

# **Grasslands**

## Teacher Resource Guide

**Wichita-Sedgwick County Historical Museum**

204 S. Main  
Wichita, KS 67202  
(316) 265-9314

## Grasslands

# Tour Information

A 60-minute tour for a single class of no more than 30 students and at least two adults includes:

- ▶ a brief tour of the Wichita Cottage exhibit, a recreation of an 1880s Wichita Victorian home with entry hall, reception room, parlor, dining room, bedroom, bathroom, kitchen, and back porch
- ▶ hands-on demonstration of a hand-cranked apple peeler.
- ▶ a tour of the early portion of the Magic City exhibit including: the prairie environment, Buffalo Bill Mathewson, Rea Woodman's rescue from Indians, the cattle trade, early farming, the 1874 grasshopper invasion

The class should be divided into two equal groups, both including boys and girls, prior to your arrival. Please use the Main Street (west) entrance to the Museum unless instructed otherwise. Students are expected to gather quietly in the entry hall, under the supervision of the accompanying adults, to await the start of the tour. After being welcomed by the docents at the west entry, both groups will follow the docents to the 3rd floor. The two groups will then separate, each following a docent to a different part of the Wichita Cottage exhibit. The groups will exchange places so that all students see the entire exhibit before rejoining to follow the docents to the Magic City exhibit.

**Name tags are required** to facilitate the tour. Please use large print first names so they can be read from a distance and color code the tags by group. Chest-high necklace style tags stay on better than pins or tape.

**Should your group be late** in arriving and unable to stay for a full hour, please notify the docents in charge before they begin the tour.

- ▶ **Note:** Due to time and space limitations and the fact that most merchandise is not intended for children, the Museum Shop is not included in the class visit.

## Grasslands

# Information for Drivers

Thank you for agreeing to drive a group of students to the Wichita-Sedgwick County Historical Museum, 204 S. Main (265-9314).

### Directions

A map is included on the next page to help you find the Museum and parking. Parking can be congested, so allow time for this. The tour is scheduled to take one hour.

### Parking

Parking is usually available in the municipal lot south of the Public Library, especially in the southwest corner, and these 10-hour meters take dimes and quarters. If metered parking is not available, there is a parking garage at Market and William that charges \$3.00. **If finding a parking place will make your students late, please deliver them to the Main Street (west) entrance and then park your car and rejoin them.**

### Unloading

Please use the Main Street (west) entrance to the Museum unless instructed otherwise. Students are expected to gather quietly in the entry hall, under the supervision of the accompanying adults, to meet their docents and await the start of the tour.

When letting students out at the Museum, make sure that they get out of the car onto the curb, not into the street. Pull to the curb on the east side (right lane) of Main Street at the Museum's west entrance. Students may wait inside with the docents until everyone has arrived. If the group has already begun the tour when you return after parking, you will find them on the third floor, to the right of the stairway.

### During the Tour

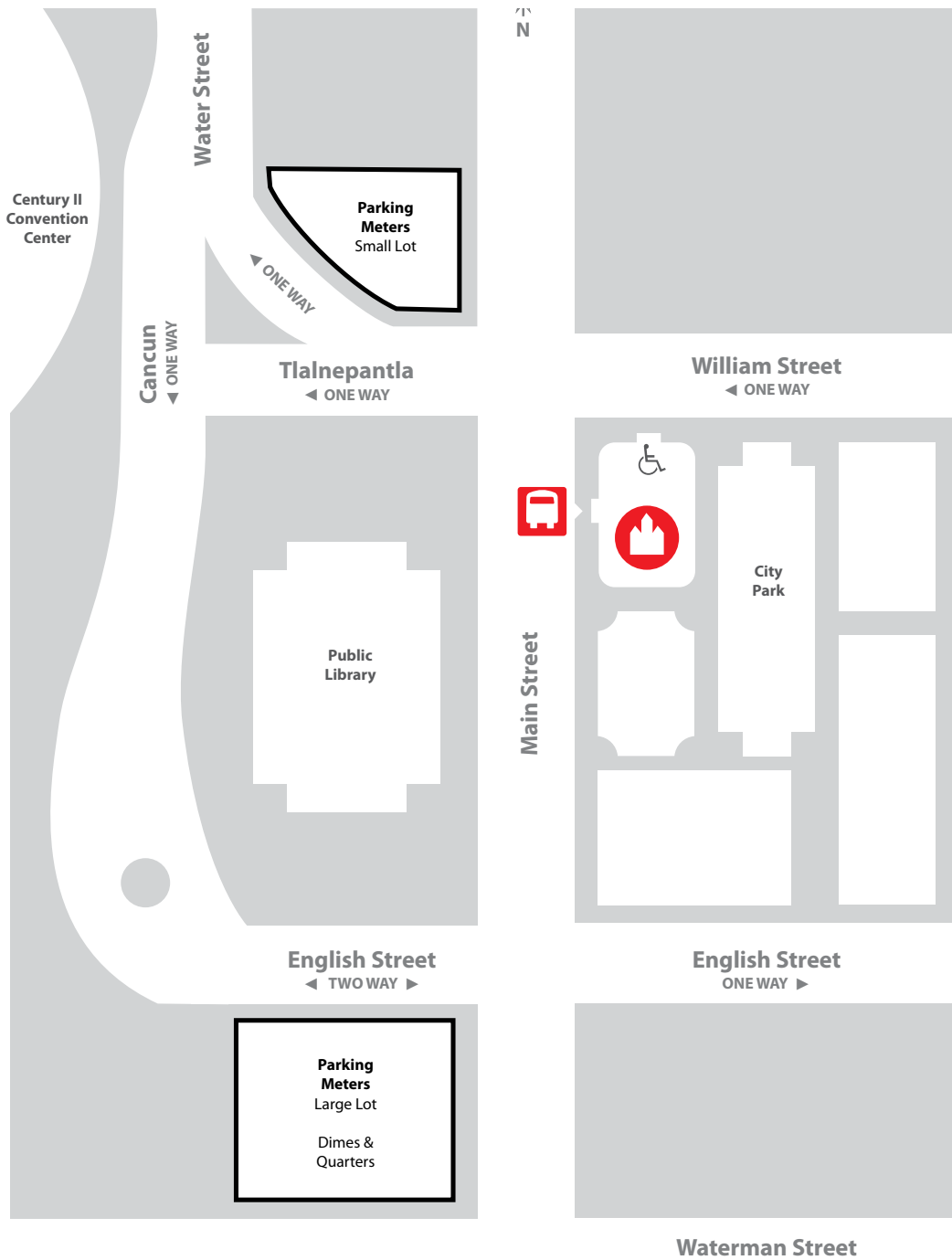
Please stay with your group during the tour, as your help is appreciated in keeping the group together and lending a hand with the activities if the docent requests it. If you bring a young child with you and find that you need to leave the group to quiet or occupy the youngster to avoid distracting the students on tour, please do so, but stay near enough to be aware of the conclusion of the tour.





### Thanks!

We appreciate your help in making possible this special learning experience. Thank you, and come visit us often.

Grasslands

Driver's Map



|                |   |  |   |                          |
|----------------|---|--|---|--------------------------|
| <b>MAP KEY</b> |  | <b>Unloading Point</b><br>Pull to the right-hand side to let students off. |  | <b>Handicap Entrance</b> |
|                |  | <b>Museum</b><br>Students enter at Main Street door.                       |  | <b>Parking Area</b>      |

## Grasslands

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*Frank Leslie's Illustrated Newspaper, August 19, 1871*

\* Used by permission of Kansas State Historical Society

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**Available by request.** Call Susan Miner, (316) 265-9314.

- ▶ Official Kansas State Transportation Map
- ▶ Kansas Wildflowers, Native Grasses & Shrubs brochure
- ▶ Kansas Cattle Towns Travel Guide brochure
- ▶ Nature Education Programs brochure
- ▶ *The Prairie* material
- ▶ "Comes A Horseman: The Cowboys" article\*

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# Prairie Notes and Report

During-reading lesson

### USD 259 Language Arts Reading Standards and Indicators

- ▶ 1.2.2 – Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
- ▶ 1.2.6 – Adjusts reading rate to support comprehension when reading....
- ▶ 1.4.5 – Uses information, context clues and evidence from the text to make inferences, draw conclusions and make interpretations.
- ▶ 1.4.10 – Uses paraphrasing and organizational skills to summarize information ... in logical order.
- ▶ 1.4.15 – Identifies or describes evidence from appropriate specific passages that supports conclusions....
- ▶ 2.1.2 – Identifies and describes the setting and explains the importance of the setting to the story or literary text.
- ▶ 4.1.3 – Locates and uses a variety of appropriate print and non-print resources to gather information.
- ▶ 4.1.5 – Selects an appropriate structure for organizing and recording information in a systematic way....

### USD 259 Language Arts Writing Standards and Indicators

- ▶ 3.3.4 – Cites references for all information used or reproduced from any source.
- ▶ 3.3.18 – Uses graphic devices that are supportive of the text (e.g., charts, graphs, illustrations).

### Kansas Curricular Standards for Listening, Viewing, Speaking

#### Speaking Standard

- ▶ B4.1 - Adapt information presented according to the purpose, audience, occasion and context.
- ▶ B4.2 - Maintain focus on purpose, audience and situation.
- ▶ B4.6 - Use oral language style.
- ▶ B5.3 - Use appropriate pronunciation and clear articulation.
- ▶ B5.6 - Use an extemporaneous manner of speaking including the appropriate use of notes.

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### Objectives

- ▶ To read for content understanding
- ▶ To take notes on specific topics while reading
- ▶ To become familiar with plants, animals, geographical features, and farm chores in late 19<sup>th</sup> century Kansas
- ▶ To make an oral presentation to the class using a dodecahedron structure for notes

### Focus Activity (1-3 days)

Using information and images from the appendix and other sources, facilitate either a whole group discussion or several small group discussions about the natural environment and the farming and ranching lifestyles of south-central Kansas during the time of the novel.

### Guided Instruction (during the reading of the novel)

Explain to the students that they will be making a list of aspects of prairie life mentioned in the novel.

Pass out copies of the Prairie Notes sheet.

Explain the six categories for which they will note examples:

- ▶ Native Plants (e.g., snakeroot, p. 90)
- ▶ Food Crops (e.g., potatoes, p. 35)
- ▶ Native Animals (e.g., wolves, p. 100)
- ▶ Farm Chores (e.g., cleaning the barn stalls, p. 27)
- ▶ Hardships (e.g., prairie fire, p. 23)
- ▶ Geographical Features (e.g., a series of rises, p. 13)

As students read the novel, they will make notes on the sheet when they encounter examples that fit into the six categories. Each example should include the name of the item and a page number on which it appears in the story. At least one example in each category should include a sketch of the item.

### Independent Practice (3 days)

Assign students to work separately or in groups of three to transfer their notes and sketches to the dodecahedron circles.

### Materials needed

- ▶ Colored pencils, markers, or crayons
- ▶ 2 copies per student or student group of the dodecahedron circles (six circles per page for a total of 12 circles per student or student group)
- ▶ Tape or glue sticks

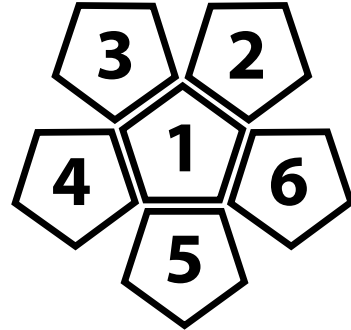
Students will transfer their work from their note-taking sheet to the dodecahedron pages. On the first dodecahedron page, they will write one example from each category in each circle.

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On the second dodecahedron page, they will write a second example from each category in each circle. They will color a sketch of at least one example in each category.

Model and instruct students in assembling the dodecahedron:

- ▶ Cut out the six circles on one dodecahedron page.
- ▶ On each circle, bend the paper along the dotted lines.
- ▶ Using one circle as a base, attach another circle on each of the five sides of the base, using tape or glue. It is easiest to attach the circles by leaving the folded tabs facing outward.
- ▶ Bring together and attach the sides of 2 and 3, 3 and 4, 4 and 5, 5 and 6, and 6 and 2. This will create a bowl shape.
- ▶ Repeat the process for the second page of six circles.
- ▶ Bring the two bowls together and attach them along the folded tabs.



## Conclusion (1-2 days)

Students will present their finished dodecahedron to the class in a short oral report. If time is short, each report can be limited to one or two of the six categories. Students may explain why they chose the examples and in what source they found a model to sketch.

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# Prairie Notes

As you read the novel, write at least two examples in each category and note the page on which each appears. **Make a simple sketch of at least one example in each category.**

| Category | Example | Page # |
|----------|---------|--------|
|----------|---------|--------|

---

## Native Plants

## Food Crops

## Native Animals

## Farm Chores

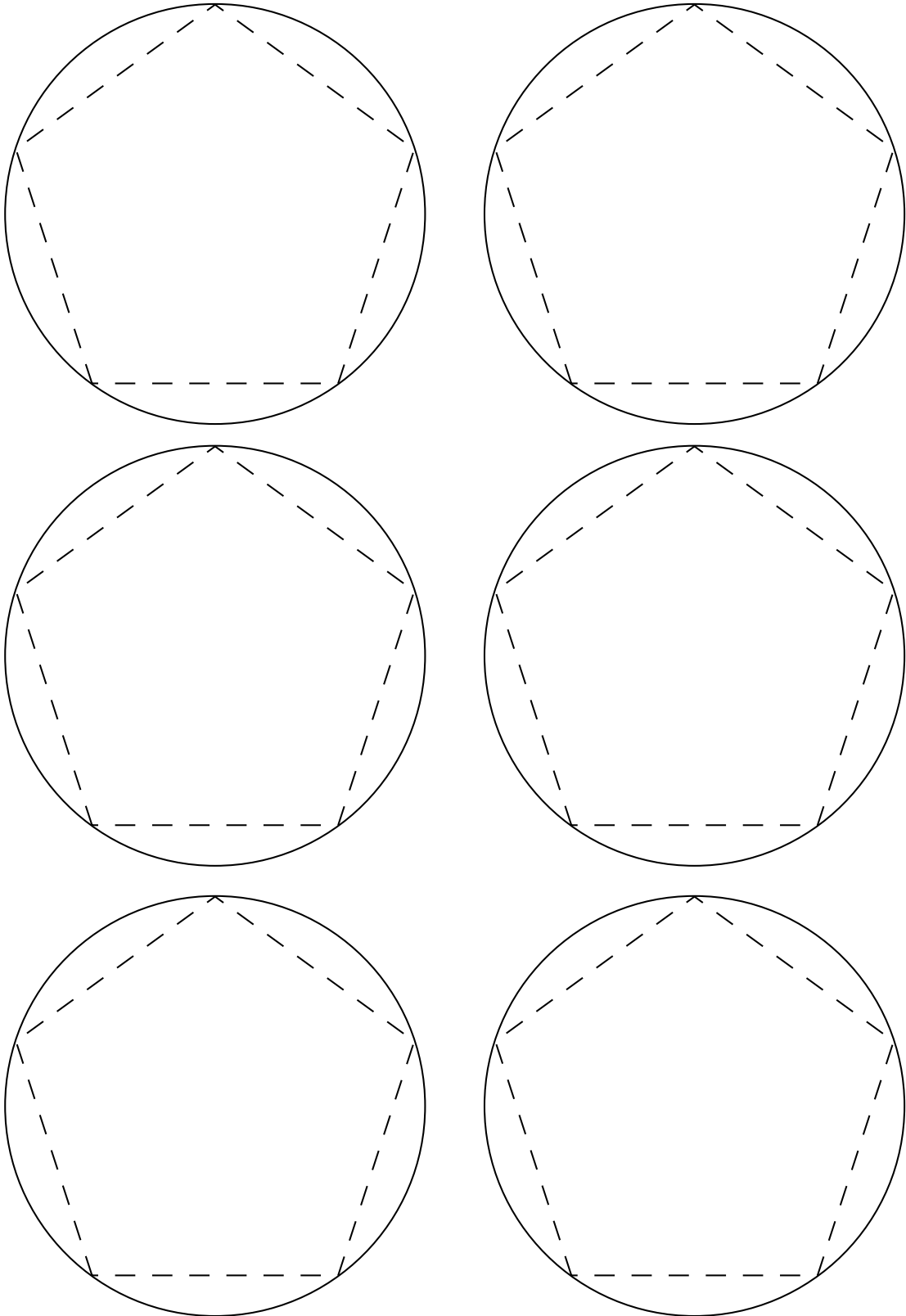
## Hardships

## Geographical Features

**Grasslands**

**Dodecahedron Circles**

Two pages per student or student group



## Grasslands

# Making Choices

During-reading lesson

### USD 259 Language Arts Reading Standards and Indicators

- ▶ 1.2.2 – Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
- ▶ 1.2.6 – Adjusts reading rate to support comprehension when reading....
- ▶ 1.4.5 – Uses information, context clues and evidence from the text to make inferences, draw conclusions and make interpretations.
- ▶ 1.4.8 – Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.
- ▶ 1.4.10 – Uses paraphrasing and organizational skills to summarize information ... that may include charts, tables, graphs and diagrams, in logical order.
- ▶ 1.4.15 – Identifies or describes evidence from appropriate specific passages that supports conclusions in persuasive text or interpretations of other texts.

### USD 259 Language Arts Writing Standards and Indicators

- ▶ 3.4.1 – Composes a thesis statement based upon an opinion or belief.
- ▶ 3.4.3 – Develops details to expand the main topic and to support the writer's position.
- ▶ 3.4.5 – Practices building a focused argument.
- ▶ 3.4.7 Understands and independently uses appropriate strategies to generate persuasive text.

## Kansas Curricular Standards for Listening, Viewing, Speaking

### Listening Standard

- ▶ B1.3 – Vary approaches to listening depending upon purpose, setting and content.
- ▶ B4.1 – Accurately complete an extended task.
- ▶ B6.1 – Pay attention when others are speaking.
- ▶ B6.2 – Avoid distracting or interrupting others.
- ▶ B6.3 – Maintains ... interest and respect for the speaker.
- ▶ B6.4 – Accurately summarizes others' points of view....

### Speaking Standard

- ▶ B4.2 – Maintain focus on purpose, audience and situation.
- ▶ B4.6 – Use oral language style.
- ▶ B6.1 – Contribute relevant information....
- ▶ B6.2 – Seek information or clarification through questions or dialogue.

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- ▶ B6.3 – Respond to and reinforce information.
- ▶ B6.4 – Show sensitivity to the feelings and opinions of others.

## Objectives

- ▶ To examine different points of view and reactions to situations.
- ▶ To write a persuasive analysis of a character's reaction to a situation.

**Note:** The focus activity and the guided instruction together should take one class period. The independent practice should be done while reading the novel. The conclusion of this lesson should be taken through the writing process, so the amount of time to allow for it will depend on the structure of the class.

## Focus Activity

Create an overhead of the scenario below and assign the students to small groups to discuss their reactions to it.

## Focus Activity Discussion

You are at the store and the clerk hands you \$5 too much change. You know that the clerk will be held responsible for the money. You are in a hurry and the store is busy. To return the money you will have to wait for the person behind you in line to finish checking out. You know that outside the store a person is collecting money for the Salvation Army. Do you wait and return the money to the clerk? Do you put it in the collection bucket outside the store? Do you keep it?

Allow each person in the group to explain how s/he would react in this situation. Does everyone agree, or are their differences in how people in your group would react?

## Guided Instruction

As you assign students to begin reading the novel, model for the students how to keep a running journal using an overhead of the journal sheet titled Thomas' Choices. In the first column write a specific situation Thomas faces (e.g. his father's invitation to move to Kansas). In the second column write his decision. In the third column write your reaction to his decision, and in the fourth column write what you would have done in the situation. See the included running journal sheet for an example.

## Independent Practice

After observing the process of keeping a running journal, students will continue their own journal as they read the novel. They will need multiple copies of the running journal sheet.

## Conclusion

After reading the novel, students will choose the decision that Thomas made with which they disagree most. They will write an analysis of the situation in which they would have reacted differently than Thomas did. The analysis should include a summary of the situation, how Thomas reacted to it, what they feel he should have done differently, and sound reasoning about the consequences of their reaction that would have been better than the consequences Thomas experienced.

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**Thomas' Choices**

Running Journal Sheet

| <b>Situation</b>       | <b>Thomas' decision</b> | <b>My feelings about it</b>  | <b>What I would have done</b> |
|------------------------|-------------------------|------------------------------|-------------------------------|
| Being teased at school | To fight the boy        | Thomas is too eager to fight | Teased the boy back           |

## Grasslands

# Cowboy Shopping

During-reading or after-reading lesson

## USD 259 Language Arts Reading Standards and Indicators

- ▶ 4.1.3 – Locates and uses a variety of appropriate print and non-print resources to gather information.

## Kansas Curricular Standards for Listening, Viewing, Speaking

### Viewing Standard

- ▶ B2.3 - Recognize the relationship of parts and the whole in visual messages.
- ▶ B3.1 - Describe and discuss visual messages.
- ▶ B3.2: Generate questions related to visual messages.
- ▶ B4.1 - Complete extended viewing tasks.
- ▶ B4.2 - Assimilate knowledge from viewing and use this knowledge in new contexts.

### Listening Standard

- ▶ B4.1 - Accurately complete an extended task.
- ▶ B6.1 - Pay attention when others are speaking
- ▶ B6.2 - Avoid distracting or interrupting others.
- ▶ B6.3 - Maintain ... interest and respect for the speaker.
- ▶ B6.4 - Accurately summarize others' points of view....
- ▶ B6.5 - Ask questions for clarification.

### Speaking Standard

- ▶ B4.6 – Use oral language style....
- ▶ B6.1 – Contribute relevant information based on their role in the group....
- ▶ B6.2 – Seek information or clarification through questions or dialogue.
- ▶ B6.3 – Respond to and reinforce information.
- ▶ B6.4 – Show sensitivity to the feelings and opinions of others.

## USD 259 Mathematics Standards and Indicators

- ▶ 4.4.09 – Generate, solve and explain one- and two-step real-world problems with rational numbers.
- ▶ 4.4.17 – Add, subtract, multiply and divide integers.

## Objectives

- ▶ To examine historical photographs for content

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- ▶ To recognize items of cowboy gear
- ▶ To compare dollar values of 1881 and today

### Focus Activity (1 day)

Assign students to small groups. Distribute to each group copies of the photographs of cowboys and the article "Comes a Horseman." Have students look closely at the photographs and make a list of the items of equipment owned by individual cowboys.

Distribute copies of the Cowboy Shopping price list and ask students to write the 1880s price beside each of the items on the list they made from the photographs.

### Guided Instruction (1 day, after reading up to page 54)

Have students return to the small groups with their copies of the Cowboy Shopping price list. Remind them that Thomas Hunter's dream is to be a cowboy. Ask them to refer to page 54 in the novel to recall how much Thomas earned by collecting buffalo bones. (\$8 per ton)

Referring to their lists, have them check off the items of basic cowboy gear that Thomas would need. Have them total Thomas' cost and calculate how many tons of buffalo bones he would need to collect to earn this much money.

### Extension (2 days)

In their small groups, have students discuss where in present-day Wichita a rancher could purchase the items on Thomas' shopping list of cowboy gear.

Have each student choose one item from the list and call a local supplier to learn the price or price range for that item.

Returning to their small groups with their findings, have the students note on their list the current price of three items. For those items, have them calculate the total of the three 1880s prices and then calculate that total into tons of buffalo bones collected at \$8 per ton. Then have them total the current prices of the same three items and calculate that total into hours worked at \$5 per hour.

### Conclusion (1 day)

Have each small group report to the class the information on their list.

Ask by a show of hands how many students would prefer to be working like Thomas in 1881 or at \$5 an hour today to buy these items.

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| Item                     | 1880s price         | current price                          |
|--------------------------|---------------------|--|
| Check items Thomas needs | Write Thomas' costs | Write current prices for Thomas' items |
| <b>bandanna</b>          | <b>\$ .07</b>       |  |
| <b>bedroll</b>           | <b>4.15</b>         |  |
| <b>bit</b>               | <b>2.50</b>         |  |
| <b>boots</b>             | <b>4.00</b>         |  |
| <b>bridle</b>            | <b>2.25</b>         |  |
| <b>chaps</b>             | <b>8.00</b>         |  |
| <b>gloves</b>            | <b>1.15</b>         |  |
| <b>hat</b>               | <b>3.00</b>         |  |
| <b>holster</b>           | <b>.50</b>          |  |
| <b>horse</b>             | <b>100.00</b>       |  |
| <b>lariat</b>            | <b>2.00</b>         |  |
| <b>pistol</b>            | <b>12.95</b>        |  |
| <b>quirt</b>             | <b>2.00</b>         |  |
| <b>saddle</b>            | <b>95.00</b>        |  |
| <b>saddle blanket</b>    | <b>3.00</b>         |  |
| <b>shirt</b>             | <b>.90</b>          |  |
| <b>slicker</b>           | <b>2.85</b>         |  |
| <b>spurs</b>             | <b>1.00</b>         |  |
| <b>vest</b>              | <b>1.50</b>         |  |

\$ \_\_\_\_\_

**Total Thomas' cost**

Calculate in tons of bones collected (see pg. 54 of *Grasslands*)

\$ \_\_\_\_\_

**Total current cost**

Calculate at \$5/hr.

## **Grasslands**

### **Letters Home**

During-reading or after-reading lesson

#### **USD 259 Language Arts Reading Standards and Indicators**

- ▶ 1.4.5 – Uses information, context clues, and evidence from the text to make inferences, draw conclusions and make interpretations.
- ▶ 1.4.8 – Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.
- ▶ 2.1.4 – Identifies aspects of theme (e.g., moral, lesson, meaning, message,) and supports with implied and/or explicit information from the text.

#### **USD 259 Language Arts Writing Standards and Indicators**

- ▶ 3.3.1 – Develops a main idea in response to a prompt.
- ▶ 3.3.2 – Clarifies the main idea by selecting concise, logical details that are accurate and helpful.
- ▶ 3.3.6 – Understands and independently uses appropriate strategies to generate technical text (e.g., brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources).
- ▶ 3.3.7 – Arranges information within each paragraph or list in logical order.
- ▶ 3.3.10 – Writes with an awareness of purpose and audience (e.g., letters, ...).
- ▶ 3.3.13 – Selects words appropriate for the intended task/format.
- ▶ 3.3.16 – Uses correct grammar and usage for clarity.
- ▶ 3.3.17 – Spells familiar and most unfamiliar words correctly and uses available resources.

#### **Kansas Curricular Standards for Listening, Viewing, Speaking**

##### **Speaking Standard**

- ▶ B6.1 – Contribute relevant information based on their role in the group....
- ▶ B6.2 – Seek information of clarification through questions or dialogue.
- ▶ B6.3 – Respond to and reinforce information.
- ▶ B6.4 – Show sensitivity to the feelings and opinions of others.

##### **Objectives**

- ▶ To write for different audiences
- ▶ To practice writing social letters

## **Grasslands**

### **Focus Activity** (1 day)

1. Discuss writing to different audiences and how the tone will change depending on who is going to read the piece.
2. Model and discuss the format of social letters.

### **Guided Instruction** (1 day)

Have students work in small groups to write a letter from Thomas to his grandparents in Virginia at one of these points in the story:

- ▶ The week after he arrives at his father's farm
- ▶ The day he meets Evie Parsons
- ▶ The day after he returns from Caldwell.

Remind students to:

- ▶ Re-read the point in the story they have selected
- ▶ Express what has happened to Thomas at that point in the story
- ▶ Reflect on his feelings toward the event(s)
- ▶ Keep in mind the audience (his grandparents) when writing their letters.

### **Independent Practice** (1 day)

Students will work independently to write a letter from Thomas to his sister Becky at the same point in the story. Remind them to think about how he would write to her differently.

### **Conclusion** (1 day)

Divide students into small groups to discuss the differences in the letters they wrote as Thomas to his grandparents and the ones they wrote to Becky. What are the differences? Do the letters serve different purposes? Does one letter give a more complete report than the other? Are both letters truthful?

Have each group report their conclusions to the class.

### **Extension**

Students may write letters to Thomas or Evie telling them about their life in Kansas today. They may include their daily schedule, chores, social events, favorite books, role models, or other aspects of life that might have interested Thomas or Evie.

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# Dream vs. Reality

## After-reading lesson

### USD 259 Language Arts Writing Standards and Indicators

- ▶ 3.1.1 – Understands and develops a main idea (plot, setting, characters) by writing to a prompt.
- ▶ 3.1.2 – Uses personal experience, observations, or prior knowledge in written text.
- ▶ 3.1.3 – Clarifies the main idea by selecting relevant details that enrich the central theme or story line.
- ▶ 3.1.5 – Understands and independently uses appropriate strategies to generate narrative text (e.g., brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources).
- ▶ 3.2.3 – Practices writing using (1) personal experience, (2) observations, (3) prior knowledge, (4) research to provide information using an appropriate point of view....

### Kansas Curricular Standards for Listening, Viewing, Speaking

#### Speaking Standard

- ▶ B4.1 – Adapt information presented according to the purpose, audience, occasion and context.
- ▶ B4.2 – Maintain focus on purpose, audience and situation.
- ▶ B4.6 – Use oral language style....
- ▶ B6.1 – Contribute relevant information based on their role in the group....
- ▶ B6.2 – Seek information or clarification through questions or dialogue.
- ▶ B6.3 – Respond to and reinforce information.
- ▶ B6.4 – show sensitivity to the feelings and opinions of others.

#### Objectives

- ▶ To participate in an active group discussion
- ▶ To write to a specific prompt

**Note:** The focus activity and guided instruction together should take one class period.

#### Focus Activity (10 minutes)

Use this time for a discussion. Assign students this question:

At the beginning of the novel, was Thomas' dream of the West based on reality? Support your response with evidence from the text.

Give the students time to write down the question, find at least one example in the book that supports their answer, and write their answer and the page number of their example.

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### **Guided Instruction** (remainder of time)

Facilitate a discussion based on the question. Make sure the students talk to each other. If they are familiar with the Junior Great Book process, conduct this as a shared inquiry discussion.

Lead the students to think about how what they read affects them. Help them to connect this to how the dime novels that Thomas was reading affected his perception of the West.

### **Independent Practice** (1 –2 days)

Have the students use what they know from reading the novel and what they hear during the discussion to help them answer the following prompt:

Think about a time when your dream of something, such as an event, a place, or a person, was different from the reality.

What was your original vision? How was it different from the reality? How did you learn that your vision was not based on reality? How did you deal with that difference?

Students may make notes for an oral answer or follow the writing process.

### **Conclusion** (1-2 days)

Have students share the final draft of their papers or present their responses orally either in small groups or as a whole class.

## Grasslands

# Thomas' Family Tree

## After-reading lesson

### USD 259 Language Arts Reading Standards and Indicators

- ▶ 1.4.5 - Uses information, context clues, and evidence from the text to make inferences, draw conclusions and make interpretations.
- ▶ 1.4.10 – Uses paraphrasing and organizational skills to summarize information from ... texts that may include charts, tables, graphs and diagrams, in logical order.

### USD 259 Language Arts Writing Standards and Indicators

- ▶ 3.2.2 – Clarifies the main idea by selecting logical details that are accurate and helpful.
- ▶ 3.2.8 – Understands and independently uses appropriate strategies to generate expository text.
- ▶ 3.2.12 – Writes to convey tone and personality.

## Kansas Curricular Standards for Listening, Viewing, Speaking

### Listening Standard

- ▶ B6.1 – Pay attention when others are speaking.
- ▶ B6.2 – Avoid distracting or interrupting others.
- ▶ B6.3 – Maintain facial expressions, posture and gestures that signal interest and respect for the speaker.
- ▶ B6.4 – Accurately summarize others' points of view, including those that conflict with their own.
- ▶ B6.5 – Ask questions for clarification.

### Speaking Standard

- ▶ B4.1 – Adapt information presented according to the purpose, audience, occasion and context.
- ▶ B4.2 – Maintain focus on purpose, audience and situation.
- ▶ B4.6 – Use oral language style....
- ▶ B6.1 – contribute relevant information based on their role in the group....
- ▶ B6.2 – Seek information or clarification through questions or dialogue.
- ▶ B6.3 – Respond to and reinforce information.
- ▶ B6.4 – Show sensitivity to the feelings and opinions of others.

## Grasslands

### Objectives

- ▶ To use information from the novel to complete a family tree for Thomas.
- ▶ To interview a person from an older generation and take notes on his or her experience.
- ▶ To write a summary of the universal experience of moving with or without family.

**Note:** The focus activity and guided instruction together should take one class period.

### Focus Activity (10 minutes)

Facilitate a discussion of the following questions:

- ▶ Have you always lived where you live now?
- ▶ What brought your family to the place you live now?
- ▶ Do you remember moving here? Do you recall how you or your family felt about moving?

Summarize by noting the importance of knowing about your past in order to understand your present life.

### Guided Instruction (remainder of time)

Give each student a copy of the Hunter Family Tree sheet. Using an overhead of the sheet, explain that each box stands for a member of Thomas' family. Explain that the boxes in dotted outline stand for people who existed in his family but are not characters in the novel.

Show that the boxes on the top line are for Thomas' grandparents: the two in dotted outline on the left are his father's parents (paternal grandparents), and the two on the right are his mother's parents (maternal grandparents). Show the vertical lines that connect parents to children and the horizontal lines that connect married couples.

Model for students how to write in a blank box the name of Thomas' stepmother, Mattie, who is shown to the left of his father in the family tree.

### Independent Practice (1 day)

Assign students to write in each blank box the appropriate name of one of Thomas' relatives, using the name or term by which they are called in the novel. For example, the author does not tell us the name of Thomas' maternal grandparents, so they are listed as Grandfather or Grandmother.

### Report and Review (1 day)

Assign students to small groups and have each group prepare a completed family tree sheet. Review the completed sheets and clarify any questions or discrepancies.

### Extension (3 – 5 days)

Assign students to ask the following questions of someone from an earlier generation, a family member if possible, to explore the significance of moving one's place of residence. Have students take brief notes on each answer.

## Grasslands

### Interview Questions

- 1) How long have you lived where you live now?  
(This could refer to the person's house or city.)
- 2) Why did you locate here?
- 3) What family members moved with you? Did others remain behind?
- 4) If you remember it, how did you feel about the move?
- 5) How did your family's life change with the move?
- 6) Give an example of an adjustment you or your family had to make when you moved.

### Conclusion (1 – 2 days)

Ask students to review their interview notes and reflect on both the novel and their own answers to the questions in the earlier focus activity. Have students write a list of experiences common to Thomas, themselves, or their interviewee. For example:

#### **Wanting to move**

Thomas wanted to leave Virginia.

I wanted to move to our new house.

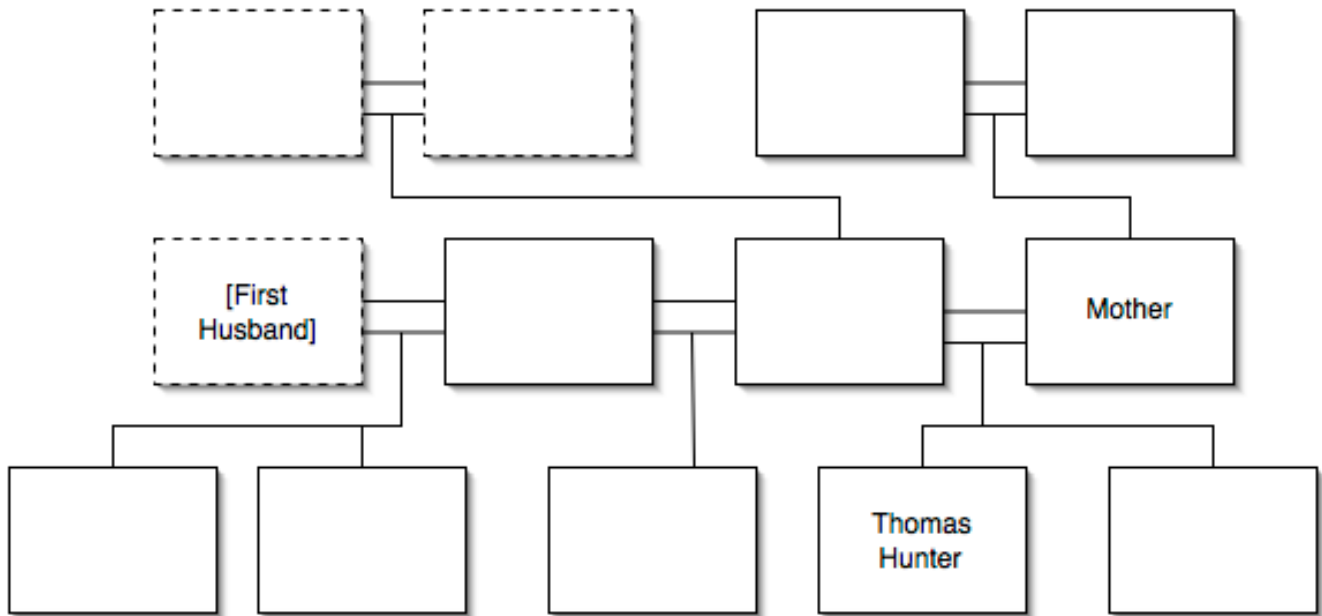
My uncle wanted to move to Wichita.

Have students write a paragraph summarizing:

- ▶ The importance of home and family to Thomas
- ▶ My own feelings about my home.

Grasslands

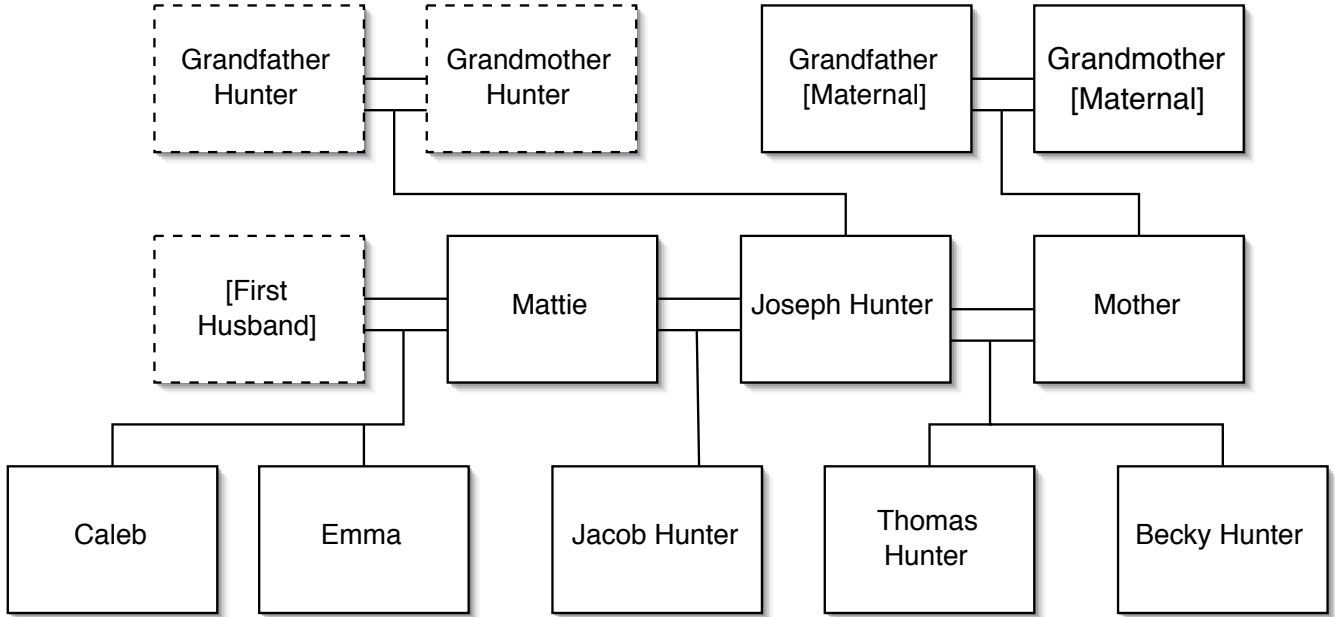
# Thomas' Family Tree



Grasslands

# Thomas' Family Tree

## Answer Key



## Grasslands

# The *Caldwell Gazette*

## After-reading lesson

### USD 259 Language Arts Reading Standards and Indicators

- ▶ 1.4.3 – Uses prior knowledge, content, text type and text features to make, revise, confirm and/or deepen predictions before, during and after reading.
- ▶ 1.4.5 – Uses information, context clues and evidence from the text to make inferences, draw conclusions and make interpretations.
- ▶ 1.4.8 – Compares and contrasts varying aspects (e.g., characters’ traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.
- ▶ 1.4.10 – Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) ... in logical order.
- ▶ 1.4.16 – Distinguishes between fact and opinion....
- ▶ 2.1.1 – Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters’ interactions with other characters and elements of the plot...
- ▶ 2.1.2 – Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.
- ▶ 2.1.3 – Identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.
- ▶ 4.1.4 - Distinguishes between accurate and inaccurate or misleading information.
- ▶ 4.1.5 – Selects an appropriate structure for organizing and recording information in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).

### USD 259 Language Arts Writing Standards and Indicators

- ▶ 3.1.1 – Understands and develops a main idea (plot, setting, characters) by writing to a prompt.
- ▶ 3.1.2 – Uses personal experience, observations, or prior knowledge in written text.
- ▶ 3.1.3 – Clarifies the main idea by selecting relevant details that enrich the central theme or story line.
- ▶ 3.1.5 – Understands and independently uses appropriate strategies to generate narrative text.
- ▶ 3.1.10 – Practices using vocabulary that is appropriate and provides ease of understanding.
- ▶ 3.1.12 – Develops sentence beginnings that build upon previous sentences.
- ▶ 3.1.13 – Recognizes complete sentences and sentence fragments.
- ▶ 3.1.16 – Demonstrates correct use of mechanics and simple punctuation.

## **Grasslands**

- ▶ 3.1.17 – Uses correct grammar for clarity.
- ▶ 3.1.18 – Spells familiar and most unfamiliar words correctly and uses available resources.

## **Kansas Curricular Standards for Listening, Viewing, Speaking**

### **Speaking Standard**

- ▶ B6.1 – Contribute relevant information based on their role in the group....
- ▶ B6.2 – Seek information or clarification through questions or dialogue.
- ▶ B6.3 – Respond to and reinforce information.
- ▶ B6.4 – Show sensitivity to the feelings and opinions of others.

### **Objectives**

- ▶ To learn how to conduct an interview and compile the information
- ▶ To write an informative newspaper article

### **Focus Activity (1 day )**

1. Find newspaper articles that contain quotes from people and other information that a reporter probably received by interviewing someone else.
2. Read these articles with your students and discuss what questions the reporter might have asked the person interviewed in order to obtain the information in the article.
3. Create a list of these questions on the overhead.

### **Guided Instruction (1 day )**

1. Brainstorm with the class a list of questions that a reporter might have asked the following characters:

Luke Fitzgerald

Mr. Parsons

Thomas Hunter.

2. Consider which questions from the focus activity would also work here.
3. Divide the class into small groups to write more interview questions for each character. Remind them to refer to the book and to write specific questions related to situations the characters experienced (the stampede, the conversation at the cattle pens in Caldwell, the dinner at the hotel in Caldwell, or herding the cattle onto the boxcars).
4. Bring the class back together as a large group to share the questions each small group created. As the groups share, compile a master list of questions.

### **Independent Practice (2 days)**

- ▶ Students will work in groups of three. They will take turns playing the role of one of the characters or the reporter.
- ▶ Each group will decide which character they will represent and interview.

## Grasslands

- ▶ The group will choose an event in the novel in which all three characters were involved.
- ▶ One person in the group will begin by playing the role of the character chosen. While being interviewed, s/he will answer as if s/he were the character from the novel, based on what is written about that character.
- ▶ Another person in the group will be the reporter and will ask questions from the list the class compiled earlier.
- ▶ Members of the group will take turns being interviewed and interviewing each other.
- ▶ After the interviews are complete, each student will write an article about the event, based on the answers from the interview they conducted.
- ▶ Students may refer to the newspaper articles discussed in the focus activity.

## Conclusion (2 days)

All the groups will compile their articles to create a *Caldwell Gazette* front page. They will:

- ▶ Refer to the front page of a newspaper as an example.
- ▶ Rename their newspaper.
- ▶ Write a headline for each article.
- ▶ Create pictures to illustrate the articles.
- ▶ Write captions for the pictures.

The completed front page may be posted in the classroom or scanned and posted to the class Web site.

## Extension or Variation

Student groups may choose to represent and interview other characters who shared an experience in the novel: Mattie, Caleb, Emma, and Joseph (Papa) about Thomas' arrival; the Muller parents and children about Marie Weinhardt's disappearance. These articles can be included in the *Caldwell Gazette* front page.

**Grasslands**

## **Appendix A**

Primary Sources

## Interview with the Author of *Grasslands*, Debra Seely

### 1. How did the idea of the *Grasslands* story come to you?

When I was about nine I heard the story of my great-grandfather's immigration to Kansas. The thing that sparked my interest was learning that he'd come to Kansas in a covered wagon. I was astonished to be related to someone who'd done something so exotic!

### 2. Why did you choose to write it as historical fiction?

Historical fiction is my favorite genre. I enjoy writing fiction because it gives me the freedom to make some things up and use my imagination, to put myself and my reader, I hope, in that time period. At the same time, it's important to be as historically accurate as possible. I enjoy learning and conveying facts about history, especially little-known facts or facts that are different from the general perception of history.

### 3. What parts of your background influenced your writing of this story?

The stories of my family and my love for the places I wrote about.

### 4. How did you study the time and places your book depicts?

I read lots of history books and autobiographies written by people who lived at that time. I visited museums to learn about everyday items, such as tools and household appliances, and how to bundle wheat. I spent a lot of time on the prairie near the real setting on which my fictional setting is based.

### 5. What primary resources were most useful? How did they contribute to your understanding of the past?

Memoirs were useful, as were photographs and newspaper articles. They gave me a sense of how people looked, thought, and spoke.

### 5. What were the most important secondary resources you used?

The history books, especially *West of Wichita*, by Craig Miner, and *Growing Up with the Country*, by Elliott West.

### 6. Why did you write the book for young adults?

The characters and concerns I like to explore in my writing seem to appeal to this age group.

### 7. How do you write from the point of view of a young adult?

I think about what young people today think about – what they fear or worry about, what makes them laugh, what their hopes are. I try to imagine what's universal in all that – what someone more than a hundred years ago might have in common with them. Then I use my imagination.

## **Grasslands**

### **8. What advice would you give to someone wanting to write historical fiction?**

Study fiction writing, read lots and lots of good fiction, not just historical fiction, and learn all you can about the time period. Most of all, don't be afraid to try.

### **9. What would you like your readers to gain from reading *Grasslands*?**

An understanding of what they have in common with people of a different time, and a love of our state and of the prairie.

## Grasslands

### Ranch on Clear Creek, Kansas

The type of rough timber house Thomas' father built. See pages 15 and 29.



**Grasslands**

**Sod house in Finney County, Kansas**

See page 15



## Grasslands

### **Log Cabin near Humboldt, Kansas**

A timber cabin with sawn lumber roof. Note the plow in the foreground. See page 24.



**Grasslands**

**Dugout house with sod roof near Bloom, Kansas**

See page 57.



**Grasslands**

**Cowboys on the trail**

See page 123.



**Grasslands**

**Cowboys at the chuck wagon**

See page 110.



**Grasslands**

**Dodge City Front Street, 1878**

See pages 130-131.



**Grasslands**

**Caldwell Saloon interior in the 1880s**

See page 134.



## Grasslands

### **Portrait of Abbie Bright, c. 1871**

Abbie Bright, who staked a claim along the Chisolm Trail near present Clearwater, Kansas. Compare this portrait to your image of Mattie. See page 81.



## Excerpt from *Diary of Abbie Bright*

An excerpt from Abbie Bright's diary, 1871

they will bring my mail. I baked & this morning. Can only bake one loaf at a time in the dutch oven - washed a little, and in p. m. went to the garden and worked until I was tired, coming home I gathered grasses - I want to dry in the shade. Now supper is almost ready. For supper we have buffalo, gravy, onions, radishes, molasses, bread, coffee. I am real tired this evening. It is so far to the garden, and some places I wade through grass, nearly up to my shoulders.

June 4. Sunday this has been rather a long day, and I feel unusually depressed. It has been very warm for some days. There is a shower coming, hope it will be cooler afterwards. Had some heavy rains last week. The Smimeskah River was high. A herd of cattle crossed down at the trail, & 25 drowned. Every week from 7 to 10 thousand of Texas cattle are driven north over the trail. If the cattle stampede, and don't want to cross, the herdsmen yell, & fire off their pistols. You hear them some times, and it sounds, as I suppose a battle sounds. It is the cattle that keep the trail worn so smooth. Their droppings are called cow chips, and are used to burn, where there is no

## Grasslands

### Abbie Bright Diary Excerpt Transcript

Note her reference to the Chisholm Trail and cow chips used for fuel. See page 31.

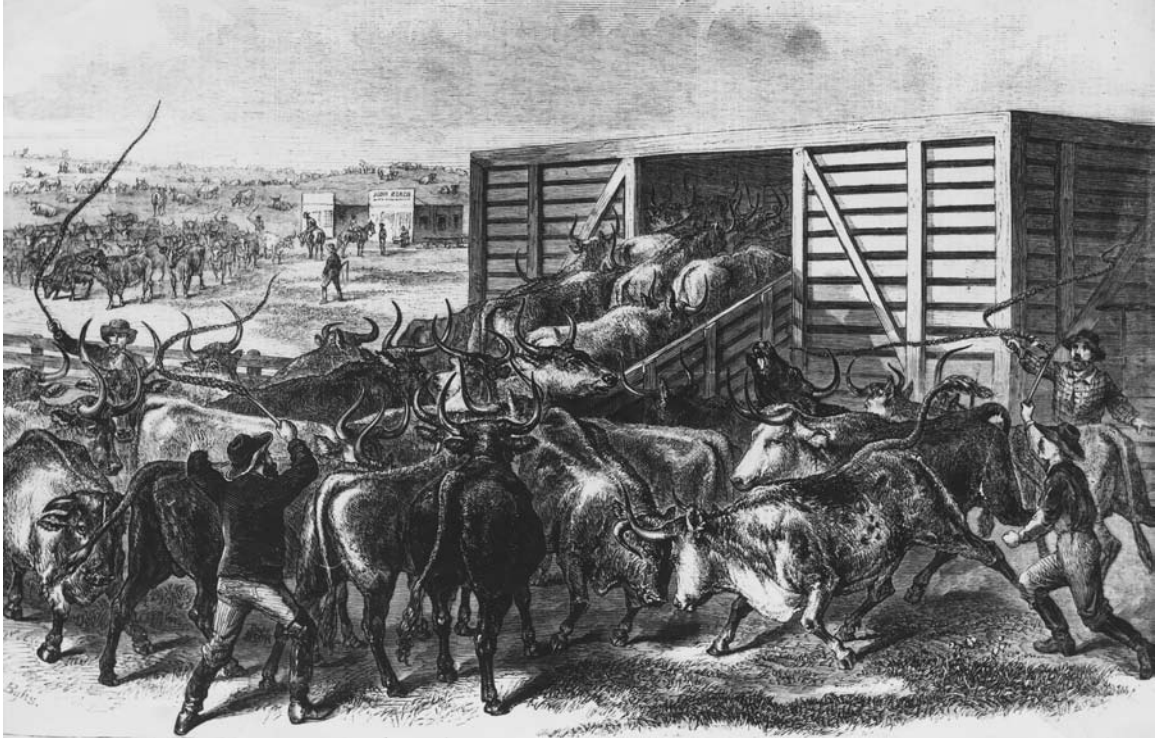
[June 2, 1871] ... they will bring my mail. I baked this morning. Can only bake one loaf at a time in the dutch oven. Washed a little, and in p.m. went to the garden and worked until I was tired. Coming home I gathered grasses - I want to dry in the shade. Now supper is almost ready. For supper we have buffalo, gravy, onions, radishes, molasses, bread, coffee. I am real tired this evening. It is so far to the garden, and some places I wade through grass nearly up to my shoulders.

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## Grasslands

### Sketch of longhorns in Abilene, Kansas

Herding longhorns into a cattle chute (*Frank Leslie's Illustrated Newspaper*, August 19, 1871). See page 146.



**Grasslands**

## **Appendix B**

Secondary Sources

## Grasslands

# Vocabulary List

As students read or listen to the novel, have them add to this list any other new words they encounter, noting the meaning they learn from the way the word is used.

**Alsatian** – native of Alsace-Lorraine, a region that was part of Germany at the time of the novel.

**dime novel** – an inexpensive, illustrated paperback work of fiction that sensationalized the American West.

**Durham** – a dark-brown shorthorn breed of domesticated cattle developed in Durham County, England, originally known for its milk production.

**gelding** – a neutered male horse.

**Hereford** – a red-bodied, white-faced breed of domesticated cattle founded in Herefordshire, England, and known for its high yield of beef.

**longhorn** – a hardy breed of wild cattle native to Mexico and well adapted to the harsh rangelands once occupied by the buffalo.

**Odyssey** – an epic poem, by a Greek writer named Homer, about the adventures of Odysseus after the Trojan War.

**pinto pony** – a small, spotted horse used to handle cattle.

**prairie rattlesnake** – a variety native to Kansas, sometimes called the western rattlesnake, which averages 35 to 45 inches long and prefers rocky canyons or open prairie.

**snakeroot** – a medicinal plant (*echinacea angustifolia*), also known as purple coneflower, that appears throughout the Plains and the south, particularly in hilly terrain with limestone outcroppings.

**sorrel** – a reddish-brown variety of horse.

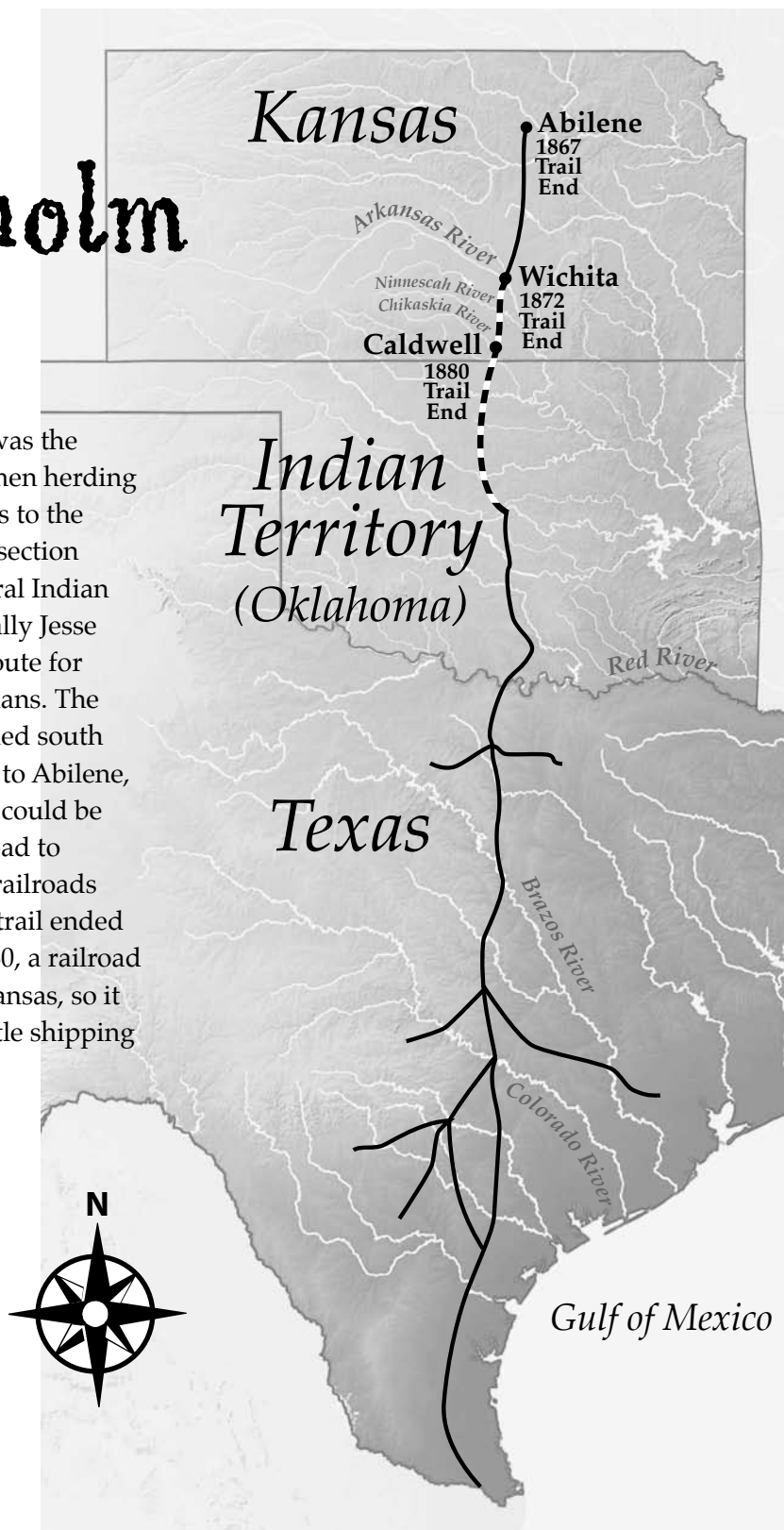
**spring wheat** – varieties planted in the spring and harvested in late summer.

**Texas tick fever** – a disease carried by Texas Longhorns that does not affect them but is harmful to domesticated cattle.

**winter wheat** – varieties planted in the fall and harvested in June or July.

# Chisholm Trail

The Chisholm Trail was the route used by cattlemen herding longhorns from Texas to the railroad. The dotted section from Wichita to central Indian Territory was originally Jesse Chisholm's wagon route for trading with the Indians. The trail was then extended south into Texas and north to Abilene, Kansas, where cattle could be shipped on the railroad to eastern markets. As railroads advanced, the cattle trail ended further south. By 1880, a railroad reached Caldwell, Kansas, so it became the main cattle shipping point for a time.



**Grasslands**

## **Appendix C**

Social Studies Standards

## Grasslands

# USD 259 Social Studies Standards and Indicators

### Sixth Grade

#### Economics Standard

- ▶ B1.1 – Explains how scarcity of resources requires communities and nations to make choices about goods and services.
- ▶ B5.1 – Determines the costs and benefits of a spending, saving or borrowing decision.

#### Geography Standard

- ▶ B1.1 – Explains and uses map titles, symbols....
- ▶ B2.2 – Identifies types of regions.

### Seventh Grade

#### Economics Standard

- ▶ B3.1 – Explains how positive and negative incentives affect the way people behave.
- ▶ B5.1 – Compares the benefits and costs of spending, saving or borrowing decisions.

#### Geography Standard

- ▶ B2.1 – Identifies and compares the physical characteristics of world regions.
- ▶ B3.4 – Explains the challenges faced by ecosystems.
- ▶ B5.1 – Identifies ways in which technologies have modified the physical environment of various world cultures.

#### History Standard

- ▶ B3.1 – Describes the reasons for tension between the American Indians and the U.S. government over land in Kansas.
- ▶ B7.2 – Examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose and point of view.

### Eighth Grade

#### Economics Standard

- ▶ B5.[1] – Uses the concept of trade-offs to make a decision.

#### Geography Standard

- ▶ B1.1 – Locates major political and physical features.
- ▶ B3.[2] – Explains the challenges faced by ecosystems.
- ▶ B5.[1] – Evaluates different viewpoints regarding resource use.

#### History Standard

- ▶ B3.[1] – Compares and contrasts the views held by the federal and state governments with that of the American Indians over use of the Kansas frontier.
- ▶ B3.[6] – Examines historical documents, artifacts and other materials of Kansas's history and analyzes them in terms of credibility, purpose, perspective or point of view.

**Grasslands**

**Tour Evaluation**

Teacher \_\_\_\_\_ E-mail \_\_\_\_\_

School \_\_\_\_\_

Tour Date \_\_\_\_\_ Time \_\_\_\_\_ No. of Students/Adults \_\_\_\_\_

**1. Lessons**

- a. Did you use the lessons?             Yes    No
- b. Were they helpful?                     Yes    No
- c. How could the lessons be improved?

\_\_\_\_\_

**2. Tour Presentation**

- a. Was the tour presented effectively?     Yes    No
- b. How could the tour presentation be improved?

\_\_\_\_\_

**3. Your Visit**

- a. Was your visit...     too long     too short     just right
- b. What did your students enjoy most?

\_\_\_\_\_

- c. What did your students dislike?

\_\_\_\_\_

**5. Comments**

Please list any other comments or suggestions below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Evaluation Form continues on the following page.*

## Grasslands

### Evaluation Form *(continued)*

#### 6. Class Response

Basing your evaluation on the effectiveness of each lesson in promoting learning behavior among your students, circle the number on the scale that best describes the class response to the following lessons:

|                                    | <b>Excellent</b> |   |   |   | <b>Poor</b> |
|------------------------------------|------------------|---|---|---|-------------|
| <b>Prairie Notes and Report</b>    | 1                | 2 | 3 | 4 | 5           |
| <b>Making Choices</b>              | 1                | 2 | 3 | 4 | 5           |
| <b>Cowboy Shopping</b>             | 1                | 2 | 3 | 4 | 5           |
| <b>Letters Home</b>                | 1                | 2 | 3 | 4 | 5           |
| <b>Dream vs. Reality</b>           | 1                | 2 | 3 | 4 | 5           |
| <b>Thomas' Family Tree</b>         | 1                | 2 | 3 | 4 | 5           |
| <b>The <i>Caldwell Gazette</i></b> | 1                | 2 | 3 | 4 | 5           |

#### Comments

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Please return this form via U.S. mail to:

**Education Director**  
Wichita Historical Museum  
204 S. Main  
Wichita, KS 67202

Alternatively, you may complete this form online at:  
[www.wichitahistory.org/forms/grass-eval.html](http://www.wichitahistory.org/forms/grass-eval.html)