

**“The More Things Change – The More Things Remain the Same.” Alphonse Karr  
Do You Agree or Disagree?**

7<sup>th</sup> Grade Kansas History

Developed for Teaching Primary Sources from the Library of Congress:

“Not Just Flyover Country: Exploring Kansas History through Primary Sources”, 2016

By: Nancy Torgler

7<sup>th</sup> Grade Social Studies Teacher, Harmony Middle School, Blue Valley School District

## **Overview**

This activity was designed to transition students from the learning of the 7<sup>th</sup> grade geography curriculum taught during first semester to the Kansas history curriculum taught during second semester. It could also be used as a review of Kansas history closer to the end of the year. Using an extensive study of cultures from around the world as a spring board, students will learn about the impact of events which changed the culture, of both Kansas and America, through the analysis of different architectural housing styles found throughout the territory and state of Kansas. Students will work with a variety of photos and news clippings to develop a chronologically ordered timeline. The initial activity could take 1 – 2 days. The extended activity will take approximately one week to complete the research project and technological presentation.

## **Standards**

### **Kansas History, Government and Social Studies**

Standard #4 – Societies experience continuity and change over time.

Benchmark 4.1 – The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.

### **Kansas College and Career Ready Standards**

Reading Standards for Literacy (Initial and Extended Activities)

RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 - 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.

RH.6-8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6 - Identify aspects of a text that reveal an author’s point of view or purpose.

RH.6-8.7 - Integrate visual information (charts, graphs, photographs, videos, maps) with other information in print and digital texts.

RH.6-8.8 - Distinguish among fact, opinion, and reasoned judgement in a text.

RH.6-8.9 - (Possibly) Analyze the relationship between a primary and secondary source on the same topic.

#### Writing Standards for Literacy (Extended Activity)

WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting, graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quoted or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9 - Draw evidence from informational texts to support analysis reflection, and research.

#### Speaking and Listening Standards (Initial and Extended Activities)

SL.7.1 - 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.

SL.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate;

## Objectives

### Content:

- The student will identify changes in the development and/or architecture of homes throughout the territory and state of Kansas through time.
- The student will describe historical events which may have caused cultural changes.

### Skills:

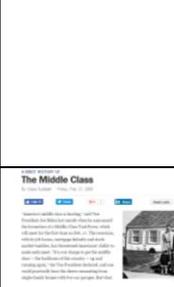
- The student will analyze primary source documents, photographs and news articles, to describe significant changes in family living throughout Kansas history.
- The student will make observations and inferences about the significance of the housing changes on the culture of individuals, communities, states, and nations.
- The student will make connections between the various building trends of different eras to events of Kansas/American history.
- The student will place various photographs and events on a timeline of Kansas history.

## Compelling/Essential Questions:

1. Why do you think some people believe the following quote from Alphonse Karr to be true?  
“The More Things Change – The More Things Remain the Same.”
2. Why do you think culture changes OR ends up remaining the same?

## Resource Chart

Image	Description	Citation	URL
	<p>Enormous Growth of Pittsburg, KS Development of industries – coal mining &amp; railroads (late 1800s/early 1900s)</p>	<p><i>Seven Hundred New Homes Were Erected in Pittsburg During the Past Year-Many Now Being Built</i> Pittsburg Daily Headlight Sept. 10, 1904, pg. 14</p>	<p><a href="https://www.newspapers.com/image/126836629">https://www.newspapers.com/image/126836629</a></p>
	<p>Growth of Hutchinson, KS Development of agriculture &amp; salt mining industry (late 1800s/early 1900s)</p>	<p><i>New Homes Being Built</i> Hutchinson News May 08, 1911, pg. 12</p>	<p><a href="https://www.newspapers.com/image/8248739">https://www.newspapers.com/image/8248739</a></p>
	<p>American Economy Soars, creating a huge surge in the prosperity in Kansas City, Kansas, causing a severe housing shortage (Roaring '20s)</p>	<p><i>No Relief in Kansas City Housing Problem; KC Enters New Era of Building Says Inspector; Exclusive Residence Tract Enriches City; &amp; Long-Term Loan Plan May Solve Housing Problem in America</i> Kansas City Kansan Feb. 05, 1922 pg. 18</p>	<p><a href="https://www.newspapers.com/image/59934436">https://www.newspapers.com/image/59934436</a></p>
	<p>Major Growth in Topeka and Many Other Towns in Kansas (Roaring '20s arrive in Kansas)</p>	<p><i>1922 is Biggest Building Year in Topeka's History, pg. 1</i> <i>Saw and Hammer, Grader and Concrete Mixer, Gardener, pg. 2</i> <i>And City Planner, Busy Over All Kansas During the Year Just Past, pg. 3</i> Topeka Daily Capital Dec. 31, 1922 pgs. 1 – 3</p>	<p><a href="https://www.newspapers.com/image/64398936">https://www.newspapers.com/image/64398936</a> - pg. 1 <a href="https://www.newspapers.com/image/64398912">https://www.newspapers.com/image/64398912</a> - pg. 2 <a href="https://www.newspapers.com/image/64398913">https://www.newspapers.com/image/64398913</a> - pg. 3</p>

Image	Description	Citation	URL
	Housing Boom in Parsons, KS Building of munitions plant in early 1940s (WWII)	<i>Await A Parsons Boom</i> Kansas City Times July 1, 1941	<a href="http://www.kansasmemory.org/item/217241">http://www.kansasmemory.org/item/217241</a>
	House Models Available to New Home Owners/Surge in Building 1950s	<i>Model Houses Help Builders Arrange Homes</i> Life Magazine September 29, 1952 pgs. 57 – 58	<a href="https://books.google.com/books?id=VVYEAAAAMBAJ&amp;pg=PA57&amp;lpg=PA57&amp;dq=Model+Houses+Help+Builders+Arrange+Homes&amp;source=bl&amp;ots=BUJG3_TaAF&amp;sig=xF8M2eCFYeDsFbaQYek6X0TgOmg&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwir2Yv9io3OAhXlx4MKHXGBDPsQ6AEIJzAA#v=onepage&amp;q=Model%20Houses%20Help%20Builders%20Arrange%20Homes&amp;f=false">https://books.google.com/books?id=VVYEAAAAMBAJ&amp;pg=PA57&amp;lpg=PA57&amp;dq=Model+Houses+Help+Builders+Arrange+Homes&amp;source=bl&amp;ots=BUJG3_TaAF&amp;sig=xF8M2eCFYeDsFbaQYek6X0TgOmg&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwir2Yv9io3OAhXlx4MKHXGBDPsQ6AEIJzAA#v=onepage&amp;q=Model%20Houses%20Help%20Builders%20Arrange%20Homes&amp;f=false</a>
	The American Housing Dream Realized in the 1950s (Post WWII – Baby Boom Era)	<i>A Brief History of the Middle Class</i> Time Magazine Feb. 27, 2009	<a href="http://content.time.com/time/nation/article/0,8599,1882147,00.html?iid=sr-link1">http://content.time.com/time/nation/article/0,8599,1882147,00.html?iid=sr-link1</a>
	The Current Trend for Many is Building Smaller Houses (Tiny House Movement, 2010s)	<i>You'll Never Guess the New Big Thing in Housing (Think: Not Big)</i> Time Magazine March 20, 2012	<a href="http://business.time.com/2012/03/20/youll-never-guess-the-new-big-thing-in-housing-think-not-big/print/">http://business.time.com/2012/03/20/youll-never-guess-the-new-big-thing-in-housing-think-not-big/print/</a>
	A Reverse in the Housing Trend is Occurring – Urban Growth Surpassing Suburban Growth (Urban Resurgence Movement, 2010s)	<i>The End the Suburbs</i> Time Magazine July 31, 2013	<a href="http://ideas.time.com/2013/07/31/the-end-of-the-suburbs/print/">http://ideas.time.com/2013/07/31/the-end-of-the-suburbs/print/</a>
	U.S. Recession Recedes, New Home Sizes Increases (2010s)	<i>The Return of the McMansion?</i> Time Magazine July 02, 2012	<a href="http://business.time.com/2012/07/02/the-return-of-the-mcmansion/">http://business.time.com/2012/07/02/the-return-of-the-mcmansion/</a>
Photos	Various Home Architectural Styles		<a href="http://www.photosforclass.com">www.photosforclass.com</a>

## Lesson Procedure:

1. Introduce the lesson by letting students know their extensive study of cultures around the world has come home to the study of their own culture. The study of how families live is a very significant way to study the culture of a region. Ask students to name what type of homes people around the world live in today or in the past. Pose the following question to the class: Why do different groups choose to live in one type of dwelling over another?
2. Explain that students will be working in small groups to compare and contrast typical home styles that are/were present in Kansas at one time. The group members will work together to place 12 different Kansas home photos in chronological order (See Pgs. 7 – 13).
3. Students will also read several articles taken from newspapers and magazines from various eras. The topics discussed in the articles should help identify reasons for cultural changes which are displayed in diverse architectural styles in Kansas homes. Each group will try to identify historical events which sparked cultural changes. Various news clippings will also be used by students to develop a timeline of events which helped shape the history of Kansas. Within small groups, students will compare and contrast home styles, link diverse styles to different events in Kansas/American history, identify reasons for the cultural changes, and position the photos in chronological order and events (See Resource Chart, Pgs. 4 – 5).
4. The distribution of “Event” cards, which give a description and year(s) of an event, may be given to each group to further help facilitate their timeline construction. The year(s) can be deleted or distributed separately from the event to provide additional challenge to a group. This can provide more or less challenge based on the needs of the groups. This will be based on teacher discretion (See Pgs. 7 – 13).
5. Bring the class together to share out the sequence of each group’s time line. A reporter from each group should be appointed to share the reasons and results of their activity. Further discussion should take place within the class to try to create a class time line that displays the consensus of the class analysis. The initial timeline activity could take 1 – 2 days.
6. Explain the Extension Activity which will take at least an additional week to complete the research and technology project/presentation (See pgs. 14 – 16 for Specific Guidelines and Rubrics).

## Assessment:

- Evaluate the students’ ability to work cooperatively to complete a group time line of homes and events.
- Evaluate the students’ ability to find information from the news articles to help create the time line.
- Evaluate the students’ ability to share his/her findings to the small group.
- Evaluate the students’ ability to share his/her findings in the full class discussion.
- Evaluate the students’ ability to conduct research and present findings in a technological presentation.

## For the Teacher:

If you are using the textbook *The Kansas Journey*, this lesson can be used with all parts of the book. Students could use the titles of different chapters as descriptors for different eras. I would suggest using all of the news articles in each class for the activity but giving each group 3 to 5 different news articles to analyze rather than every group analyze each article.

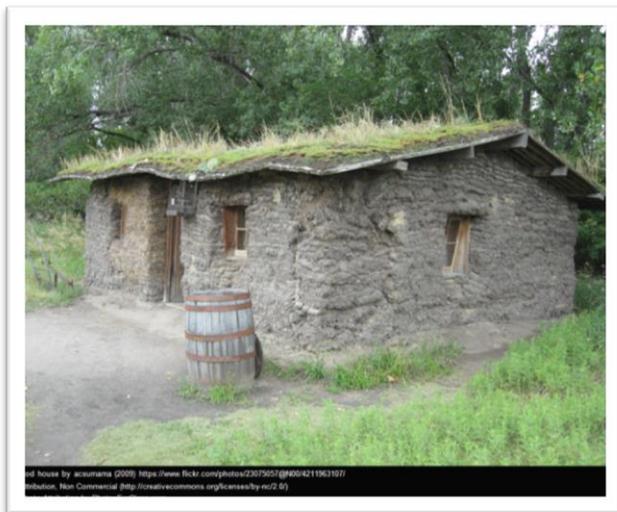
## Extension Activity:

1. Students will work in small groups of 2 – 4 students. They will choose a topic related to the culture of Kansas/America. They will conduct research using primary and/or secondary sources to answer the Essential Questions. Each group will create a presentation using technology (See pgs. 14 – 16 for Specific Guidelines and Rubrics).



The Area Known as Kansas  
Changes from  
Being an Area of Land  
Inhabited by Native Americans  
to a U.S. Territory  
Open to American Settlement

(7000 B.C. – 1854)



Americans and Immigrants  
Move West in Search of  
New Opportunities.  
Kansas Becomes the  
34<sup>th</sup> State of the U.S.  
on January 29, 1861

(1854 – 1890s)



Kansas and the U.S.  
Move into the  
20<sup>th</sup> Century and  
An Era Known as  
“The Gilded Age”  
  
(1870s – 1900)



Many Nations of the World,  
Including the U.S.,  
Experience Conflict that  
Eventually Erupts into  
“The War to End All Wars –  
The Great War”  
Agriculture and New Industries  
of Kansas Prosper  
  
(1900 – 1920)



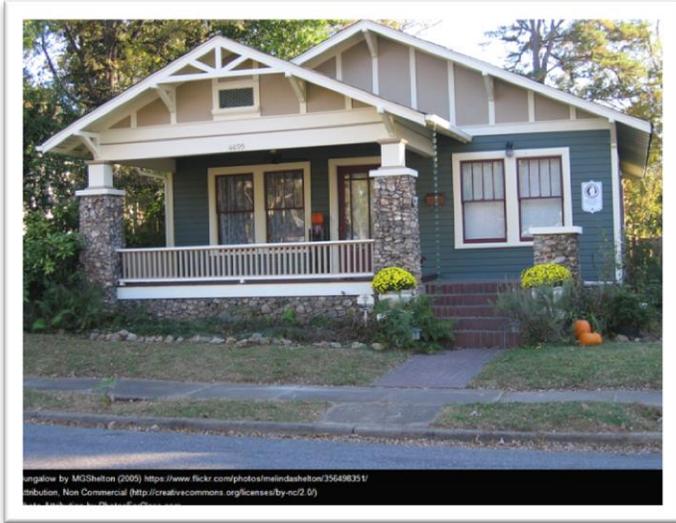
Kansas and the U.S.  
Experience a Period of Great  
Economic Prosperity and  
Social & Political Change.  
It Becomes Known as  
“The Roaring 20s”

(1920 – 1929)



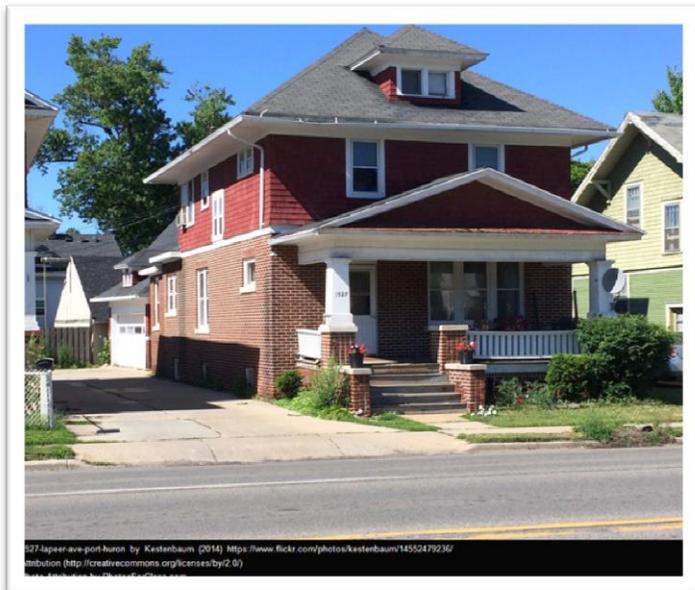
The 1930s Presented  
Desperate & “Depressing”  
Times for the People of  
Kansas and the U.S.  
Due to Extreme  
Weather, Agriculture and  
Investment Problems.

(1930’s)



The People of Kansas  
and the U.S. Helped in the  
Fight to Keep the World  
Safe from the Axis Powers

(1939 – 1945)



The Allies Win World War III!!  
American G.I.s Come Home  
to Kansas and the U.S.  
The Baby Boom Era  
Is Upon Us

(1945 – Early 1960s)



The People of Kansas  
and the U.S.  
Saw a Time in Our History  
Filled with Both Crisis  
and Technological Firsts.  
An Increase in Consumerism  
Also Grew During this Era

(1960s – 1970s)



The People of Kansas  
and the U.S.  
Experience Prosperity  
and Pitfalls as they  
Move Closer to  
the 21<sup>st</sup> Century

(1980s – 1990s)



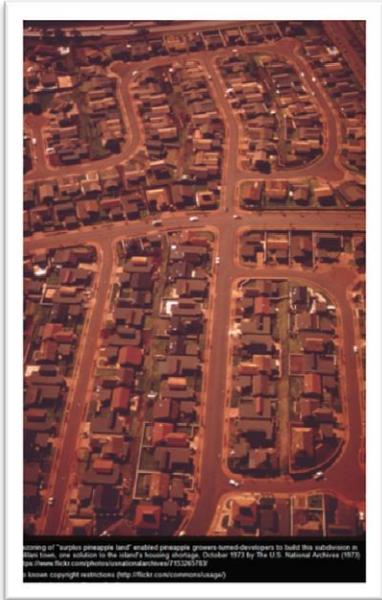
**Big Changes in the World  
and the Economy were  
Seen by the Citizens of  
Kansas and the U.S.**

**(2000s)**



**The People of Kansas  
and the U.S. Work to  
Recover from the Economic  
Setbacks of the Prior Decade.  
Cultural Changes and  
Concern for the Safety of the  
American People Often  
Make the Headlines**

**(2010s)**



# Additional Photos



**ORDER TODAY!**  
**BLUEPRINTS and SPECIFICATIONS**  
 of this plan as shown.  
 Original Set . . . . . \$10.00  
 Duplicate sets with original order, per set \$2.50

**The HOPE**                      **Plan No. 143**

We call this plan the year 1950 design—for it offers everything one might conceive in home planning for years to come. The unique closet arrangement, perfect rain control windows, new utility kitchen, and perfect ventilation control make it the most livable AFS home designed. Indoor-outdoor living has been provided through combined living room, dining room and porch arrangement.

949 by SportSuburban (2012) <https://www.flickr.com/photos/42353480@N02/7666518580/>  
 Attribution (<http://creativecommons.org/licenses/by/2.0/>)  
 Photo Attribution by PhotosForClass.com

# **“The More Things Change – The More Things Remain the Same.”**

## **Student-Taught Lesson Guidelines**

### Possible Topic Ideas

Fashion  
Technology  
Electronics/Appliances  
Transportation  
Education/K – 12 or Collegiate  
Leisure Time Activities  
Family Life Style  
Food/Meals/Products  
Consumerism/Shopping  
Commerce/Business  
Population/State, County, Region, or City/Town  
Religion  
News  
Politics  
Gender Roles  
Suggest One of Your Own – Speak to the Teacher!

### Final Product

Create a Technological Display of the Following:

1. Timeline of important events relevant to your topic – Minimum of 3 to prove position
2. Essential Questions – Conduct research in order to answer the following essential questions in relationship to your topic:
  - a. Why do you think some people believe the following quote from Alphonse Karr to be true? “The More Things Change – The More Things Remain the Same.”
  - b. Why do you think culture changes OR ends up remaining the same?
3. Primary Source Documents used as evidence to answer the essential questions. 3 Minimum
4. Presentation – Power Point, Prezi, Explain Everything, or another used well to display evidence of position
5. Visual Resource (Primary or Secondary) incorporated into presentation. Minimum of 3.
  - a. Photographs or film relevant to topic used to help illustrate findings
6. Oral Presentation
  - a. Everyone must have a speaking part in the presentation & everyone must be able to answer all questions asked by class (students or teacher). No late projects will be allowed.
7. Exclusive Creative Attribute – Find something to add to your presentation to make it unique & different from any other presentation, Use your creativity!
8. Bibliography of Resources – Student was able to create a bibliography of sources used in MLA format.

Due Day of Project \_\_\_\_\_

# “The More Things Change – The More Things Remain the Same.”

## Student-Taught Lesson Group Member Rubric

### Group Member Evaluation

#### Group Member Names & Evaluations

Member: Myself

Category #1	3	2	1
Category #2	3	2	1
Category #3	3	2	1

Member: \_\_\_\_\_

Category #1	3	2	1
Category #2	3	2	1
Category #3	3	2	1

Member: \_\_\_\_\_

Category #1	3	2	1
Category #2	3	2	1
Category #3	3	2	1

Member: \_\_\_\_\_

Category #1	3	2	1
Category #2	3	2	1
Category #3	3	2	1

Category	3 – Meets Expectations	2 – Below Expectations	1 – Does Not Meet Expectations
#1 Work Ethic	Consistently stays focused on the task. Very self-directed and other group members can count on this person		
#2 Collaboration	Very supportive, a good listener, and I would gladly choose this person as a group member again.		
#3 Time Management	Time was used well during the entire project to ensure productivity. The group does not have to adjust deadlines.		
<b>TALLIES</b>			<b>EXEMPLARY MEMBER(S) OF THE GROUP</b>
<b>TOTAL SCORE</b>			_____
<b>AVERAGE TOTAL for transfer to Grading Rubric – Category #9</b>			_____

Name \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

# “The More Things Change – The More Things Remain the Same.”

## Student-Taught Lesson Grading Rubric

Category	4 – Above & Beyond	3 – Meets Expectations	2 – Below Expectations	1 – Does Not Meet Expectations
#1 Planning		All aspects of presentation taken into account. Presentation is well planned and specifically answers the Essential Questions.		
#2 Organizing		The collaboration gives all group members a purpose. A well-developed lesson is prepared for presentation.		
#3 Preparedness		The group has rehearsed and is well prepared for the presentation.		
#4 Vocabulary		Topic specific vocabulary is thoroughly integrated into the presentation.		
#5 Understanding		Presenters adequately understand the correct material to clearly present the information to students.		
#6 Visual Component		The visual presentation & technology adequately conveys the important information of the topic concisely.		
#7 Final Product		All parts of the project are completed in a creative way that engages the audience.		
#8 Audience Member Participation during Other Presentations		The courteous & respectful audience member listens intently to other presenters and does not distract others.		
#9 Collaboration with Peers (Combined Student Evaluations)	Exemplary Leadership Shown	Peers observe the student to be a productive group member – putting forth best effort, focusing on the task & supporting the efforts of the other group members.		
#10 Collaboration with Peers (Teacher Evaluation)	Exemplary Leadership Shown	The teacher observes the student to be a productive group member – putting forth best effort, focusing on the task & supporting the efforts of the other group members.		
<b>TOTAL SCORE</b>		<b>+ _____ /35</b>		