

**Struggling for Kansas
Grade 7—Research Project**

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

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Overview

The purpose of this lesson is to familiarize students with some of the people who participated in the struggle for equality in Kansas. It will help the students to understand the concept of popular sovereignty as it relates to the settlement of Kansas Territory. The students, by comparing and contrasting, will gain an understanding of the dispute over Kansas entering as a slave vs. anti-slave state. The culmination of the group research will be multi-media presentations.

Standards

Kansas Standards for History Government and Social Studies (2013)

- Standard 3: Societies are shaped by beliefs, ideas, and diversity.
 - Benchmark 2: Students will analyze context and draw conclusions.
- Standard 5: Relationships among people, places, ideas, and environments are dynamic.
 - Benchmark 4: Students will construct/create and justify/defend.

Kansas College and Career Readiness for English Language Arts and for Literacy in History/Social Studies, Science and Technical Subjects

- RH.6-8.1: Students will cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- W.6-8.1: Students will write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- SL.7.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study' explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SI.7.5 Students will include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Objectives

Content

- Students will retell important information about three individuals who made important contributions to Kansas Territory.
- The students will explain why events in Kansas Territory were important to the nation.
- The students will compare and contrast the beliefs about slavery between pro-slavery and anti-slavery forces during Kansas Territory.

Skills

- The students will locate primary sources
- The students will read primary sources to gain information.
- The students will summarize information from primary source documents.
- The students will compare and contrast the two different points of view.
- The students will develop a multi-media presentation.

Essential Questions

1. Why was the issue of slavery so volatile and important in Kansas Territory?
2. Why did the arguments for proslavery and antislavery forces make settling the Kansas Territory such a volatile experience?
3. How can one person make a difference?
4. Why and how did the civil rights that were granted by the state constitution change from yesterday to today?

Resources

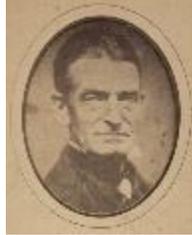
Image	Description	Citation	URL
	<p>Clarina Irene Howard Nichols</p> <p>This photograph is a studio portrait of Clarina Irene Howard Nichols.</p>	<p>Kansas Historical Society, <i>Kansas Memory</i>.</p> <p>Date: Between 1855 and 1861</p>	<p>www.kansasmemory.org/item/7787</p>
	<p>John Brown</p> <p>A portrait possibly copied from a daguerreotype showing John Brown without a beard.</p>	<p>Kansas Historical Society, <i>Kansas Memory</i>.</p> <p>Date: 1868</p>	<p>www.kansasmemory.org/item/208851</p>
	<p>The Life, Trial, and Execution of Captain John Brown</p> <p>Also known as "Old Brown of Ossawatimie," with a full account of the attempted insurrection at Harper's Ferry. Compiled from official and authentic sources. Including Cooke's confession, and all the incidents of the execution.</p>	<p>The Library of Congress > <i>American Memory Home</i></p> <p>Created/published by: New York, R. M. DeWitt [c1859]</p>	<p>http://memory.loc.gov/cgi-bin/query/r?amem/llstbib:@field(NUM-BER+@band(llst+021))</p>
 <p data-bbox="233 1686 415 1717">John Ritchie</p>	<p>John Ritchie</p> <p>This sepia colored carte-de-visite shows John Ritchie, (1817-1887). An abolitionist from Franklin, Indiana who moved to Topeka, Kansas in 1855.</p>	<p>Kansas Historical Society, <i>Kansas Memory</i></p>	<p>www.kansasmemory.org/item/7777</p>

Image	Description	Citation	URL
	<p>Public Meeting!</p> <p>Opposing John Ritchey in his recent act of killing of Leonard Arms</p>	<p>Kansas Historical Society, <i>Kansas Memory</i></p> <p>Creator: Lawrence Citizen</p> <p>Date: April 28, 1860</p>	<p>www.kansasmemory.org/item/3167</p>
	<p>Comparison of products, population, and resources of the free and slave states</p>	<p>Kansas Historical Society, <i>Kansas Memory</i></p> <p>Creator: Batchelder, John M.</p> <p>Date: 1861</p>	<p>www.kansasmemory.org/item/210823</p>
	<p>John Brown, Jr. correspondence</p> <p>John Brown Jr. wrote these letters to his wife Wealthy Brown during the early years of the Civil War.</p>	<p>Kansas Historical Society, <i>Kansas Memory</i></p> <p>Creator: Brown, John, Jr., 1821-1895</p> <p>Date: February 14, 1861- November 29, 1863</p>	<p>www.kansasmemory.org/item/216668</p>
	<p>John Brown/ Underground Railroad</p> <p>In 1851, helped establish the League of Gileadites, an organization that worked to protect escaped slaves from slave catchers.</p>	<p>Kansas Historical Society, <i>Kansas Memory</i></p> <p>Creator: Willard, Frank G.</p> <p>Date: Between 1920 and 1935</p>	<p>www.kansasmemory.org/item/208856</p>

Image	Description	Citation	URL
	<p>Slave Narratives</p> <p>Contains more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves.</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA From the Federal Writers Project</p>	<p>http://memory.loc.gov/ammem/snhtml/snhome.html</p>
	<p>The African-American Odyssey: A Quest for Full Citizenship</p> <p>tells the story of the African American experience through nine chronological periods that document the courage and determination of blacks, faced with adverse circumstances, who overcame immense odds to fully participate in all aspects of American society.</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://memory.loc.gov/ammem/aahtml/exhibit/aointro.html</p>
	<p>Title: The disappointed abolitionists</p> <p>lithograph.</p> <p>Three men at left, one saying, "Verily friend Darg since we have returned thee thy money, ... Man at right, brandishing chair and holding bag marked \$6908, rails at their impudence and tells them to "get out of the house."</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p> <p>Creator(s): Clay, Edward Williams, 1799-1857, lithographer</p> <p>Date Created/ Published: c1838.</p>	<p>http://www.loc.gov/pictures/item/2008661783/</p>

Image	Description	Citation	URL
	<p>Colonel James Montgomery appointment</p> <p>Jayhawker during the Bleeding Kansas period that followed the passage of the Kansas-Nebraska Act of 1854, as well as his ardent support of the Union at the eve of the Civil War.</p>	<p>Kansas Historical Society <i>Kansas Memory</i></p> <p>Date: June 24, 1861</p>	<p>http://www.kansasmemory.org/item/213267</p>
	<p>John H. Kagi to his father</p> <p>From Topeka, Kansas Territory, Kagi writes his father about his (Kagi's) personal situation and more generally about the civil war in Kansas Territory. Several thousand "armed Missourians" had been committing outrages against free state citizens with the support of proslave leaders. . . Freestaters. . . are just then mounting an effective defense of both Lawrence and Topeka, both primary targets of the proslavery forces.</p>	<p>Kansas Historical Society <i>Kansas Memory</i></p> <p>Creator: Kagi, John Henry Date: September 4, 1856</p>	<p>http://www.kansasmemory.org/item/90827</p>

Image	Description	Citation	URL
	<p>Letter from William Brown to Sarah Brown</p> <p>This letter, written by William Brown from Topeka to his sister, Sarah Brown, Lawrence... The latter part of the letter discusses political issues, including recent elections and fear that the "bushwackers" may attack Leavenworth or Fort Scott.</p>	<p>Kansas Historical Society <i>Kansas Memory</i></p> <p>Creator: Brown, William</p> <p>Date: October 11, 1863</p>	<p>http://www.kansasmemory.org/item/220194</p>
 <p>Bleeding Kansas/Civil War Display in museum</p>	<p>Guided tour —</p> <p>This tour introduces students to the action in Kansas during the Territorial era (1854-1861) and the roles that Kansans played during the Civil War</p>	<p>Kansas Historical Society,</p> <p>Kansas Museum of History, Topeka</p>	<p>http://www.kshs.org/p/bleeding-kansas-and-the-civil-war/14928</p>
	<p><u>Kansas Territory</u></p> <p>An educational resource trunk that explores the excitement that took place in Kansas Territory before statehood in 1861.</p>	<p>Kansas Historical Society,</p> <p>Kansas Museum of History, Topeka</p>	<p>http://www.kshs.org/p/kansas-territory/15683</p>
	<p><i>Read Kansas!</i> lessons</p> <p>Card sets featuring Territorial Kansas:</p> <ul style="list-style-type: none"> # M -- 10 # M – 11 # M – 12 # M – 13 # M – 14 	<p>Kansas Historical Society</p> <p>The <i>Read Kansas!</i> project created by the Kansas Historical Society in cooperation with KSDE and the Kansas Health Foundation.</p>	<p>www.kshs.org/p/read-kansas-middle-school-lessons/15536</p>

Lesson Plan

Day 1

1. Introduce some of the people who struggled for equality for Kansas by using a Word Wall. Some of the words used on the cards should include:
 - John Ritchie (Ritchey)
 - John Brown
 - Clarina Nichols
 - Abolitionists
 - Border ruffians
 - Bushwackers
 - Jayhawkers
 - Underground railroad
 - Free -staters
2. Divide class into groups of four and let them discuss these Word Wall cards and how they related to the struggle for rights in Kansas. Have students share their thoughts and ideas.
3. Present parameters for the research project:
 - Students will work in teams of four doing a research project on the struggles that Kansas had to become a state.
 - Each team must research at least two of the names from the Word Wall plus one that is not listed to share with the class. Once the groups has reached a decision as to which topics to research, report this to the teacher to prevent duplication and ensure variety in the final presentations.
 - The final product will be a 20-minute multi-media presentation about three individuals and/or items and what contributions they made to Kansas during territorial days. A comparison and contrast of the beliefs about slavery between pro-slavery and anti-slavery forces during this time must also be part of the presentation.
 - The presentation must also explain why events in the Kansas Territory were so important to the nation.

Day 2

1. Fill out **Internet Research Graphic Organizer** and begin research.

Days 3-5

1. Research and hand in note cards daily.

Days 6-7

1. Students will use note cards, fill out a **Storyboard**, and complete multimedia presentation.

Days 8-9

1. Students will present their multi-media productions to the rest of the class.
2. As the presentation is unfolding, the rest of the class will take notes of important concepts to remember.

Day 10

1. After watching the multi-media presentations of their classmates, the teams will discuss and come to a consensus the answers to these questions.
 - a. Why was the issue of slavery so volatile and important in Kansas Territory?
 - b. Why did the arguments for pro-slavery and anti-slavery forces make settling the Kansas Territory such a volatile experience?
 - c. Explain how can one person made a difference?
 - d. Why did and how have the civil rights granted by the Kansas Constitution change from yesterday to today?
2. Assign final evaluation a persuasive essay. Each student will write an essay explaining what he/she thought was the most important person, item, or group that enabled Kansas to enter the United States as a free state. This will be a two-day homework assignment.

Assessment

1. Evaluate the student's ability to work as an active team member and contribute to the team's multimedia production.
2. Evaluate the students' notes and worksheets.
3. Evaluate the students' ability to summarize and organize materials into a multimedia presentation.
4. Use **Oral Presentation Rubric: Struggling for Kansas** for students or teams to evaluate each presentation.
5. Using **PowerPoint Rubric** evaluate the process and result of each group's product.
6. Each student will write a persuasive essay sharing what they thought was the most important person, item, or group that enabled Kansas to enter the United States as a free state.

For the Teacher

This lesson on the struggles for Kansas becoming a state could take as long as two weeks or longer if you decide to intersperse other lessons on the history of Kansas while they are doing research. *Steal Away Home** by Lois Ruby and its sequel *Soon to be Free*** are two excellent novels that can be worked into this lesson. Both of these novels use Lawrence, KS as part of the setting.

The students will be presented the lesson and then will be given time to organize and research using the organizer, note cards, and a story board to put together a multimedia production in power point format. They are encouraged to primary sources in the media presentation.

I have included an extensive list of primary resources and some secondary ones that refer to the primary sources. The students will be expected to delve into the research in their teams of four, dividing up the responsibilities as needed. When it is presented, they will divide the presentation equally. They may, if they want and I encourage it, compose a questionnaire that they will hand out and the students will fill in the answers as they go through their presentation.

**Steal Away Home* by Lois Ruby, (Reed Business Information, Inc., 1995) Grades 6-8.

Review from School Library Journal. Dana, 12, is helping her parents to restore an old house in Kansas as a bed-and-breakfast when she discovers a boarded-up room containing a human skeleton. With it, she finds the diary of Millicent Weaver, a Quaker and early resident of the house. She learns that the house was a stop on the Underground Railroad, and that runaway slaves were taken there by a former slave, Lizbet Charles. Of course, Miz Lizbet is Dana's skeleton, and the cause of her death at the age of 25 is finally revealed at the end of the novel. The story is told in alternating chapters, shifting between the present and 1856, when the events involving the long-dead young woman took place. The best developed character is young James Weaver, who struggles with his family's philosophy of nonviolence and with the secrets he must keep. The historical sections flow together well, revealing aspects of Miz Lizbet's life, which in some ways resembles Harriet Tubman's. The Weavers use traditional Quaker speech, liberally sprinkled with thee and thou. The book makes a nice addition to historical fiction collections about pre-Civil War events.

***Soon to be Free* by Lois Ruby, (Macmillan, 1994) Grades 4-7.

Review from School Library Journal. This is a sequel to *Steal Away Home*. As this book opens, a mysterious stranger is snooping around, trying to dig up the yard by the house, which Dana's parents have converted into a bed-and-breakfast. Dana, now 13, enlists her friends' help to uncover the man's identity and mission. As this contemporary story unfolds, alternating chapters tell the story of James Baylor Weaver, who lived in the house in the 1850s, and who became a well-known architect. The author incorporates the bloody struggle in Kansas between free- and slave-state factions, courageous runaway slaves, a dangerous journey-in a loaded plot.

PowerPoint Rubric

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ELEMENT	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Research and Note taking	<p>3 points</p> <p>Note cards indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, and evaluated alternative points of view.</p>	<p>2 points</p> <p>Note cards show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.</p>	<p>1 point</p> <p>Note cards show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.</p>	<p>0 points</p> <p>Note cards show you recorded information from four or less resources, did not find graphics and ignored alternative points of view.</p>	___/3
Pre Production Planning - Storyboard	<p>3 points</p> <p>The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text,</p>	<p>2 points</p> <p>The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.</p>	<p>1 point</p> <p>The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.</p>	<p>0 points</p> <p>There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.</p>	___/3

	background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation.				
Introduction	3 points The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or	2 points The introduction is clear and coherent and relates to the topic.	1 point The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to	0 points The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the	___/3

	goals.		the audience.	audience.	
Content	<p>3 points</p> <p>The content is written clearly and concisely with a logical progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea.</p> <p>Information is accurate, current and comes mainly from * primary sources.</p>	<p>2 points</p> <p>The content is written with a logical progression of ideas and supporting information.</p> <p>Includes persuasive information from reliable sources.</p>	<p>1 point</p> <p>The content is vague in conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts.</p> <p>Some of the information may not seem to fit.</p> <p>Sources used appear unreliable.</p>	<p>0 points</p> <p>The content lacks a clear point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of ideas is unclear.</p>	____/3
Text	<p>3 points</p> <p>The fonts are easy-to-read and point size varies appropriately</p>	<p>2 points</p> <p>Sometimes the fonts are easy-to-read, but in a few places the</p>	<p>1 point</p> <p>Overall readability is difficult with lengthy paragraphs,</p>	<p>0 points</p> <p>The text is extremely difficult to read with long blocks of text</p>	____/3

	<p>for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability.</p> <p>Text is appropriate in length for the target audience and to the point.</p> <p>The background and colors enhance the readability of text.</p>	<p>use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</p>	<p>too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</p>	<p>and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</p>	
Layout	<p>3 points</p> <p>The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.</p>	<p>2 points</p> <p>The layout uses horizontal and vertical white space appropriately .</p>	<p>1 point</p> <p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>0 points</p> <p>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>	<p>____/3</p>

Citations	<p>3 point</p> <p>Sources of information are properly cited and the audience can determine the credibility and authority of the information presented.</p> <p>All sources of information are clearly identified and credited using appropriate citation format.</p>	<p>2 points</p> <p>Most sources of information use proper citation format, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>1 point</p> <p>Sometimes copyright guidelines are followed and some information, photos and graphics do not include proper citation format.</p>	<p>0 points</p> <p>No way to check validity of information.</p>	<p>___/3</p>
Graphics, Sound and/or Animation	<p>3 points</p> <p>The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships.</p> <p>Original</p>	<p>2 points</p> <p>The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content.</p> <p>Original</p>	<p>1 point</p> <p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts.</p> <p>Most images</p>	<p>0 points</p> <p>The graphics, sounds, and/or animations are unrelated to the content.</p> <p>Graphics do not enhance understanding of the content, or are distracting decorations that create a</p>	<p>___/3</p>

	<p>images are created using proper size and resolution, and all images enhance the content.</p> <p>There is a consistent visual theme.</p>	<p>images are used.</p> <p>Images are proper size, resolution.</p>	<p>are clip art or recycled from the internet.</p> <p>Images are too large/small in size.</p> <p>Images are poorly cropped or the color/resolution is fuzzy.</p>	<p>busy feeling and detract from the content.</p>	
Writing Mechanics	<p>3 points</p> <p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>2 points</p> <p>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</p>	<p>1 point</p> <p>Spelling, punctuation, and grammar errors distract or impair readability.</p> <p>(3 or more errors)</p>	<p>0 points</p> <p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.</p> <p>(more than 5 errors)</p>	<p>___/3</p>
TOTAL POINTS					<p>7___/2</p>

* Primary sources can include original letters and diaries, personal observations, interviews, first-hand accounts, newspaper articles, magazine articles, journal articles, Web pages, audio recordings, video productions and photograph.

Oral Presentation Rubric: Struggling for Kansas

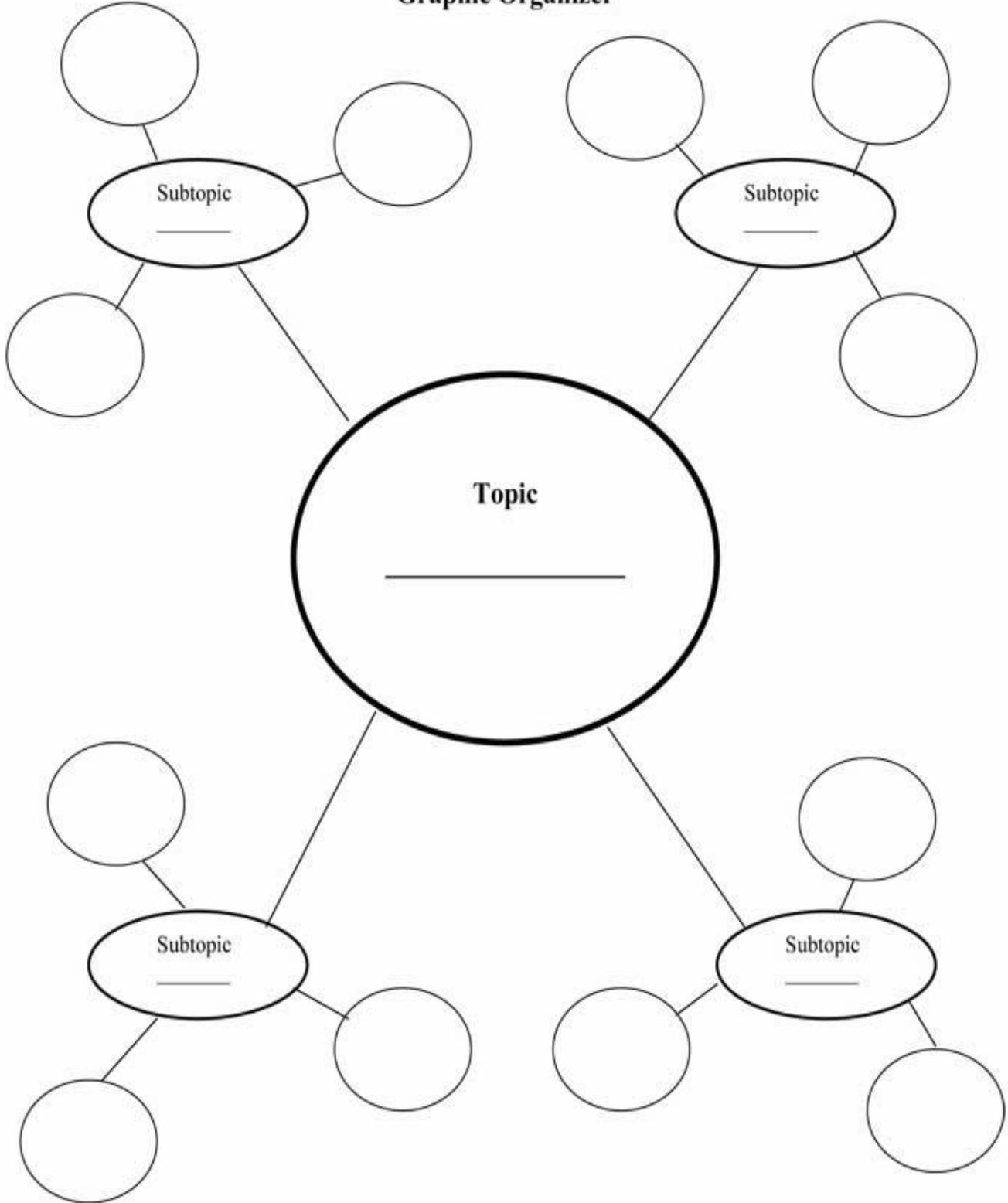
Teacher:

Student Team: _____

CATEGORY	4	3	2	1
Preparedness	Students are completely prepared and have obviously rehearsed.	Students seem pretty prepared but might have needed a couple more rehearsals.	The students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.

*<http://rubistar.4teachers.org/>

**Internet Research
Graphic Organizer**



Storyboard

