Kansas, as the Indian Industrial Training School. The school provided vocational education to their students at the elementary and secondary level.

--Fred Pearson and family, Johnson County, Kansas (13)

Fred Pearson and family posed by their covered wagon, Johnson County, Kansas. Date: 1908

--U. S. Express Overland stage starting for Denver from Hays City, Kansas. 580 miles west of St. Louis, Mo. (14)

A stereograph showing a U. S. Express Overland stage with African-American soldiers on guard against attack. Gardner identified the stage as starting for Denver, Colorado, from Hays City, Kansas. The image was taken from Alexander Gardner's series,
"Across the Continent on the Union Pacific Railway, Eastern Division." Creator: Gardner, Alexander, 1821-1882 Date: 1867

--Atchison, Topeka & Santa Fe No.3 at Burlingame, Kansas (15)
This black and white photograph shows the Santa Fe No. 3, west-bound California Limited at the Atchison, Topeka & Santa Fe Railway depot in Burlingame, Kansas. A stagecoach with team is visible also. Creator: Atchison, Topeka, and Santa Fe Railway Company Date: 1899

--Indian travois (16) CREATED/PUBLISHED [between 1870 and 1900?]. SUMMARY A Native American (Plains) woman rides on the back of a horse with her legs around the shafts of a travois which drags behind. Two small children occupy a wooden restraining cage which has been built on top of the support bench on the travois.

--Native American boy (17) CREATED/PUBLISHED [between 1880 and 1910?]. SUMMARY Close-up view of a Native American (Plains) boy on horseback. He holds reins. An ax and a coiled rope is strapped to the horse’s saddle.

--Plains Indians (18) CREATED/PUBLISHED [between 1880 and 1910?]. SUMMARY View of a Native American (Plains) woman on horseback dragging a travois upon which sits two children. They parade with another horse in front of a grandstand.

--A flock of chickens (19) (Children had to feed the chickens, clean the chicken coop, and collect the eggs.) View of flock of chickens, a man, chicken coops, farm buildings, and a windmill on an unidentified farm presumed to be in Haskell County, Kansas. Poultry was a very important food source before refrigeration was commonplace in rural households on the prairie. Chickens and turkeys also provided a much-needed source of income through the sale of live birds and eggs. Creator: Steele, F. M. (Francis Marion), 1866-1936 Date: Between 1891 and 1912

--Ada McColl gathering buffalo chips near Lakin, Kansas (20)
In this photograph, pioneer Ada McColl of Kearny County collects buffalo chips. In areas of western Kansas where trees were scarce, these chips were a convenient (and plentiful) source of fuel. This is an abridged version of an original photograph including Ada’s brother Burt. The photograph was taken by Polly McColl, Ada’s mother. For more information on this photograph, see the link to Reflections (Summer 2008) below. Creator: McColl, Polly Date: 1893

--A sod house in eastern Beaver County, Oklahoma Territory (21) (Children had to take care of the animals.) View of a sod house in the eastern portion of Beaver County, Oklahoma Territory. In the foreground is a woman pouring water into a livestock trough, and a boy on a horse. Creator: Steele, F. M. (Francis Marion), 1866-1936 Date: 1897
Native American women cook outdoors / Colorado Photo Co 12113-0 (22)

(Girls had to learn how to cook and help prepare meals.) Colorado Photo Co.
CREATED/PUBLISHED [between 1880 and 1910?]. SUMMARY
Native American (Plains) women cook outdoors over a fire. One woman sits on a blanket and rolls a piece of dough with a jar. Another woman stands nearby. The woman,

Family portrait (23) (Indian children had to learn heritage and culture from their ancestors. They also helped take care of their younger siblings.)

Group portrait of an unidentified Pottawatomie Indian family. Date: Between 1880 and 1920

Buffalo Hunt (24) (Boys went hunting with the men of the tribe.)
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<thead>
<tr>
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<td><img src="image3" alt="Rhees Singley's sod house" /></td>
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This undated photograph depicts the homestead of Robert Burgin and his family, located in Barber County. Their home was constructed out of sod and wood siding.

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View of Rhees Singley's sod house near Plains in Mead County, Kansas.

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Sac and Fox tribal members in front of bark covered lodge house.

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**Plains Indians home at state park, Chicago, United States**

Haskell Institute began in 1884 in Lawrence, Kansas, as the Indian Industrial Training School. The school provided vocational education to their students at the elementary and secondary level.

**School room at Haskell Institute**

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**Dog Dance Performed by Kansa Indians**

A photograph of an illustration showing a dog dance performed by Kansa Indians inside of a lodge. The sketch was published in "Account of An Expedition from Pittsburgh to the Rocky Mountains Performed in the years 1918 and 1820 Under the Command of Major Stephen H. Long" by H. C. Carey and I. Lea, Philadelphia, 1822.

Creator: Seymour, Samuel
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**Family portrait**

Group portrait of an unidentified Pottawatomie Indian family.
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<td>![Image](72x517 to 211x589)</td>
<td>U. S. Express Overland stage starting for Denver from Hays City, Kansas. 580 miles west of St. Louis, Mo.</td>
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<td>![Image](72x272 to 216x381)</td>
<td>This black and white photograph shows the Santa Fe No. 3, west-bound California Limited at the Atchison, Topeka &amp; Santa Fe Railway depot in Burlington, Kansas. A stagecoach with team is visible also.</td>
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<td>![Image](72x125 to 217x242)</td>
<td>View of flock of chickens, a man, chicken coops, farm buildings, and a windmill on an unidentified farm presumed to be in Haskell County, Kansas. Poultry was a very important food source before refrigeration was commonplace in rural households on the prairie. Chickens and turkeys also provided a much-needed source of income through the sale of live birds and eggs.</td>
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Creator: McColl, Polly  
Date: 1893 | Kansas State Historical Society. Kansas Memory | [http://www.kansasmemory.org/item/207965](http://www.kansasmemory.org/item/207965) |
| ![A sod house in eastern Beaver County, Oklahoma Territory](image2.jpg) | A sod house in eastern Beaver County, Oklahoma Territory  
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View of three boys with lunch pails walking from the Blue Mound School near Valley Falls in Jefferson County, Kansas. Also visible in the background are a shed and a girl standing near the school.  
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These two photographs are of students outside an unidentified sod school house in Sheridan County.  
Date: Between 1885 and 1910 | Kansas State Historical Society. Kansas Memory | [http://www.kansasmemory.org/item/218538](http://www.kansasmemory.org/item/218538) |
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