Notable Kansan: Charles Curtis
4th grade

Developed for
Library of Congress Midwest Region
“It’s Elementary: Teaching with Primary Sources” 2011

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Soderstrom Elementary, USD 400 Lindsborg

Overview
This lesson will give students the opportunity to explore primary and secondary sources. Students will first examine primary sources and make inferences about Charles Curtis’ life. Then, students will prove or disprove their inferences after reading an article (secondary source) about Curtis’ life. This lesson plan is intended to cover the span of 2-3 days.

Standards
History:
- Benchmark 4, Indicator 4: The student identifies and compares information from primary and secondary sources (e.g. photographs, diaries/journals, newspapers, historical maps).
- Benchmark 1, Indicator 1: The student researcher researches the contributions made by notable Kansans in history.

Common Core Reading Informational Text:
- RI.4.1: The student will refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3: The student will explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.6: The student will compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7: The student will interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.9: The student will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Objectives
Content:
- Students will explain why Charles Curtis is considered a Notable Kansan.

Skills:
- Students will sort items into primary and secondary source categories.
- Students will generate inferences after examining primary sources.
Students will prove or disprove their inferences after reading secondary sources.

**Essential Questions**
- How do we learn about the past?
- What makes a person worthy of the title “Notable Kansan”?

**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="Image" /></td>
<td>This photograph shows Charles Curtis' home at 1101 Topeka Avenue in Topeka, Kansas. Date: Between 1900 and 1929</td>
<td>Kansasmemory.org Kansas State Historical Society</td>
<td>Item Number: 208533 Call Number: FK2.S5 T.75 TopA. 115 *7 KSHS Identifier: DaRT ID: 208533</td>
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<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td>This photograph is a campaign poster promoting Republican nominees for U.S. President and Vice President, Herbert Hoover and Charles Curtis. The two were elected in 1928 in a landslide victory over Democratic candidate Al Smith and running mate Joseph Taylor Robinson. Date: 1928</td>
<td>Kansasmemory.org Kansas State Historical Society</td>
<td>Item Number: 217311 Call Number: B Curtis, Charles, *55 KSHS Identifier: DaRT ID: 217311</td>
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<tr>
<td>Image</td>
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<td>A homestead deed for Charles Curtis, a member of the Kaw tribe of Indians, signed by Wah-shun-gah, head chief of Kansas or Kaw tribe. Photostat copy made from original lent by Doctor Berlin B. Chapman, Oklahoma, A. &amp; M., August 1946. Date: May 13, 1903-May 15, 1903</td>
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<td>Kansasmemory.org Kansas State Historical Society</td>
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<td>Item Number: 208209 Call Number: Deeds, Curios, etc.Coll. #575, Oversize Port KSHS Identifier: DaRT ID: 208209</td>
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<td>This black and white photograph shows a panel with members of the Topeka Kansas Bar Association. On the first row, in the middle, is an image of a young Charles Curtis. Date: 1880s</td>
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<td>Item Number: 212790 Call Number: FK2.S5 T.U.TBA *1 KSHS Identifier: DaRT ID: 212790</td>
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<td>Read Kansas! Lesson I - 3, Famous Kansans: Charles Curtis card</td>
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<td>Kansas State Historical Society</td>
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<td><a href="http://www.kshs.org/p/read-kansas-intermediate-i-3-famous-kansans/14886">http://www.kshs.org/p/read-kansas-intermediate-i-3-famous-kansans/14886</a></td>
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</table>
### Sorting Activity:
Find images for each of the following: birth certificate, coins, diary, journal, letter, photograph, textbook, movie, encyclopedia, etc.

| "How To Read Old Documents" by Susan McGowan | A source that will be helpful in defining primary and secondary sources. |  | www.americancenturies.mass.edu/how_to_read.html |

### Materials Needed
- Copies of primary sources
- Notable Kansan Card: Charles Curtis
- Rubber or white gloves
- Mystery Box for Charles Curtis

### Lesson Plan
1. Gather materials for lesson. See “For the Teacher” for a complete list.
2. Bring a few artifacts (primary resources) that tell about your life. Have students predict what information those resources tell about you.
3. Students can also bring artifacts for themselves, and classmates can predict what information those items tell.
4. Build anticipation and mystery for the 'secret person' by revealing items, one at a time, from the 'Mystery Box'. This box will be left on display in the classroom. In a subsequent lesson, students will create their own 'Mystery Box' for a notable Kansan.
   - Mystery Box Items: horse, sunflower, White House, Herbert Hoover photograph, Kansa Indian scene, Homestead Deed.
5. "What do you think these items tell us about our mystery Kansan? Does anyone have any ideas who this person might be?” Record these class predictions.
6. Introduce vocabulary of primary and secondary. Discuss the process used to find reliable primary source information. The items used in this lesson are actual documents found on the Kansas Historical Society's website.

7. Inform the students that they will be a detective or historian to learn about the Notable Kansan, Charles Curtis.

8. Give one student gloves and ask him/her to uncover the "Homestead Deed". Put the document on projector for all to see and examine. Leave the printed copy on display with the Mystery Box.

9. Walk students through interpreting the document.
   - What makes this unique?
   - What year was it produced?
   - What is the purpose of the document?
   - What does it mean?

10. Write predictions down on recording sheet, Famous Kansan: Charles Curtis.

11. Continue to reveal primary source photographs, by asking the student with the gloves to unveil each new item. Put the primary source document on overhead.

12. Based on the photo, students write predictions on the recording sheet. Place the photo on display.

13. Repeat the above steps until all photographs have been shared.

**Day 2**

1. Review the list of inferences gathered from the primary sources. Share with the students the secondary source, a short biography of Charles Curtis written by a historian. These are facts about Charles Curtis. Ask the students to look for proof that will confirm or not confirm the predictions made on his/her chart." Pass out Famous Kansan: Curtis Charles Read Kansas lesson I-3 Famous Kansans. Determine the best way for students to read the card (independent, partner, etc.).

2. Go through each prediction and find facts in the article that prove or disprove each.

3. Refer back to "Mystery Box" and determine what those items have to do with Charles Curtis. Add information to Famous Kansan: Charles Curtis graphic organizer.

4. Discuss the power and limitations of primary sources. These primary sources are found at the Kansas Historical Society. They are ‘experts’ in the field of Kansas history, which makes that a reliable source.

5. Give example of how reliable sources can sometimes be wrong.

6. In teams, students will be given primary and secondary sorting cards (see resource table). Teams will work cooperatively to sort the items.

7. As a class, go over the results of the sorting activity. Which cards could go in both categories? Which cards were easy to figure out? Which cards to you think other teams might struggled with?
**Assessment**
1. Evaluate student teams’ ability to successfully sort primary and secondary source cards into the two categories: *Primary* and *Secondary*
2. Evaluate students’ ability to use primary and secondary resources to make inferences about Charles Curtis.

**For the Teacher:**

Materials Needed
- Copies of primary sources
- *Read Kansas!* lesson I-3 Famous Kansans card “Charles Curtis”
- Rubber or white gloves
- Mystery Box for Charles Curtis

“How to Read Old Documents” by Susan McGowan
[www.americancenturies.mass.edu/how_to_read.html](http://www.americancenturies.mass.edu/how_to_read.html) is a source that will be helpful in defining primary and secondary sources.

“Biography of Charles Curtis” http://www.kshs.org/kansapedia/charles-curtis/12029

**Extension Activity:**
1. Students choose their own notable Kansan.
2. Students examine two primary sources and one secondary source to gather facts about that famous Kansan.
3. Students create a "Mystery Box" to share with peers.

**Graphic Organizer**
### Famous Kansan: Charles Curtis

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<thead>
<tr>
<th>Inference</th>
<th>Yes or No</th>
<th>Revised Information</th>
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