Kansas:
Home, Sweet Home!
Grade 2

Developed for
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Overview  This lesson reinforces the concept of now and then. Students compare a
dugout (type of shelter) constructed by early settlers in Nicodemus, Kansas to their own homes. Using that information, they will discuss the concept of enduring through adversity by comparing hardships they encounter today with ones encountered by those early settlers. The students complete the lesson by cutting 3 items from magazines that would have made the settlers’ homes more comfortable and efficient. This lesson is designed to take place over 3 days (45 minute lessons) but can be adjusted to fit the teacher’s needs.

Standards

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 2.1: The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

- Compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 4.1: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
• (K) The student identifies the past and present settlement or development patterns of his/her community or local area.

Common Core RI.2.3.

The student describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, through multiple exchanges.

Common Core Speaking and Listening SL.2.1.

The student participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
• Build on others’ talk in conversations by linking their comments to the remarks of others.
• Ask for clarification and further explanation as needed about the topics and texts under discussion.

Objectives

Content:

• The student will use primary and secondary sources to learn about the hardships of early settlers in Kansas.

Skills:

• The student will compare and contrast the homes and lives of early African American settlers in Kansas with their own.
• The student will identify ways in which modern technology has reduced the hardships for residents of Kansas and globally.

Essential Questions

• What are the past and what is the present?
• How has life changed for people since the 1800s?
• What would have made life easier for people in the 1800s?
Activities

These activities use the following *Read Kansas* cards:
- Dugout Dwelling photo
- *Kansas: Home Sweet Home!* Definitions worksheet
- Lawrence Newspaper Article p.1
- Lawrence Newspaper Article p.2
- Sod House photo
- Overview from *Wagon Wheels*
- Excerpt from *Wagon Wheels*
- Hardships Comparison Chart

Day 1

Display the Dugout Dwelling photo taped to the center of a piece of chart paper and ask students to brainstorm what they think it is. Write their responses on the chart paper around the picture. Explain that this is a photograph of a dwelling that early Kansas settlers lived in over 100 years ago. Tell students that a number of these settlers were African Americans who moved to Kansas from southern states after the Civil War. Pass out Definitions worksheets and have students find the words *dugout* and *dwelling*, writing a working definition for each word. Ask a few to share their definitions. Refine their answers as needed.

*Give a brief overview of the Civil War and the Emancipation Proclamation if students indicate a lack of understanding. If necessary, also explain that not all Americans experienced equal rights and privileges in the past.

Day 2

Display the Dugout Dwelling photo from Day 1 and ask for volunteers to recap the original conversation surrounding it (take about 5 minutes).

Project the Lawrence Newspaper Article p.1 onto the classroom screen and give each student a paper copy and a highlighter. Explain that today’s discussion will be about hardships that the early settlers to Nicodemus, Kansas endured. Encourage students to think about the word *hardships* as they listen. After reading the paper’s name and date at top of the article, skip to paragraph 3 and instruct students to read/follow along silently as you read the text beginning with the sentence, “The colony had its first start...” to “…clothe themselves during the winter.” (use a cursor or other device to highlight the text as you read it). Instruct students to highlight what you just read. Discuss whether it was good or bad that they had no place to stay, no food, and no clothes with winter coming on. Ask students what they think *hardships* might mean. Instruct students to take out their Definition worksheet, find the word *hardships*, and
write a working definition based on the class discussion. Ask a few volunteers to read their definitions aloud. Refine their answers as needed.

Remind students of what a **dugout** is, and then tell them that they are going to learn about another type of house called a **sod** house. Post the Sod House photo next to the Dugout Dwelling and repeat the process for defining it as used for the Dugout dwelling on Day 1. Encourage them to think about the word *sod* as you repeat the reading process for p.2 of the article, beginning with the words “As before stated…” and ending with “…heating and cooking.” Generate classroom ideas of what **sod** is. Display Sod Dwelling photo next to Dugout Dwelling photo, also taped to the center of a piece of chart paper. Instruct students to take out their Definition worksheet, find the word **sod**, and write a working definition based on the class discussion. Ask a few volunteers to read their definitions aloud. Refine their answers as needed.

**Day 3**

Display the two photos from Day 2 and ask for volunteers to recap what has been learned so far (take about 5 minutes).

Show students the cover of the book *Wagon Wheels* and read the *Wagon Wheels* Overview aloud. Tell students that they will be reading parts of this book aloud and comparing the lives of the characters to their own lives. Pass out copies of the Comparison/Contrast worksheets. Project the excerpt from *Wagon Wheels* and allow volunteers to take turns reading sentences. Then, generate discussion about the hardships of the early settlers and hardships people experience today. List their answers on the board in two columns.

1. Instruct students to choose two examples from the board for each area of their comparison charts (students should be familiar to comparison charts, otherwise teach this as a mini-lesson before continuing). Monitor student progress. Evaluate students’ abilities to compare and contrast their hardships with Kansans from the past on their graphic organizers.

Pass out copies of the Dugout Dwelling photo to students. Display old magazines, scissors, and glue and instruct students to find and cut out 3 items that would have made life easier for the early settlers, then glue the items to the dugout photo.

**Assessment**

Evaluate students’ comparison charts to ascertain that they were able to distinguish the contrast between which hardships could only have occurred in the past (then) as opposed to which are associated only with the present (now).
Examine students’ finished Dugout Dwelling cut and paste pages to evaluate their abilities to determine how technology has reduced or eliminated many of the hardships that the early settlers endured.

**Extension Activities**

- Read *Wagon Wheels in its entirety*.
- Repeat the lesson with another cultural group.
  - Native American family
  - Pilgrim family
- Do a web search and create a student-generated Fact Flashcard on:
  - The Civil War
  - The Emancipation Proclamation
  - The Kansas Homestead Act

**Resource Table**

<table>
<thead>
<tr>
<th>IMAGE</th>
<th>DESCRIPTION</th>
<th>CITATION</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Dugout Dwelling" /></td>
<td>A photograph showing a homesteader in front of a dugout in Greeley County, Kansas.</td>
<td>Item Number: 205731&lt;br&gt;Call Number: FK2.G8 .75 *6&lt;br&gt;KSHS Identifier: DaRT ID: 205731</td>
<td><a href="http://www.kansasmemory.org/item/205731">http://www.kansasmemory.org/item/205731</a></td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Lawrence Newspaper Article" /></td>
<td>This article is a publication in the Lawrence Daily Journal from 1889. It provides a brief history of the Nicodemus colony and is particularly useful as an introductory article. The section of this page of the article that is relevant to the lesson details the dugouts that were built by the early settlers of Nicodemus.</td>
<td>Item Number: 210648&lt;br&gt;Call Number: K978.1 Graham County Clippings&lt;br&gt;KSHS Identifier: DaRT ID: 210648</td>
<td><a href="http://www.kansasmemory.org/item/210648">http://www.kansasmemory.org/item/210648</a></td>
</tr>
<tr>
<td>IMAGE</td>
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<tr>
<td>Sod Dwelling</td>
<td>Richard Gannon photograph collection - An unidentified small girl standing in front of a sod house in Sherman County, Kansas. (Neg.3)</td>
<td>Item Number: 214491&lt;br&gt;Call Number: Gannon Coll. No. 6&lt;br&gt;KSHS Identifier: DaRT ID: 214491</td>
<td><a href="http://www.kansasmemory.org/item/214491">http://www.kansasmemory.org/item/214491</a></td>
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<tr>
<td>Excerpt</td>
<td>This work of historical fiction takes beginning readers into the world of an African-American man and his three young boys — known as the Muldie family — as they travel west to take advantage of free land in Kansas, designated by the Homestead Act. Based entirely on real events, readers are provided with a very strong sense of historical placement, which is only enhanced by full-color illustrations. This is a compelling and solid introduction to 19th-century American history.</td>
<td>Reading level: Ages 4 and up&lt;br&gt;Paperback: 64 pages&lt;br&gt;Publisher: HarperCollins (May 23, 1984)&lt;br&gt;Language: English&lt;br&gt;ISBN-10: 0064440524&lt;br&gt;ISBN-13: 978-0064440523&lt;br&gt;Product Dimensions: 5.8 x 0.2 x 8.7 inches&lt;br&gt;Shipping Weight: 4.8 ounces (<a href="http://www.amazon.com/Wagon-Wheels-Can-Read-Book/dp/0064440524">View shipping rates and policies</a>)</td>
<td><a href="http://www.amazon.com/Wagon-Wheels-Can-Read-Book/dp/0064440524">http://www.amazon.com/Wagon-Wheels-Can-Read-Book/dp/0064440524</a></td>
</tr>
</tbody>
</table>
that dugout when the wind began to whistle across the prairie.

For The Teacher

All Lessons

*Kansas: Home Sweet Home!* Definitions Worksheet:

**dwelling** - a building or place of shelter to live in.

**dugout** - a shelter made by a hole dug into the ground.

**hardship** - something that causes suffering.

**sod** - grass with soil underneath it held together by the roots of the grass.

Lesson 1

**Civil War** - The American Civil War (1861–1865), in the United States often referred to as The Civil War and sometimes called the "War between the States", was a civil war fought over the secession of the Confederate States. Eleven southern slave states declared their secession from the United States and formed the Confederate States of America ("the Confederacy"); the other 25 states supported the federal government ("the Union"). After four years of warfare, mostly within the Southern states, the Confederacy surrendered and slavery was abolished everywhere in the nation.

**Emancipation Proclamation** - The Emancipation Proclamation is an executive order issued by United States President Abraham Lincoln on January 1, 1863, during the American Civil War using his war powers. It was not a law passed by Congress. It proclaimed the freedom of slaves in the ten states then in rebellion, thus applying to 3.1 million of the 4 million slaves in the U.S. at that time. The Proclamation immediately freed 50,000 slaves, with nearly all the rest (of the 3.1 million) freed as Union armies advanced. The Proclamation did not compensate the owners, did not itself outlaw slavery, and did not make the ex-slaves (called freedmen) citizens.

**Kansas Homestead Act** - A homestead act was one of three United States federal laws that gave an applicant ownership at no cost of farmland called a "homestead" – typically 160 acres (65 hectares or one-fourth section) of undeveloped federal land west of the Mississippi River. It was an expression of the "Free Soil" policy of Northerners who wanted individual farmers to own and operate their own farms, as opposed to
slaveowners who would use gangs of slaves. The first act, the Homestead Act of 1862, had been blocked in Congress by Southern Democrats who wanted lands for slaveowners. Once they were gone, the Republican Congress passed the bill; it was signed into law by President Abraham Lincoln on May 20, 1862.[1] The law required 3 steps: file an application, improve the land, and file for deed of title. Anyone who had never taken up arms against the U.S. government, including freed slaves, could file an application to claim a federal land grant. The occupant had to be 21 or older or the head of a family, live on the land for five years and show evidence of having made improvements.

**Sample answers for comparison chart:**

<table>
<thead>
<tr>
<th>Then</th>
<th>Both</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>No electricity</td>
<td>no home</td>
<td>power outages</td>
</tr>
<tr>
<td>No running water</td>
<td>few/no clothes</td>
<td>no cellphone</td>
</tr>
<tr>
<td>Indian attacks</td>
<td>little/no food</td>
<td>gang attacks</td>
</tr>
<tr>
<td>Primitive/no streets</td>
<td>prejudice/racism</td>
<td>mandatory schooling</td>
</tr>
</tbody>
</table>
Dugout Dwelling
Kansas: Home Sweet Home Definitions

Name________________
Date__________________

dwelling
________________________________________________________________________
________________________________________________________________________

Dugout
________________________________________________________________________
________________________________________________________________________

hardship
________________________________________________________________________
________________________________________________________________________

Sod
________________________________________________________________________
________________________________________________________________________
The colony had its first start in August, 1877, a few families locating there at that time. In October and November of the same year, large accessions were made by the arrival of new immigrants (*a lot more people came*), who, with the usual want of aforethought of the race (*without planning ahead for the move*), pushed out to the then extreme frontier at the commencement of winter (*went to unsettled areas at the beginning of winter*), in almost utter lack of the means to shelter, feed, and clothe themselves during the winter (*without shelter, food, or clothes*).
As before stated, as a rule they were nearly destitute of means (poor)—a few only bringing either teams (of horses or, more likely, mules) or money. They located on government homesteads, and set about to provide themselves with shelter, which was easily and cheaply secured by building dugouts and sod houses, roofed with poles and brush, with a covering of earth (sod) to keep out the rain. As lumber (wood) floors were regarded as an unnecessary luxury, all the lumber required was for a door and its frame, and one window. A fireplace at one end, in most cases, takes the place of a stove, and serves the double purpose of heating and cooking.
OVERVIEW

This work of historical fiction takes beginning readers into the world of an African-American man and his three young boys — known as the Muldie family — as they travel west to take advantage of free land in Kansas, designated by the Homestead Act.
Excerpt

We did not see any houses. But we saw smoke coming out of holes in the prairie.

“Shucks!” my Daddy said. “Holes in the ground are for rabbits and snakes, not for free black people. I am a carpenter. I can build fine wood houses for this town.”

“Better get yourself a dugout before the ground freezes.”

Daddy knew Sam Hickman was right. We got our shovels and we dug ourselves a dugout. It wasn’t much of place—dirt floors, dirt walls, no windows.

And the roof was just grass and branches. But we were glad to have that dugout when the wind began to whistle across the prairie.
Hardships

Comparison Chart

1. Write THEN in the blue circle and NOW in the red circle.
2. List hardships from the past in the LEFT (light blue) circles.
3. List hardships from the present in the RIGHT (light red) circles.
4. List hardships from BOTH past and present in the middle (light purple) circles.