

**Pete Felten: Kansas Sculptor
Fourth Grade**

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

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USD 489
Hays**

Overview: This lesson is designed to introduce primary sources through artifacts, to teach students about a famous Kansan, Pete Felten Jr. from Hays, Ks, and to recognize his contribution to both the Hays community and Kansas. The lesson will take approximately two weeks to complete. Follow up activities may include a presentation from Pete Felten and a bus tour of his local creations.

Standards:

Kansas History, Government, and Social Studies (2013)

- Standard #3: Societies are shaped by beliefs, ideas, and diversity.
 - Benchmark 1: The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.

Kansas College and Career Ready Standards

Reading

- RI. 4.1 The student will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing

- W4.2 The student will write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W4.4 The student will produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience, based on grade appropriate standards in standards 1-3.

Language

- L4.2 The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Objectives

Content

- Students will identify at least two reasons Pete Felten should be considered a notable Kansan.
- Students will identify basic terms and tools used by a sculptor.

Skills:

- Students will practice the skill of reading expository text.
- Students will practice the skill of writing expository text.
- Students will practice the writing skills of development and organization appropriate to task, purpose, and audience by writing a thank you letter.

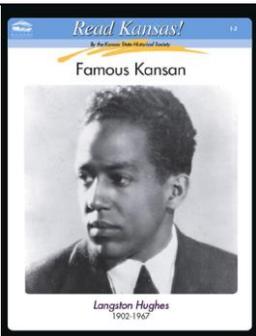
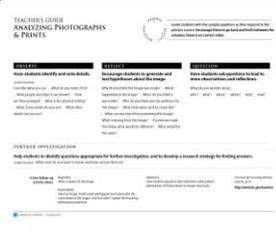
Essential Questions:

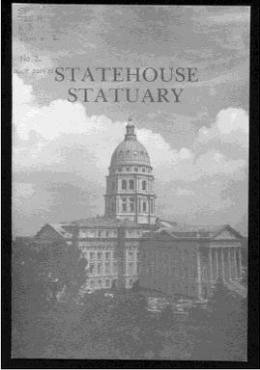
- How can we use artifacts to tell about ourselves and to learn about others?
- Why is sculpture important?
- How can we best share information we learn with others?

Resource Table

Image/Resources	Description	Citation	URL
	<p>Kansas Statehouse Statuary A program from the dedication of the four statues by Peter F. Felten, Jr. The statues are of Arthur Capper, Amelia Mary Earhart, William Allen White, and Dwight David Eisenhower. Brief biographies are included. Date: August 20, 1981</p>	<p>Call Number: SP 725.11 K13 Pam. V.2 no.2 Kansas State Historical Society, <i>Kansas Memory</i></p>	<p>http://www.kansasmemory.org/item/220935</p>
	<p>Statehouse statues, Topeka, Kansas This is a photograph of the four statues Felten made for the Capitol: President Dwight David Eisenhower, newspaper publisher William Allen White, Governor of Kansas and U.S. Senator Arthur Capper and aviator Amelia Earhart. Creator: Kintner, Earl Date: July 27, 1981</p>	<p>Call Number: FK2.1 C.1981 *28-31 Kansas State Historical Society, <i>Kansas Memory</i></p>	<p>http://www.kansasmemory.org/item/224261</p>

Image/Resources	Description	Citation	URL
	<p>Statehouse statue of William Allen White</p> <p>This is the statue of newspaper publisher and Pulitzer Prize winner William Allen White at the Capitol in Topeka, Kansas. The limestone statue weighs 2000 pounds. Creator: Kintner, Earl Date: July 27, 1981</p>	<p>Call Number: FK2.1 C.1981 *5-8</p> <p>Kansas State Historical Society, <i>Kansas Memory</i></p>	<p>http://www.kansasmemory.org/item/216916</p>
	<p>Statehouse statue of Amelia Earhart,</p> <p>Amelia Earhart at the capitol in Topeka, Kansas. The 2,000 pound native limestone statues, sculpted by artist Peter F. Felten Jr., of Hays, Kansas, were placed on the second floor of the statehouse rotunda.</p>	<p>Call Number: FK2.1 C.1981 *1-4</p> <p>Kansas State Historical Society, <i>Kansas Memory</i></p>	<p>http://www.kansasmemory.org/item/224257/page/3</p>
	<p>Statehouse statues, Topeka, Kansas, #4</p> <p>These series of four black and white photographs show the statue of the twentieth Governor of Kansas and U.S. Senator Arthur Capper being moved into the capitol in Topeka</p>	<p>Call Number: FK2.1 C.1981 *18-21</p> <p>Kansas State Historical Society, <i>Kansas Memory</i></p>	<p>http://www.kansasmemory.org/item/216968</p>

Image/Resources	Description	Citation	URL
	<p>Statehouse Statues, Topeka, Kansas, #5 These two black and white photographs show the statue of Amelia Earhart being moved into the capitol in Topeka, Kansas</p>	<p>Call Number: FK2.1 C.1981 *16- *17</p> <p>Kansas State Historical Society, Kansas Memory</p>	<p>http://www.kansasmemory.org/item/216966</p>
	<p>Statehouse Statues, Topeka, Ks, #6 These two black and white photographs show the statue of the twentieth Governor of Kansas and U.S Senator Arthur Capper being moved into the capitol in Topeka, Kansas.</p>	<p>Call Number: FK2.1 C.1984 *14-15</p> <p>Kansas State Historical Society, Kansas Memory</p>	<p>http://www.kansasmemory.org/item/216961</p>
	<p>Read Kansas! lesson I-3 “Famous Kansans” This lesson has a reading card for 12 Famous Kansans and complete lesson plan.</p>	<p>Kansas State Historical Society</p>	<p>http://www.kshs.org/p/read-kansas-intermediate-i-3-famous-kansans/14886</p>
	<p>Analyzing Photographs Form with questions to use with students. Blank form is attached to lesson</p>	<p>Library of Congress</p>	<p>http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf</p>

Image/Resources	Description	Citation	URL
	<p>Kansas Statehouse Statuary Program This is a program from the dedication of the four statues by Peter F. Felten, Jr. The statues are of Arthur Capper, Amelia Mary Earhart, William Allen White, and Dwight David Eisenhower. Produced August 20, 1981</p>	<p>Kansas State Historical Society Kansas Memory</p>	<p>http://www.kansasmemory.org/item/220935</p>

Lesson plan

Day 1 (all lessons will be 30 minutes in length unless otherwise noted)

1. This lesson will begin by first learning how people can tell things about us by the items we own or use.
2. Introduce yourself to 4th graders with appropriate personal artifacts. For me, this might be a pair of tennis shoes, a package of garden seeds, and a recent newspaper article about an event in our library. Use two or three adjectives to describe each item: trusty, worn out (tennis shoes), lengthy descriptive (article), etc.
3. Explain these items can be called my personal “artifacts,” and they tell some things about me: I like to walk and garden; I recently promoted a library event and it was covered in the newspaper.
4. Ask students to each bring two of their own personal artifacts to the next class, and spend 1-2 minutes explaining what those things let us know about them. Suggested items might be sports jerseys or equipment, dance shoes or costumes, pocket games, books, etc.

Day 2

1. Allow students to briefly introduce themselves with their personal items, using two-three adjectives to describe each item.

Day 3

1. Finish student introductions.
2. Explain to students this next portion of the lesson will help them learn about a famous person from Ellis County through the artifacts, or items,

related to his life. Display items such as a chunk of limestone, a hammer and a chisel.

3. Have students examine the items and discuss in small groups what the items may be used for, making inferences or predictions about the person who owns them. Each student completes **Learning from Artifacts**.

Day 4

1. Print out photo sets from *Kansas Memory* as shown in the **Resource Table**. Have groups of three or four students at each table, and distribute a set of photos to each. Arrange photo sets according to theme: photos of Pete at work carving, photos showing statues on flatbed truck, images of moving statues with cranes and pulleys, and images of moving the statues into place in the rotunda.
2. Allow time for each group to discuss what they see in the photos. Who is involved? What are they using? What problems might they have? What else do you notice?
3. If time allows, you may choose to have each group collaboratively fill out **Library of Congress Analyzing Photographs** graphic organizer. Depending on the amount of time needed for discussion, another class period may be needed.

Day 5

1. Have each group report on what they observed in their photo set, including people involved, tools or equipment used, potential difficulties, and expected results.
2. Display all photos on bulletin board.

Day 6

1. Provide each student with a copy of the program from the *Kansas Statehouse Statuary* program taken from *Kansas Memory*. Allow time for students to quietly read document.
2. Questions for oral discussion:
 - a. Where do you think the original copy of this program is?
 - b. When did this event take place?
 - c. Mental math: About how many years ago did it take place?
 - d. Who spoke at this event?
 - e. Why do you think each of those people was an important part of the program?
 - f. Are you surprised to know that someone in our community has his work displayed in our state capitol? Why or why not?
 - g. What else did you learn about the Statehouse Statuary by reading this program?

Optional speaker and field trip activities

Day 1 (Pete Felten as a speaker)

1. Have Pete Felten speak to the class giving a brief description of his work, showing the use of basic tools and explaining some of the work he has completed. Planned for one hour of class time.

Day 2 (field trip)

1. Take students on Hays downtown Trolley Tour with Pete Felten as guide, visiting local sculptures in the town.

Day 3 (letter writing)

1. Model parts of a thank-you letter, leave example on overhead projector or board. Have each student write a thank you letter to Mr. Felten, mentioning a minimum of three things they learned in this unit.
2. Mail the letters.

Extended Activities related to “Famous Kansans” *Read Kansas!* :

Day 1

1. Assign partners.
2. Distribute *Read Kansas* “Famous Kansans” (1-3) cards, one to each pair of students.
3. Provide time for students to read their card and discuss it with their partner.

Day 2

1. Provide each student with a ***Famous Kansans Evaluation*** for their card (provided). Have the pairs discuss questions and answers, however, each student should fill out their own evaluation.

Days 3 and 4

1. Have each pair show their card to the rest of the class and introduce the famous Kansan from information on their evaluation sheet.
2. Keep track on overhead projector or whiteboard on important points of introduction, including what each pair wishes they knew.

Day 5

1. After learning about these famous Kansans conduct a class discussion “Should Pete Felten be included in this group of famous Kansans?” Why or why not?
2. If we wanted to create a card like this about Pete Felten, what kind of information should we include? Keep in mind the things we wished we had learned about the other Kansans. Do we know that information about Mr. Felten? (for example, where does he live?)

Day 6

1. Small group (table discussion): If we want to create a *Famous Kansan* card like the ones we have seen, what do we need to include? Each

student writes and illustrates a card about Pete Felten, using *Famous Kansan* cards as a model.

- a. Who is Pete Felten?
- b. What does he do?
- c. When did he begin carving stone?
- d. Where can his work be seen?
- e. Why did Pete choose to be a sculptor?
- f. How does he carve stone?

Assessment:

1. Evaluate student responses to **Learning from Artifacts**.
2. Evaluate **Library of Congress Analyzing Photographs** graphic organizer--ability to work cooperatively to complete photo analysis sheet.
3. Evaluate **Optional speaker and field trip activities**--Thank you letters. Check for spelling, conventions, and assigned criteria.
4. Evaluate **Famous Kansans Evaluation** related to *Read Kansas!* lessons.
5. Evaluate extended activities related to *Read Kansas!* lessons, Day 6, Famous Kansan/Pete Felten card.

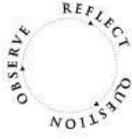
For the Teacher:

Required Background Knowledge:

Before beginning this lesson, it will be important for students to be familiar with Topeka as our capitol city and with the significance and use of the capitol building.

It will also be important for students to be familiar with the four famous Kansans depicted in the rotunda statues: Dwight Eisenhower, Arthur Capper, Amelia Earhart and William Allen White.

Library of Congress Analyzing Photographs



PRIMARY SOURCE ANALYSIS TOOL

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FURTHER INVESTIGATION

Famous Kansans Evaluation

Partners: _____

Who is your Famous Kansan:

When did this Kansan live?

Where did your Kansan live?

Why is this person famous? (list as many things as you can find)

How did your Kansan make Kansas a better (or different) place?

What other things do you wish you would have learned?