Title: Town Development

Grades: Middle and High School

### Kansas Standards

**Kansas History Standards (Middle and High School):**
- KH8B3I2 explain why territorial government was affected by slavery conflict
- KH8B3I6 analyze how the slave debate affect Kansas statehood
- KH11B3I1 describe the development of territorial towns in relation to the slavery issue

**Other Standards:**
- See lesson plan

### Objectives

**Knowledge:**
- Understand the elements of town development and how it was affected by the conflict over the extension of slavery into the territory

**Skills:**
- Using primary sources (letters, advertisements, government documents)

### Focus Questions

- Why would town development be important in a new territory?
- How were towns created in the 1850s?
- Why was the slave issue connected to town development?

### Assessment Tools

- Groups of students work together to create and “sell” their towns.

### Activities

1. Map key locations and geographical features of northeast Kansas during the territorial period.
2. Learn the vocabulary terms preemption, speculation, share, and quitclaim from reading primary source documents.
3. Apply knowledge about town settlement through role-playing as a town surveyor, promoter, city clerk, and town commissioner.
4. Groups of students create fictitious towns and sell town shares to other students. The towns selling the most shares win.
5. Through a random drawing, two towns are determined to be slave towns. The populations of these towns will determine if Kansas is free or slave. Discuss the ramifications.
Lesson Background
This lesson covers the difficulties of town settlement in Kansas Territory between the proslave and free-state factions. Town settlement was at times a race to see who could bring the most emigrants to Kansas Territory, and in so doing influence the vote on the slavery question on a state and national level.

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

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<tr>
<th>Kansas History</th>
<th>Research</th>
<th>Geography</th>
<th>Reading</th>
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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. Two sheets of poster board per group. One sheet for the town layout and one for the town broadside.
2. Two sheets of blank certificate/award paper per group. One sheet for practice and one for a final copy. If certificate paper is unattainable, use construction paper. The paper will be used to create one town share.
3. Computer/Internet access for every group or at least one to use to look up information.
4. “Map IT!” worksheet of northeast Kansas.
5. One copy of the following documents (arranged in packets) for student groups to use in the first group activity.

[Using the document numbers listed below go to the TKO website and search for each number. Print out each document, one for each packet. You may want to print both the text and the original versions if available.]

<table>
<thead>
<tr>
<th>Packet/Group #1</th>
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<td>101696</td>
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[Have the documents for each packet/group printed before starting the activity.]

<table>
<thead>
<tr>
<th>Alternate Speculation Documents</th>
<th>Alternate Share Documents</th>
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<tr>
<td>102145</td>
<td>101546</td>
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<td>100516</td>
<td>101658</td>
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6. Art materials for Group Activity #2
   a. Markers, crayons, colored pencils, paint, or whatever medium with which you are most comfortable.
   b. Rulers
   c. Stencils
   d. Scissors
   e. Glue
f. Tissue Paper
g. Styrofoam
h. Burlap
i. Protractors
Lesson Opener/Map IT! (30-40 minutes)
Give every student a “Map IT!” worksheet. On the overhead have a copy (from the Internet or produce a transparency for an overhead) of the Whitman and Searl’s 1856 Map of Eastern Kansas (Document # 102946). The activity should help the students familiarize themselves with the region of Kansas covered in this lesson.

Instructions: Using the 1850s map of Kansas Territory on the overhead, map the following towns, river, and Indian lands. Make sure to be as close as possible to the correct locations. Use landmarks such as bends in rivers for guidance and go from there.

1. **Towns:** Atchison, Doniphan, Lawrence, Topeka, Fort Leavenworth, Wyandotte City, Kickapoo, Fort Riley, and Osawatomie
2. **Rivers:** Kans(z)as, Missouri, Blue River, Osage, and Republican
3. **Indian tribal lands:** (Outline and lightly shade in the following) Potawatomi, Delaware, Kickapoo, Sac and Fox, Iowa, and Kan(s)zas

[Briefly discuss what the students have accomplished before moving on to the next activity.]

Topic Question/Group Activity #1 (45-55 minutes)
Have students divide into groups of four. When groups have assembled, ask students what the following terms mean: preemption, speculation, share, and quitclaim. Allow time for a few responses to each, but don’t get bogged down with an exorbitant amount of responses. Next, pass out the primary source packets, one per group. (See packet/group information on the materials page of the lesson plan.) Have the students follow these instructions:

1. Read through all the documents as a group.
2. Discuss possible definitions for each of the following based on your readings of the documents.
   a. Preemption
   b. Speculation
   c. Share
   d. Quitclaim
3. Record your definition for each term and what led you to that conclusion. Make sure you can point to specific examples from the documents and record those on your group paper.
When the students have finished recording their definitions, have each group present its results. As the groups are presenting, make a list of noteworthy examples to point out to the rest of the class. In addition, question the groups as they present, having them point out those specific items they found in the documents. When all presentations are completed, the students should have a better understanding of the definitions without ever opening a dictionary.

Definitions:
1. Preemption—The right to purchase something, especially government-owned land.
2. Speculation—Engagement in risky business transactions on the chance of securing quick or considerable profit. In this case, land.
3. Share—A part or portion belonging to, distributed to, contributed by, or owed by a person or group. In this case, a town.
4. Quitclaim—The transfer of a title, right, or claim of property to another person. In this case, land.

Quick Review (5 minutes)
Review with the students what they have completed to this point. “As a class we have covered the map of northeast Kansas, and we have finished the definitions that relate to town settlement. (e.g., preemption, speculation, quitclaim, and share). What we have not discussed are the towns themselves and why and how they were settled.”

Have students hypothesize why towns were settled with such urgency. Help direct the short discussion toward the issue of voting, the settlement of towns, and the issue of slavery. Explain to students that as towns were being settled, many became identified as either slave or free. In addition, note that towns competed with one another for emigrants to settle there and influence the slave question. Inform students that they will experience just a small part of this frenzy over the next few days.

Topic Question/Group Activity #2 (two to three 90-minute class periods)
Have the students divide into groups of five. Hand out or make available the art supplies from the materials list. Have the students write the names of their group members on a piece of paper and give it to you. Keep these in a safe place. Next, give the students the following details and instructions:

Each group member will have a role to play in this activity.

Roles:
1. Surveyor: physical layout of the town
2. Promoter: attract future residents
3. City clerk: designing and selling town shares
4. Town commissioners (2): compile a set of basic town laws

Surveyor: This person has the honor of laying out the town and designating lot size and location, laying out parks, and assigning street names. Remember, the town does not have to be set up with perfect squares and/or rectangles. Be creative. Keep in mind that your design may help attract residents to your town. (For examples, see documents 102265 & 101691)

Promoter: This person has the privilege of selling the town to future residents based on persuasion and town design. The promoter must create a broadside that is both informative and pleasing to the eye. Things to include in your broadside (For examples, see documents 100083 & 101922.):
1. How much town lots sell for and their sizes
2. Town name
3. Where to sign up

City clerk: This person has the pleasure of creating the town’s share(s) and keeping track of how many are sold. The town share must be both creative and functional. Again, this may help sell your town to future residents. (For examples, see documents 100261 & 100266)

Town commissioners: These two people have the distinction of writing the laws of the town. To help you decide what should or should not be a law, try adapting some of the more basic laws from your own town. You must have at least 10 laws and consequences. The laws must cover the following topics: property, cleanliness, and businesses. And again, your laws may help sell your town to future residents.

Rules of the Race to Sell Shares:
1. BE CREATIVE.
2. Emigrants (students) MUST sign up with the federal land office (teacher).
3. Changes to TOWN displays are not acceptable once they are on exhibit.
4. Race will begin once all the group projects are on display, and it will end two days later. So get the word out and help your town WIN.

Have students work on the different pieces of their town projects. When they are finished, display their pieces together in a common area for all the school to see. Students from other classes will be conducting the vote. When the two-day period of resident recruitment is over, begin the population count to find out which two towns have the highest populations. Announce the winners of the contest and tack on a few points to their grade.
Next, retrieve the pieces of paper containing the group members names. Put them in a cup, bowl, or hat and draw two. Announce to the class that these two towns are slave towns. Take the populations of these two towns to see whether Kansas is a slave or a free state (based on the total population count and assuming numbers of shares determine residency.) Briefly discuss the project and the ramifications it may have had on territorial Kansas.

**Closure/Assessment Activity for Lesson #3 (90-minute class period)**

Have the following assessment options displayed on the board, overhead, or through the power point presentation. Students may choose one of the following options for assessment.

1. Write a journal entry discussing their feelings on this project, emphasizing the importance of and their feelings about emigration, the issue of slavery, and town settlement in Kansas. The journal must be at least one page in length.
2. Write a futuristic essay telling what life would have been like in Kansas and the nation if the proslavery delegation had won. Have the students use their imaginations. Have students discuss the Civil War, civil rights, and emancipation of slaves and when or if these events would have happened. The essay must be at least one page in length.
3. Write a newspaper article interviewing an individual who was swindled into moving to a town. Discuss in the article how the individual was misled by faulty advertising. Discuss what was faulty about the advertisements and what the person actually found when he/she arrived as a settler. Also, discuss how the individual is planning to respond to the situation. Again, use your imagination and be creative. Remember to have an article headline and other newspaper necessities. The article must be at least one page in length.

   *[This activity could be a great lead into Bleeding Kansas and the Civil War.]*
Map IT!

NAME___________________
DATE___________________
HOUR/BLOCK___________________

Instructions: Using the 1850s territorial map of Kansas on the overhead, map out the following towns, river, and Indian lands. Make sure to be as close as possible to the correct locations. Use landmarks such as bends in the Missouri River and the confluence of rivers for guidance. Please ask for help when and if you need it.

1. **Towns:** Atchison, Doniphan, Lawrence, Topeka, Fort Leavenworth, Wyandotte City, Kickapoo, Fort Riley, and Osawatomie
2. **Rivers:** Kans(z)as, Missouri, Blue River, Osage, and Republican
3. **Tribal Lands:** (Outline and lightly shade in the following) Potawatomie, Delaware, Kickapoo, Sac and Fox, Iowa, and Kanzas

Please note the year the map was made and who made it.

Year_________ Author__________________________