Title: The People of Kansas: Who are they and why are they here?

Grades: Middle and High School

Kansas Standards

Kansas History Standards (Middle and High School):
KH8B2I3 analyze why families migrated
KH8B3I3 influence of pro- and antislavery ideas
KH11B2I1 influence of Manifest Destiny
KH11B3I2 role of women in antislavery cause

Other Standards:
See lesson plan

Objectives

Knowledge:
• Understand the settlement experience through first-hand accounts of pioneers to Kansas Territory

Skills:
• Using primary sources (letters, photographs)

Focus Question

• How would your life be different if you lived in Kansas Territory in the 1850s?

Assessment Tools

• Write an 1850s-style letter or skit using primary source documents.

Activities

1. Investigate and share themes and messages in the painting American Progress.
2. Review (from Lesson 1) the reasons why people emigrate and what the students learned from the 1855 census.
3. Students analyze letters and photographs from the territorial period using the “Assessing Primary Source Documents” worksheet.
4. Students write a historical fiction letter or skit based on the territorial documents.
5. Students share letter or skit with class.
**Lesson Background**

This lesson brings together the ideas of Manifest Destiny (the students should be familiar with this concept before starting this lesson), emigration, and the issues that made Kansas Territory the center of national attention in the 1850s.

This lesson meets some, and with a little modification, all of the following Kansas State Department of Education Standards for Kansas history, reading, research, and writing:

<table>
<thead>
<tr>
<th>Kansas History</th>
<th>Research</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>8.2.3 (page 50)</td>
<td>4.1.1 (page 265)</td>
<td>1.4.2 (page 248)</td>
<td>3.1.1 (page 256)</td>
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<tr>
<td>8.3.3 (page 51)</td>
<td>4.1.4 (page 265)</td>
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All primary source documents used in this lesson plan are available through the Territorial Kansas Online website.

This lesson was developed for a 90-minute class period but could easily be used for a shorter class period.

*Note that any documents printed from the [http://www.territorialkansasonline.com](http://www.territorialkansasonline.com) website are most legible when printed from a laser printer.

*Please understand that the time allotted for each piece of the lesson is an approximation and may vary from teacher to teacher.*
Materials Needed

1. One copy of the primary source document list for each group.

**Reminder:** When using this lesson in a middle-school classroom, scale down the number of documents to an amount that you think is appropriate for your students. The reason for selecting these particular documents was simple numbers. When the 1855 census was conducted, the eastern portion of the territory was more densely populated than either the central or western portions. Therefore, these documents should give the students a good cross section of the emigrant population.

2. Redistribute manila folders from the first lesson to each group.

3. One dictionary, if necessary, to check spelling and word usage.

4. A copy of the *American Progress* painting by John Gast from the first lesson.

5. 18 copies of worksheet “Assessing a Primary Source Document.”

6. Internet access.

7. Several copy-machine-quality overhead transparency sheets.
Lesson Opener (10-20 minutes)
Using the painting *American Progress* by John Gast and the students’ paperwork from the previous lesson, follow these instructions:

1. Use your paper of listings from the first lesson to respond to the following:
   a. What messages or themes are evident from the painting?
   b. Make a list of five possible themes. (Remember to be creative.)
2. We will discuss your lists shortly.

Opener Discussion:
When the students have finished putting their thoughts on paper, ask for volunteers to introduce their ideas about the meaning of the painting. Write the more common responses on the board. As a class, discuss the painting and the meaning of Manifest Destiny. Direct the class toward some of the more popular themes, such as movements of peoples west and emigration.

*Try to develop the connection between the painting’s theme of westward movement and the lessons on emigration to Kansas*

Connection Activity/Review (10-20 minutes)
Have students recall the previous lesson’s activities. Touch on these key points:

1. Their definitions of “emigration.”
2. Their speculative responses to “why people emigrate?”
3. Their study of the 1855 census and the collection of primary source data concerning the people of Kansas and their impact on Kansas history.
4. The scenario they created of life on the trail to Kansas Territory.
5. Inform the students that we are missing some actual documents from the people telling us about the Kansas Territory they experienced in the mid- to late-1850s.
6. Look at some primary source documents from the census districts studied previously to learn more about the people of Kansas Territory.

Primary Source Activity (90-minute class period)
Have the students assemble into groups of four.
Pass out the folders with the printed materials the students chose during the previous lesson. Have the students divide up the documents, two per student. Write the following instructions on the board.

1. Read the documents that you currently have.
2. When you are finished reading the documents, complete the worksheet “Assessing a Primary Source Document.” A quick review on filling out the worksheet may be necessary.

[You may want access to the Internet while the students are filling out the data sheets if students need help answering specific questions about their documents. However, do not let the students rely on the Internet. This will overwork you and underwork the students.]

3. When all group members have completed their reading and data sheets, rotate documents to the left and repeat the process. Do this until all group members have read and recorded data on all the documents.
4. When all group members are finished, have students compare notes. Then place all work in the group’s folder and turn it in.

**Primary Source Assessment (90-minutes class period)**

When students have finished reading and analyzing their eight documents, assess their knowledge of these primary source documents that relate to Kansas territorial history. Have students choose one of the two assignments listed below and follow the instructions. When the assessments are completed, have the students present their accomplishments to the class.

**Letter Home**

1. Be creative!
2. Use the documents from your folder as a guide, not as a crutch.
3. Your letter must be original but seem as though it was written in the 1850s in Kansas Territory.
   a. Use the language style from the 1850s.
   b. Use your documents as a guide to include the issues of the day. Remember not to quote the documents directly.
   c. Try to match the writing style of your documents.
4. Make this fun and work together.
5. Have students read their final products to the class.

www.territorialkansasonline.org
Skit
This assessment will use the photo from your group’s packet.
1. Your group will need an overhead transparency of the photo.
2. Using the written documents from your packet as a guide, your group will create a skit describing what the audience is seeing in the photo or what the characters in the photo are thinking, experiencing, or doing.
3. Be creative!
4. Use the documents from your folder as a guide not as a crutch.
5. Each person in the group must have at least two speaking parts. One of those speaking parts must be at least four full complete sentences in length.
6. Your skit must be original, but the language must seem as though it came from the 1850s in Kansas Territory.
7. Use the language style from the 1850s.
8. Use your documents as a guide to include the issues of the day. Remember not to quote the documents directly.
9. Remember that if you create a skit that starts a thought, you must see that thought to a logical conclusion (e.g., If you start talking about cows rampaging through the streets of Atchison, don’t stop the skit with the cows still running through the town. The rampage needs an ending.)
The People of Kansas: Who are they and why are they here
Primary Source Document List

(Primary documents have text versions and deal with emigration.)

To view a specific document, type the identification number into the search box on the upper left of the home page. Click on the link that appears to access the description and image of the document.

<table>
<thead>
<tr>
<th>Photo: William H.R. Lykins House</th>
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</thead>
<tbody>
<tr>
<td>Illustration: Lawrence, Kansas Territory 1855</td>
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<tr>
<td>Photo: Pioneers near Lawrence, Kansas Territory</td>
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<tr>
<td>Camp Saunders, Kansas Territory</td>
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<tr>
<td>Letter O.E. Learnard to My Dear Parents and Sister</td>
<td>100221</td>
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<tr>
<td>Illustration: Ferry Crossing the Kansas River</td>
<td>100052</td>
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<tr>
<td>Illustration: Governors Mansion, Lecompton, KS Territory 1856</td>
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<tr>
<td>Letter E.B. Whitman to Dear Sir</td>
<td>100557</td>
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<tr>
<td>Photo: Lecompton, Kansas Territory 1858</td>
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<tr>
<td>Photo: First House in Lawrence</td>
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<tr>
<td>Letter C.C. Andrews to John A. Halderman</td>
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<tr>
<td>Letter W.T. Sherman to James Goddard</td>
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<tr>
<td>Letter Tho. Ewing, Jr. to Dear Sir William F. Roelafson</td>
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<td>Letter F.A. Hunt to W.M. Barnes</td>
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<td>Letter A. Tuttle, Buffalo, NY, to Friend Gray Alfred</td>
<td>100592</td>
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<tr>
<td>Massachusetts Emigrant Aid Co. Plan of Operation</td>
<td>101532</td>
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<tr>
<td>Music: Lyrics The Freeman’s Song and Kansas Emigrant Song</td>
<td>100168</td>
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<tr>
<td>Music: Sheet Music Lays of the Emigrant</td>
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## Assessing a Primary Source Document

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<tr>
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<td>Date of the document</td>
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<td>What does it say?</td>
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<td>What does it mean?</td>
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<tr>
<td>What questions do you have?</td>
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<tr>
<td>Interesting or unusual tidbits found within the document</td>
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