

What to Expect from the Program

Thank you for choosing to spend your day at the Flint Hills Discovery Center. We are excited for your upcoming visit!

Common Core Standards:

- HGSS 1.1 Recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.
- HGSS 1.2 Analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.
- HGSS 1.3 The student will investigate examples of causes and consequences of particular choices and connect those choices with contemporary issues.
- HGSS 1.4 Use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision.
- HGSS 4.3 The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue.
- HGSS 5.3 The student will investigate the relationship among people, places, ideas, and/or the environment and connect those relationships to contemporary issues.

Lesson Objectives:

- Students will identify events that took place during the American Civil War
- Students will explain the impact that both ranching and farming has on the land and ecology of the region
- Students will demonstrate the ability to use teamwork in decision-making
- Students will demonstrate the ability to count money and conduct simple arithmetic

Activity Descriptions:

In this historical economy game, students establish their team enterprise in ranching and farming and explore opportunities the Flint Hills offered, all while deciding which lifestyle strategies to employ. Natural resources drove people to the Flint Hills; however, the use of those resources can have consequences. Students will explore the various natural resources available in the Flint Hills, and experiment with the consequences that come with their utilization.

When the game begins, students will work in small groups to decide how they will set up their Kansas farmstead. Using historical information provided by our education team, students will decide what crops and livestock they will raise as well as what jobs each team member will have during the first round. Then, after students have made their choices, they will find out the outcome of crops and livestock during that year. Students will complete a total of three rounds of this game, engaging with historical facts from 1863-1865. Students will utilize these historical facts about the Flint Hills to support their choices. As the game progresses, students will understand how each of their choices impacts the outcome of their crops, livestock, and job salary. Throughout the game, students will do math to keep track of their profits and losses each round. This program is designed for a minimum of 12 students and a maximum of 30 students per session.



Pre-Visit Lesson Plan

English/Language Arts Lesson Plan for 6th through 8th graders

Common Core ELA Standards:

- RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RI. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Lesson Objectives:

- Students will analyze Kansas homesteading life using various historical text
- Students will compare and contrast differing accounts of homesteading life

Materials:

For Each Student:

- Printed copy of “Kansas Dugout” (optional), “Letter from John Brown Jr. to His Father,” “Article from the *New York Daily Tribune*,” and “Comparing the Primary Texts” for each student.

For the Teacher:

- Access to “Kansas Dugout” photo: <http://bit.ly/2ocvTcR>
- Printed copy of “Kansas Dugout” (optional), “Letter from John Brown Jr. to His Father” “Article from the *New York Daily Tribune*” and “Comparing the Primary Texts” key.

Preparing to Teach:

- Read “Background Information” and “What to Expect from the Program” before teaching this lesson
- Make a copy of “Kansas Dugouts” for each student (optional) or post “Kansas Dugout” photo: <http://bit.ly/2ocvTcR>
- Make copies of “Letter from John Brown Jr. to His Father,” “Article from the *New York Daily Tribune*,” and “Comparing the Primary Texts” for each student and yourself.
- Post the essential question: “What can historical documents tell us about homesteading in Kansas?”

Exploring Relevant Knowledge:

- Tell the students that today they will take on the role of a historian as they explore various primary documents that discuss homesteaders in Kansas
- Reveal to students that the main goal for today is to answer the essential question: “What can historical documents tell us about homesteading in Kansas?”
- Next, have students analyze the “Kansas Dugout” photograph, completing a free-write about their observations. Decide if you would like the students to use the optional worksheet or notebook paper for this free-write activity. Remind students that they should justify their reasoning with thorough explanation in their free-writes. Students may consider: 1) What objects stand out to them? 2) Is the man posing or candid? Why? 3) Using clues from the photograph, what might life have been like for the family that lived here?
- Then, have students share their ideas about the photograph. We suggest prompting students to clarify their reasoning behind their answers.

Developing New Knowledge:

- Divide your classroom into small groups and give each student a copy of “Letter from John Brown Jr. to His Father,” “Article from the *New York Daily*



Pre-Visit Lesson Plan (cont.)

English/Language Arts Lesson Plan for 6th through 8th graders

Tribune,” and “Comparing the Primary Texts.”

- Tell students they will be investigating the everyday life of Kansas homesteaders through a letter and newspaper article, using the essential question to guide their reading and interaction with the text.
- As a small group, students should read the primary documents in chronological order, starting with the letter and then moving to the newspaper article, annotating their thoughts, questions, and interactions with the texts as they go.
- Once students have read both documents, they should complete the “Comparing the Primary Texts” worksheet. (You may choose for each student to complete the worksheet and hand them in individually OR have groups complete one worksheet and hand it in as collaborative group work).
- After students have completed their worksheets, we recommend discussing a few of the questions as a whole group to check for student understanding.
- Lastly, come back to the essential question: What can historical documents tell us about homesteading in Kansas? Have students discuss what they’ve learned about homesteaders’ life in Kansas through these two texts.
- **Measuring Student Knowledge:**
- Tell students that they will complete a “3-2-1” exit ticket to show their new knowledge. Inform students that this knowledge will be helpful when they visit the FHDC.
- Collect student exit tickets and consider bringing them with you to the FHDC. The questions your students develop from this activity can be used during your visit!



Post-Visit Lesson Plan

English/Language Arts Lesson Plan for 6th through 8th graders

Common Core ELA Standards:

- W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence
- W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

Lesson Objectives:

- Students will develop a clear thesis claim
- Students will cite relevant textual evidence
- Students will defend their thesis claim

Materials:

For Each Student:

- Printed copy of “Kansas Homesteaders” (optional), “Letter from John Brown Jr. to His Father,” and “Article from the *New York Daily Tribune*.”

For the Teacher:

- “Kansas Homesteaders” ACE example transparency (optional).
- Printed copy of “Kansas Homesteaders” (optional), “Letter from John Brown Jr. to His Father” and “Article from the *New York Daily Tribune*.”

Preparing to Teach:

- Pre-teach or review developing a claim, using in-text citations, and explaining your evidence.
- Make a copy of “Kansas Homesteaders” (optional) for each student or have students complete this assignment on lined paper.
- Make a transparency of “Kansas Homesteaders” ACE example (optional).

Exploring Prior Knowledge:

- Return student copies of “Letter from John Brown Jr. to His Father” and “Article from the *New York Daily Tribune*.”
- Review with students the general outcomes of the Natural Economy game. Asks students what factors impacted their farm and ranch.

Developing New Knowledge:

- Explain to students that they will play the role of a historian writing an article about what historical documents tell us about homesteaders’ life in Kansas
- Tell students that they will write an argumentative paragraph that follows the ACE model (A-answer the question; C-cite textual evidence; E-explain the textual evidence) (optional).
- The first sentence (thesis claim) should answer the question “What can historical documents tell us about homesteading in Kansas?”
- The second sentence should cite relevant textual evidence from “Letter from John Brown Jr. to His Father” or “Article from the *New York Daily Tribune*” using an attributive tag.
- The last three or four sentences should explain how the textual evidence supports the claim.

Measuring Student Knowledge:

- After students have completed their argumentative paragraph, we recommend collecting them and evaluating the paragraphs for student understanding.