



Title: The People of Kansas: Where did they come from and why did they come?

GRADES: MIDDLE AND HIGH SCHOOL

Kansas Standards

Kansas History Standards (Middle and High School):

- KH8B2I3 analyze why families migrated
- KH8B3I3 influence of pro- and antislavery ideas
- KH11B2I1 influence of Manifest Destiny
- KH11B3I2 role of women in antislavery cause

Other Standards:

See lesson plan

Objectives

Knowledge:

- Understand the multiple emigration forces involved in the settlement of Kansas Territory, including economic, political, social, and geographic

Skills:

- Using primary sources (census records)
- Analyzing a painting

Focus Questions

- What is emigration?
- Why do people emigrate?
- What were the push-pull forces of Kansas settlement?

Assessment Tools

- Collect and interpret 1855 census data regarding the reasons people migrated to Kansas Territory.

Activities

1. Investigate the topic of Manifest Destiny through the painting American Progress.
2. Define the term "emigration."
3. Discuss the reasons why people emigrate and specifically why people emigrated to Kansas.
4. Divide into groups and analyze census district reports about early Kansas settlers. What can be learned about Kansas emigrants from census data? What are the limitations of using census data.



TEACHING INSTRUCTIONS

This lesson plan was prepared by the Education and Outreach Division, Kansas State Historical Society for Territorial Kansas Online. This cooperative project of the Kansas State Historical Society and the Kansas Collection, Spencer Research Library, University of Kansas was made possible with funds provided by the Institute of Museum and Library Services--National Leadership Grants Program. This lesson plan may be reproduced for classroom use. Any other use or distribution of this lesson plan MUST CREDIT the web site www.territorialkansasonline.org, the Institute of Museum and Library Services, the Kansas State Historical Society, and the Kansas Collection, Spencer Research Library, University of Kansas.

Lesson Background

This lesson brings together the ideas of Manifest Destiny (the students should be familiar with this concept before starting this lesson), emigration, and the issues that made Kansas Territory the center of national attention in the 1850s.

The lesson meets some, and with a little modification, all of the following Kansas State Department of Education Standards for Kansas history, reading, research, and writing:

Kansas History	Research	Reading	Writing
8.2.3 (page 50)	4.1.1 (page 265)	1.3.1 (page 246)	3.1.1 (page 256)
8.3.3 (page 51)	4.1.4 (page 265)	1.3.2 (page 246)	3.2.1 (page 256)
11.2.1 (page 53)	4.1.6 (page 265)	1.3.3 (page 246)	3.3.3 (page 258)
11.3.2 (page 54)		1.3.5 (page 247)	3.8.4 (page 263)
		1.4.2 (page 248)	3.8.3 (page 263)
		1.4.4 (page 248)	3.8.2 (page 263)
		1.4.5 (page 248)	3.9.1 (page 264)
		1.4.7 (page 249)	3.9.2 (page 264)

All primary source documents used in this lesson plan are available through the Territorial Kansas Online website.

This lesson was developed for a 90-minute class period but could easily be used for a shorter class period.

*Note that any documents printed from the <http://www.territorialkansasonline.com> web site are most legible when printed from a laser printer.

**Please understand that the time allotted for each piece of the lesson is an approximation and may vary from teacher to teacher.*

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Materials Needed

1. 1855 census districts, numbers of copies, and group sizes:
 - District 1: 5 copies and 5 group members
 - District 4: 2 copies and 2 group members
 - District 16: 6 copies and 6 group members
 - District 17: 2 copies and 2 group members

The reason for selecting these particular districts was simple numbers. When the 1855 census was conducted, the eastern portion of the territory was more densely populated than either the central or western portions. Therefore, these districts should give the students a good cross section of the emigrant population.

[If you have more than 15 students, please double the number of group members.]

2. One manila folder for each group.
3. One dictionary, if necessary, for accurate definitions.
4. One copy of the *American Progress* painting by John Gast.
5. One copy of the primary source document list for each group.

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STUDENT
ACTIVITIES

Lesson Opener (10-20 minutes)

Place the painting *American Progress* by John Gast either on an overhead, in a power point presentation, or make a copy for each student. Have the following instructions available for the students.

1. Title your paper “Manifest Destiny.”
2. Put your name and the date on the paper.
3. Carefully look over the painting.
4. On your paper list as many items/images from the painting as you can find.
5. Who do you think was the audience for this painting?
6. KEEP this paper!!

Possible painting themes (items/images):

1. Hunting buffalo
2. Farming
3. New home in the West
4. Industry
5. Overcrowding in the East
6. Conquering the Indians
7. Killing nature
8. God ordained
9. Technology over primitiveness
10. Civilization over savages (it is debatable who is who)
11. Light over dark

[Briefly discuss what the students have found in the painting. Using your themes list, talk to the students about why people moved west]

Topic Question/Group Activity #1 (10 minutes)

Have students break up into appropriate groups. When the groups have assembled, ask this topic question:

What is Emigration?

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Have the groups work together to come up with their versions of the definition without using a dictionary. Using the dictionary, go over the correct definition with the students. Are they close, or are they light-years away? Either way, you can find the good in their efforts and imagination.

Topic Question/Group Activity #2 (10 minutes)

With students already assembled in their groups and the correct definition swimming in their heads, ask the next topic question.

Why do people emigrate?

Have students work together to come up with three different answers for “Why do people emigrate?” The instructor should move about the classroom to assess the quality of work and provide helpful hints. Suggested answers are listed below.

[Remember, this is a brainstorming activity, so give the student’s imagination some leeway.]

Brief Discussion (10-20 minutes)

Using the students’ general responses, begin guiding their answers to more specific reasons people emigrated to Kansas. For example, if a response is “a better life,” tie that to farming or the slavery issue. If a general student answer is “money,” tie that to the many trails that went through Kansas. This activity may be accomplished in many ways.

Suggested answers:

1. Economic: land, farming, jobs (many possibilities), and gold
2. Government: public officials, Indian agent, and military
3. Moral Issues: slavery (for or against), suffrage, women’s rights, and religion
4. Adventure: see the West, nature, hunting, science, see Indians

[This activity will create a good segue into the next part of the lesson, which is working with more primary sources.]

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Statistical Research and Compilation (Remainder of the class period.)

Give each group its copies of the 1855 census districts along with a manila folder for storage. Make sure the students write their names and the census district number on the folder. Have the students collect data found in the census district reports. Please note that the census lists contain spelling errors, and be sure to inform your students of this fact.

Examples of data collected from census reports:

1. Types and numbers of occupations (*example: District 17 has 1 governor, 2 teachers, 2 blacksmiths*)
2. Number of children per family.
3. Number of slaves in the district.
4. Names of state or country from which people emigrated.
5. Other interesting tidbits they may come across

[For eighth grade students, narrow the focus to a few groupings.]

Discussion: Real World Findings (10 minutes)

Have your groups begin speculating whether or not the information from their previous activities matches the census data they have collected.

1. In an open discussion, have the groups interact with one another about the information from their respective districts.
2. It should be reasonably obvious where most slave owners lived, based on where slaves were located. You may want to ask the students if they see this pattern.
3. What may not be as obvious is who belongs to a proslavery or antislavery political faction. Point out that even though some individuals did not own slaves they were not necessarily antislavery.
4. As a class, discuss what information is obtained from a census and what information is not.
 - a. For example, you cannot learn about personalities or individuals' political views.
 - b. What is obtainable from a census is the state (Northern or Southern) from which most of the emigrants came from within each district, whether people were settling as families (how many children), and what occupations were most popular. Also, ask what interesting tidbits they found during their research.

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Preparatory Activity for Lesson “The People of Kansas: Who are they and why are they here?” (10 minutes)

To prepare for the next lesson, have the student groups choose one letter and one photo from the primary source document list. Each group will also get both songs from this list.

1. one photo
2. one letter

Having the groups choose their documents early, should allow you enough time to print them for the next lesson. All original documents have text versions.