

Lives and Livelihoods in Kansas in the 1800's 4th Grade

**Developed for
Kansas Historical Society at the
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Overview

This lesson focuses on the life of the individuals that lived on a Kansas family farm. By examining different 1855 Territorial Kansas censuses students will come to the conclusion that most settlers during this time were farmers. Students will also read three different diaries from early pioneers. Students will practice finding facts and making inferences about the roles and duties of various family members within the pioneer family. This lesson is designed for four class periods.

Standards

History

Benchmark 4, Indicator 5: The student engages in historical thinking skills.

Common Core ELA

Reading

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

Objectives

Content

- The student will define primary sources.
- The student will identify the main occupation of the settlers from an 1855 Kansas Census.

Skills

- The student will learn how to read a census.
- The students will develop inferential skills when reading narratives.

Essential Questions

- How did the early pioneers influence Kansas today?

Resource Table

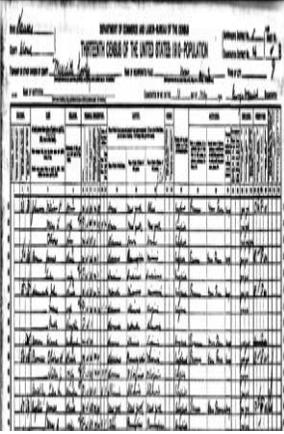
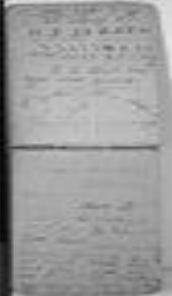
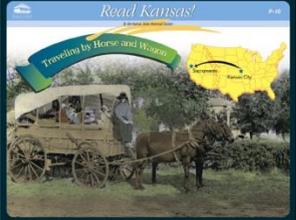
Image	Description	Citation	URL
	<p>1855 Kansas Census This Census contains the name, occupation, age, sex, emigrated from, native of U.S., and status of being a declarant, Negro, slave or voter in Kansas Territory prior to statehood.</p>	<p>Kansas State Historical Society</p>	<p>http://www.kshs.org/p/kansas-census-1855-1930/10961</p>
	<p>Abby Bright's Diary Born in Pennsylvania in 1848, Abby Bright traveled to Kansas in 1870 as a young woman and her diary is primarily an account of this trip. It gives excellent accounts of daily life and settlement activities. Transcription available.</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i> Item 223662</p>	<p>http://www.kansasmemory.org/item/223662</p>
	<p>Edward S. ("Ned") Beck Diary Edward S. ("Ned") Beck diary describes the daily life of a boy in Holton, Kansas, in the late nineteenth century. Ned was born in Indiana and moved to Kansas with his family as a boy. He was eleven years old in 1880. Transcription available.</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i> Item 215431</p>	<p>http://www.kansasmemory.org/item/215431</p>

Image	Description	Citation	URL
	<p>August Schulz Diary Diary written by August(us) Schulz who resided in McPherson County, Kansas. The diary describes the work and events that took place on the family farm in Canton Township, McPherson County. Schulz and his wife Luisa were born in Germany, according to the 1880 U. S. census. Augustus's age was listed as 54 and Luisa was 58. Transcription available.</p>	<p>“Kansas State Historical Society, Kansas Memory”</p>	<p>http://www.kansasmemory.org/item/215686</p>
	<p><i>Read Kansas!</i> “Kansans on the Move” Lesson includes reading cards that show types of transportation including wagon, steamboat, and train.</p>	<p>Kansas State Historical Society <i>Read Kansas!</i> lesson P-10</p>	<p>http://www.kshs.org/p/read-kansas-primary-p-10-kansans-on-the-move/14912</p>

Day 1

1. Introduce the lesson by reviewing the terms “pioneers” and “western expansion”. You may wish to revisit the *Read Kansas!* lesson **Kansans on the Move** (P-10) with the class to reinforce that most settlers traveled to Kansas either by horse and wagon, steamboat or by train.
2. Ask the question “Now that settlers have arrived in Kansas – What will most settlers do for their livelihood?” Have students brain storm their ideas, write their ideas on chart paper.
3. Ask students “How can we find the data to answer our question?”
4. After the students have discussed their ideas, project one of the **1855 Kansas Census** from ancestry.com. See **For the Teacher** for free access information.

5. Explain to the class that this document is called a census. Inform the students that a census is an official government document that may be defined as the process of collecting, compiling and publishing information about all persons living in a country at a specified time and that censuses are primary sources because they are government documents.
6. Enlarge the image for a whole class discussion of the census. and view the heading row. For the people listed on the page you can find this information:
 - Name
 - Occupation
 - Age
 - Male or female
 - Where they emigrated to Kansas from
 - Whether they are a native of the United States or another country
 - If they are a naturalized citizen
 - Declarant (person who has begun the citizenship process)
 - If they are a Negro (African American)
 - If they are a slave
 - If they are a voter
7. Explain to the students that to figure out the data, the class will conduct a statistic activity called “simple random sampling”. Tell the students “a simple random sample” is created when a smaller group of individuals (a subset) is chosen from a larger group of individuals. Many statisticians use sampling to learn and gather information about a larger population. Inform the students that together the whole class will conduct a simple random sampling to determine the occupations of settlers in Kansas in 1855 in eight different districts.
8. Pass out a **Recording Data Sheet** to each student so that all students will be actively involved in the lesson. Each student is to list the different professions/occupations of the inhabitants in the district and then tally the number of persons under each profession/occupation.
9. Give students adequate time to count and tally up the number of different people that work in diverse professions.
10. From analyzing the censuses, the students will be able to see that farming was the overwhelming occupation for the early Kansas settlers. Look back at the student generated list of professions/occupations to see if their predications were true.

Assessment

1. Evaluate the students’ ability to extract information from the census table.
2. Evaluate the students’ involvement by filling out the recording data worksheet correctly.

Extension

Compare and contrast Kansas' recent census results to the **1855 Kansas Census**. Discuss findings with the class and/or have students write their findings in a comparative/contrastive paper.

Day 2

1. Review the information gained from examining the **1855 Kansas Census**. Remind students that the censuses are primary sources.
2. Begin the lesson by asking the students "Who has ever kept a diary?" and then ask "What did you write in your diary?" (Answers should range from "I wrote down important things" to "I wrote down things that happened" or "I wrote down my feelings"). Tell the students "Many pioneers also wrote in diaries for many different reasons. The diaries are primary sources because the diaries are the first-hand accounts of an event". Tell the students that during the next three lessons they will be reading primary sources in the form of diaries. Explain to the students that they will read diaries from three different people who settled in Kansas. Discuss possible differences in grammar, spelling and language that they may notice when reading the diaries. You may want to share a handwritten page from the diary for the students to see the actual appearance of the diary. However, for this lesson you will provide each group with transcribed forms (still primary sources).
3. Divide the students into small groups of three or four students. Read the introduction of **Edward S. (Ned) Beck Diary**. Explain to the students that Ned was only eleven years old at the time that he wrote this diary and that he was the youngest of the three. Students will then read his diary in their small groups. As they are reading, the students will fill out the worksheet titled **Notes from the Diary of _____**.
4. After the students have read Ned's diary, let the students, in their small group, freely discuss the diary.
5. In a whole class discussion, ask the following questions to the students:
 - Does reading Ned's diary tell you anything about his life?
 - What were Ned's main activities? How can you tell?
 - Did Ned have fun? How do you know? Did Ned write that he had fun or did you as the reader have to infer this?
 - Did Ned have to do work? What was his work? How do you know this?
 - What does Ned's diary tell you about his role in his family?
 - Compare and contrast Ned's activities with your own activities or that of you or your brother. Did Ned do any activities that you and your brother do?
 - Would you like to have Ned's life? Why or why not?

Day 3

1. Review the prior lesson of **Edward S. (Ned) Beck Diary**. Discuss Ned's activities.
2. Once again divide the students into small groups of three or four students. Read the introduction of **Abbie Bright's Diary**. Explain to the students that Abbie was around 23 years old when she wrote her diary. Students will then read the transcribed diary in their small groups. As they are reading, the students will fill out **Notes from the Diary of _____**.
3. As during the prior lesson, let the students freely discuss their thoughts about the diary.
4. In a whole group discussion, ask the following questions to the students:
 - Does reading Abbie's diary tell you anything about her life?
 - What were Abbie's main activities? How can you tell?
 - Did Abbie have fun? How do you know? Did Abbie write about having fun or did you have to infer this?
 - Did Abbie have to work? What was her work? How do you know this?
 - What does Abbie's diary tell you about her role in her family?
 - Compare and contrast Abbie's activities with your own activities or that of your sister or mother. Did Abbie do any activities that you and your sister or moms do?
 - Would you like to have Abbie's life? Why or why not?

Day 4

1. Review the prior lessons of Ned and Abbie. Discuss some of their activities. Ask the students if there are differences and/or similarities between their two lives.
2. Read the introduction of **August Schulz's Diary**. Tell the students that at the time of August's diary, he was around 53 years old. Students will then read his diary in their small groups. As they are reading, the students will fill out the worksheet titled **Notes from the Diary of _____**.
3. As during the prior lesson, let the students in their small group freely discuss their thoughts about the diary.
4. In a whole class discussion, ask the following questions:
 - Does reading August's diary tell you anything about his life?
 - Did you think August had fun? How do you know? Did August ever write about having fun or did you have to infer this?
 - Did August have to work? What was his work? How do you know this? What does August's diary tell you about his role in his family?
 - Compare and contrast August's activities with activities of your father or grandfather. Did August do any activities that your father and your grandfather do?
 - Would you like to have August's life? Why or why not?

5. Provide students with the copies of the diaries used during this lesson and a copy of the **Fact or Inference** worksheet to complete the assessment.

Assessment

1. Observe the students' interaction and cooperative skills as they read and discuss the diaries.
2. Evaluate the students' ability to complete each of the **Notes from the Diary of _____** graphic organizers.
3. Evaluate the students' ability to complete the worksheet **Fact or Inference**.

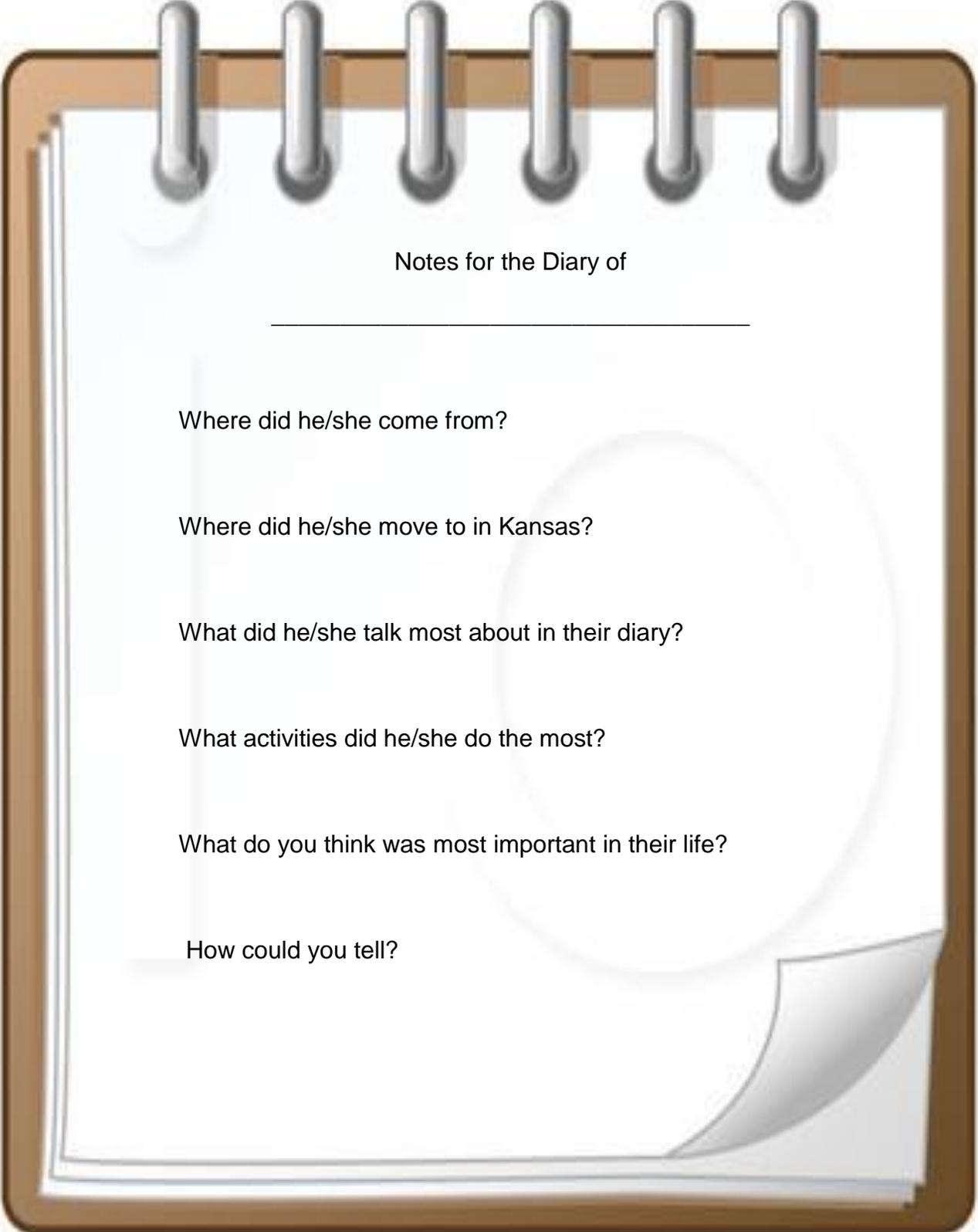
Extension

1. Map the journey of Ned, Abbie and August to Kansas.
2. Determine who traveled the farthest by adding up the miles that Ned, Abbie and August traveled.

Recording Data Sheet For Kansas 1855 Census

Use the Kansas Censuses to find the data. Use tally marks to record each person's occupation.

District 1	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____
District 3	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____
District 5	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____
District 7	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____
District 9	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____
District 11	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____
District 13	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____
District 15	Occupation: _____	Occupation: _____	Occupation: _____	Occupation: _____



Notes for the Diary of

Where did he/she come from?

Where did he/she move to in Kansas?

What did he/she talk most about in their diary?

What activities did he/she do the most?

What do you think was most important in their life?

How could you tell?

Inference or Fact?

Each statement below provides some information about the roles of Ned, Abbie and August. Use your copies of the various diaries to determine whether the information was fact or if it was information that you inferred about the writer. Support your answer with text from each dairy.

	Fact Yes/no	Inferred Yes/No	Prove your answer
August planted a lot of trees.			
Abbie did a lot of cooking and cleaning in her brother's house.			
Ned had different chores to help his family.			
Abbie sewed for herself and her brother, Phillip.			
Ned made five cents each time he blackened his father's boots.			
Abby worked in the garden.			
Ned had to milk the cow.			
August worked hard on his land.			

For the Teacher

Background

Kansas is known as the "Wheat State" and "Breadbasket of the World." Farming has been a way of life in Kansas affecting all areas of life such as Kansas' laws, innovations, culture, social customs, and traditions. Much of Kansas' economy relies on many agricultural businesses

Settlers from the eastern United States and from European countries brought many farming traditions when they arrived in Kansas. These people often brought seeds of the crops they had planted in their homelands. Some of the crops did very well and other crops did not.

Family life was important. All family members lived and worked very closely together often depending upon each other for survival. Each family member had certain "chores" or jobs. Some chores were small and could be done individually; however, other jobs required the help of others. Whenever possible the settlers tried to turn these chores into social events.

The pioneer father worked very hard and often his day started before the sun came up. Land needed preparing for planting, seeds needed to be planted before the heat and rains came and crops needed to be harvested. In addition, men would spend time building barns, fences and houses. Men also were responsible for firewood, stacking hay and hunting meat for the winter.

Most women who settled in Kansas were farm wives. Many of these settlers made their first homes in dugouts or glorified caves carved from the side of hills. The duties of the women included taking care of the garden, cooking, washing the clothes, caring for the animals and the family.

Many women tried to turn their homes into something pleasant. They tried their best to keep the house clean despite having no glass for the windows which let the dirt blow into the house. Many of their homes were so dark that the women had to do their chores by candlelight. Many women papered their walls of their houses with newspapers and magazines.

The children in the family were expected to help with the farm work. Boys and girls had similar duties such as milking the cows and gathering cow and buffalo chips for fuel. Girls helped with the cooking, cleaning, mending and taking care of younger children. Boys helped with the planting and harvesting of the crops as well as hunting.

Many children went to school, however during the settlement period school was probably centered less on school than it is now. Those who went to school usually attended every day except for Sunday during the months of October to May. The school year calendar was designed so that students could attend to their agricultural duties during the summer.

Instructions for free access to Ancestry website

Kansas residents with a valid driver's license have free access to Ancestry's website for Kansas related materials. This is through an agreement with the Kansas State Historical Society.

1. Go to www.kshs.org/p/Kansas-census-1855-1930/10961.

2. In the left sidebar locate under Census, click on the link “available online from Ancestry”.
3. Click on “Verify Kansas Driver’s License”.
4. Input your name, birthdate, and Kansas Driver’s license number.
5. Scroll down to the middle of the page and click on “Kansas State Census Collection 1855-1925”.
6. On the right hand side of the page, put in the year 1855.
7. Then click on county – that will give you the different districts. Each district has several census pages, but it very easy to count the occupations.