

**Kansas County Fairs through the Years
Fourth Grade**

**Developed for
Kansas Historical Society at the
Library of Congress Midwest Region
“It’s Elementary: Teaching with Primary Sources” 2012**

**Linda Wiersma
Sunflower Elementary School, USD 368, Paola, KS**

Overview

This lesson allows the students to work with primary sources. Several primary sources are presented that give clues to the experience of attending a county fair over one hundred years ago. This lesson helps the students find clues in the primary sources. Using the primary sources, students will compare and contrast local entertainment from the past to the present. In addition, students will successfully demonstrate the acquired knowledge orally and in written form. The lesson is presented over a three-day time frame and contains differentiation, and extensions to meet the individual needs of the learners.

Standards

History

Benchmark 4, Indicator 4 The student identifies and compares information from primary and secondary sources (e. photographs, diaries/journals, newspapers, historical maps).

Common Core ELA – Reading Informational Text

RI.4.6 The student compares and contrasts a firsthand and secondhand account of the same event or topic; describes the differences in focus and the information provided.

RI.4.9 The student integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Objectives

Content:

- The students observe and analyze primary sources to understand the similarities and differences of attending a county fair one hundred years ago to the present.

Skills:

- The students identify the differences between primary and secondary sources.
- The students use oral and written communication to compare and contrast local entertainment from the past to the present.

Essential Questions

- How do we learn about things that happened in the past?
- How have county fairs changed in the last one hundred years?

Resource Table

Image	Description	Citation	URL
<p data-bbox="237 306 440 443">Fairgrounds packed with activities this week</p> 	<p data-bbox="529 306 743 373">Miami County Fair 2012</p> <p data-bbox="529 380 792 737">The Miami County Fair in Paola, Kansas is the week of July 23rd 2012. The picture and article represent the activities available at the county fair in 2012.</p>	<p data-bbox="821 306 1076 590">“Fairgrounds packed with activities this week,” <i>Miami County Republic</i>, July 23, 2012, Morris, Gene</p>	<p data-bbox="1114 306 1380 485">Permission granted to use this article by the <i>Miami County Republic</i>.</p>
	<p data-bbox="529 1037 743 1146">Miami County Fair, Paola, Kansas 1896</p> <p data-bbox="529 1188 781 1398">Professor Montz Bozarth's cannon act is featured on this poster for the Miami County fair in Paola, Kansas.</p> <p data-bbox="529 1440 781 1619">Creator: Whitaker & Son, Printers Date: September 29, 1896-October 02, 1896</p>	<p data-bbox="821 1037 1073 1293">Miami County Fair, Paola, Kansas, <i>Kansas Memory</i>, Kansas Historical Society, Item number: 226564</p>	<p data-bbox="1114 1037 1380 1146">http://www.kansasmemory.org/item/226564</p>

Image	Description	Citation	URL
	<p>The Great Fair of the Border Tier 1878</p> <p>A poster advertising the annual Miami County fair in Paola, Kansas. Listed are the rules and regulations, the different classes of livestock, information on premiums, racing, as well as information for the "young folks." Fair officials are Jason L. Wright, president, H.M. McLachlin, secretary, and W.M. Crowell, general superintendent.</p> <p>Creator: Western Spirit Print Date: September 25, 1878-September 28, 1878</p>	<p>The Great Fair of the Border Tier, Kansas Memory, Kansas Historical Society, 226560</p>	<p>http://www.kansasmemory.org/item/226560</p>

Image	Description	Citation	URL
	<p>Miami County agricultural and mechanical fair 1886</p> <p>This poster announces a fair to be held at Paola, Kansas, in Miami County. Highlights of the fair include liberal premiums, livestock, and agricultural implement shows. The poster includes illustrations of livestock and a sulky with horse and rider.</p> <p>Creator: Miami County Agricultural and Mechanical Association Date: September 22 - 25, 1886</p>	<p>Miami County Agricultural and Mechanical Fair, Kansas Memory, Kansas Historical Society, 212698</p>	<p>http://www.kansasmemory.org/item/212698</p>

Image	Description	Citation	URL
	<p>Miami County fair 1895</p> <p>Harness racing is prominently displayed on this poster for the Miami County fair in Paola, Kansas. Fair officers are listed as G.B. Hanna, president and George P. Leavitt, secretary.</p> <p>Creator: Russell & Morgan Printing Company</p> <p>Date: September 24, 1895-September 27, 1895</p>	<p>Miami County Fair, Kansas Memory, Kansas Historical Society, 226558</p>	<p>http://www.kansasmemory.org/item/226558</p>

Image	Description	Citation	URL
	<p>Fair bulletin 1896</p> <p>This fair bulletin lists the entertainment, activities, and exhibits that will be available at the Miami County fair in Paola, Kansas. Attractions include a mechanical department, a ladies' department, livestock exhibit, horse races, a poultry exhibit, live music, and fruit, floral, and vegetable displays. Fair officers are J. F. Donahoe, president, and G. P. Leavitt, secretary.</p> <p>Creator: Miami County Agricultural and Mechanical Association Date: September 1896</p>	<p>Fair Bulletin, Kansas Memory, Kansas Historical Society, 226554</p>	<p>http://www.kansasmemory.org/item/226554</p>

Image	Description	Citation	URL
	<p>The eighth annual fair will be held at Paola, Kansas</p> <p>A crowd looks over the fruits and vegetables to be judged in this poster for the Paola, Kansas, fair. Attractions include a grand industrial exposition, a program of amusements, a ladies' department, a parade of livestock, horse races, a poultry exhibit, live music, and fruit, floral, and vegetable displays. Fair officers are J. F. Donahoe, president, and G. P. Leavitt, secretary.</p> <p>Creator: United States Printing C</p>	<p>The eighth annual fair will be held at Paola, KS, Kansas Memory, Kansas Historical Society, 226552</p>	<p>http://www.kansasmemory.org/item/226552</p>

Miami County Republic

July 23, 2012

Fairgrounds packed with activities this week



Gene Morris / gene.morris@miconews.com

Racing with a hula hoop in the annual Barnyard Olympics, kicking off the Miami County Fair Saturday, are (from left) Explorers 4-H Club members Megan Benne, Michael Foote, Reese Hornick and Henry Lacker.

Posted: Wednesday, July 25, 2012 8:00 am | *Updated: 3:20 pm, Tue Jul 24, 2012.*

By Luke Ranker luke.ranker@miconews.com

Another hot fair week kicked off Monday at the Miami County Fairgrounds in Wallace Park in Paola.

The popular Farm Bureau tractor pull spurred some casual sibling rivalry this year. Heather Bueker, mother of 5-year-old twins Mckenna and Gabe, said her daughter got second place in the tractor pull last year and she was confident she would win this year.

“She said she wanted to beat all the boys this year,” Heather said.

Unfortunately for Mckenna, her brother beat her this year and she placed third. When asked if he was excited to beat his sister and compete in the tractor pull at the state fair, Gabe nodded with a big grin.

Marjorie Pretz, county coordinator for the Farm Bureau Association, said 103 youths age 4 through 12 participated in this year's tractor pull. The top three from each age group receive a medal and can go to the State Fair in Hutchinson to compete on Sept. 9. Pretz said the tractor pull has been a staple of the fair for more than 10 years, and participation has been increasing.

"There were years we had extra medals because we only had one or two in the older groups," she said. "This year we have 12 10-year-olds."

The arts and crafts judging, another popular fair contest, was held Monday morning. John Hart, 10, of Paola entered his "Lego Kingdom" into the contest. The piece featured a fort made of Lego bricks with Lego figures battling on the inside. He said last year he entered a plane, which received a blue ribbon, and another fort in the contest.

"I always do Legos," he said.

Hart said his older brother built Lego sets when he was younger, and the two now share them.

A new feature at the fair this year was the R/C car challenge. Tammy Wright said remote control cars had long been a part of the robotics program to teach younger children how to use the controls. This year, they decided to make a competition out of it. Participants had to drive their car around a small track while avoiding obstacles like cones, wood blocks and a robot. Wright said she wasn't sure how many would sign up, and she was surprised that 13 children competed.

"We had a good turnout," she said. "Hopefully we can come back next year."

Fair fun continues tonight with a carnival from 6 to 10 p.m. and the Rotary Fair Parade at 7 p.m.

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Lesson Plans

Note: To relate this lesson plan to your own students you will want to check *Kansas Memory* fair posters and collect a local news article about your county's fair.

Day 1

1. Ask the students how many of them have been to a fair. Then ask them to brainstorm using their five senses. List all of the children's ideas on the board under each of the five senses.
2. Write a quick one-paragraph summary of the "fair experience" on chart paper with input from the students.
3. Explain to the class that this retelling is a secondary source. Since the teacher wrote it using the ideas from the students who were there, it is one step removed from the actual experience.
4. Next, pass out a copy of the primary source, **Fairgrounds Packed with Activities this Week** to each child. Read through the article.
5. Explain to the children that this is a primary source due to the fact that someone who was actually at the fair wrote it.
6. Tell the students that they will be traveling back in time to learn about county fairs that were held over one hundred years ago at the same location as the present day Miami County Fair.
7. Question them as to whether they should use primary or secondary sources. Guide the discussion in the direction of the primary source being much more authentic and factual.
8. Pass out copies of the second primary source, "The Great Fair of the Border Tier, 1878".
9. Give the students time to read excerpts that interest them. Then have a discussion about the differences and similarities of the two events.
10. Observe and highlight the following sections from the primary source "The Great Fair of the Border Tier, 1878"
For the Young Folk
For Boys and Girls Under 15
Look at and discuss all the rules for the fair
Observe and discuss the monetary rewards for livestock and racing.
11. End the discussion by telling the class they will have more primary sources from the county fairs in Paola to evaluate in lesson two.

Day 2

1. Ask students to explain the difference between primary and secondary sources. Then divide the class into small groups. Give each group a copy of a different county fair bill. Pass out copies of the following primary sources:
 - **Miami County Agricultural Mechanical Fair 1886**
 - **Miami County Fair 1895**
 - **Miami County Fair, Paola, KS 1896**

- **Fair Bulletin 1896**
 - **Eighth Annual Fair, Paola, KS**
2. Let the children know that the purpose of the lesson today is to compare and contrast fairs of one hundred years ago with fairs today.
 3. Begin the study and discussion of the primary sources.
 4. Give each group time to read and observe the contents of the primary source. Then lead a discussion using the following evaluative questions.
 - Where does your eye go first?
 - What do you see that you did not expect to see?
 - What powerful words or ideas are expressed?
 - What feelings and thoughts does this primary source trigger?
 - What questions does this fair flyer raise?
 - What was happening during this time period?
 - What was the creator's purpose in creating this primary source?
 - What does the creator do to get his or her point across?
 - What was the primary source's audience?
 - Did this source change your ideas about the past?
 5. Have each group draw a three circle Venn diagram on a large sheet of paper. The circles should be labeled, fairs then, both, and fairs now. Give the groups time to fill in the diagram comparing and contrasting a past fair with modern day events using the primary and secondary sources previously introduced.
 6. To end the lesson, have each group report their findings orally.

Day 3

1. Prior to the start of this lesson, display the previously created Venn diagrams and primary sources from day 2, and the senses chart and secondary source paragraph created on day 1.
2. To start the lesson, instruct the students to go stand by the fair that they think would have been the most exciting to attend.
3. Ask volunteers from each primary source to justify the fair of their choice. Remind the students that there is no right or wrong answer. It is important to respect everyone's individual thinking and selection.
4. Invite students to return to their seats so you can explain the written assignment. Students are guided through the prompts to complete a three-paragraph compare and contrast essay that discusses the similarities and differences between fairs from long ago and today's fairs.
5. Students are instructed to:
 - Organize the essay into three paragraphs
 - The first paragraph discussed the similarities in both fairs.
 - The second paragraph discusses the difference between the fairs.
 - The third paragraph highlights what both fairs have in common.
6. Pass out the compare and contrast rubric. Explain the categories. Take time to answer student questions. Let them know that this is the tool that will be used to assess their writing. (see attached rubric)

7. Provide students with ample time to complete the writing. Encourage them to move around the room and use the posted primary and secondary sources to give them ideas.
8. To differentiate the lesson, reluctant learners could be assigned a one-paragraph essay that includes one sentence for each piece of the comparison.

Assessment

- Evaluate the students' ability to compare and contrast two events in history by using the comparison and contrast rubric.
- Observe the level of student engagement with the inclusion of primary sources in synthesized history/language arts lessons.

Enrichment

1. Students can design a Miami County Fair poster that represents the present or a futuristic fair.
2. Students can write a point of view essay that explains which fair would be the most exciting to attend.

Comparison and Contrast Rubric

Category	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper used specific examples to illustrate the comparison. The paper includes only relevant information.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts the items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts but does not contain both. There is no supporting information or support is incomplete.
Organization & Structure	The paper follows a consistent order when discussing the comparisons. It breaks similarities to differences in a point by point structure.	The paper has a structure but does not follow a consistent order when discussing the comparison.	The paper has structure but some information is in the wrong section. Some details are not in logical or expected order and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses compare and contrast transition words to show relationships between ideas.	The paper moves from one idea to the next, but there is little variety. The paper does use transition words to show relationships between the ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	The writer makes no errors in grammar or spelling that distracts the reader from the content.	The write makes 1-2 errors in grammar or spelling that distract the reader from the content.	The writer makes 3-4 errors in grammar or spelling that distract the reader from the content	The write make more than 4 errors in grammar or spelling that distract the reader from the content

Points earned _____

Things done well:

Things that could have been done better: