



**Kansas Standards  
For  
History  
Government  
And  
Social Studies**

**Adopted April 16, 2013**

7th

# Kansas History

The Kansas History course begins with a study of archaic native inhabitants of the land that was to become Kansas. The course will cover major events, individuals, groups, innovations, and movements from pre-historic days to the present. The course should seek to build a connection or relationship between the student and the state. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

## Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Early Peoples, Exploration, and Drawing Boundaries (7000 BCE – 1854 CE)
- Statehood and the Civil War (1854 – 1865)
- Kansas: To the Stars through Difficulty (1865 – 1890s)
- Progress and Reform (1860s – 1920s)
- Good Times and Bad (1920s – 1940s)
- Kansas and a Changing World (1950's – 2000s)
- Kansas and a Modern World (1970s – Present)

## Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

## Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of Kansas History.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach Kansas History in 7th grade teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

## Connecting with Past Learning

Students should possess a general understanding of Kansas geography, symbols, industry, culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States. Students learn foundational Kansas history during fourth grade, become familiar with U.S. History prior to 1800 during fifth grade, and Ancient/Medieval civilizations during sixth grade. They should have experience with the *Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

## Connecting with Future Learning

Students will be asked in eighth and eleventh grades to link community and state history with events in U. S. History. The skills and content taught at this grade level will be used as background and prior knowledge for future pursuits in the discipline. Critical components of their experience in Kansas History should include reading, writing, and speaking about Kansas History. Students should become familiar with specific *habits of mind* that make up the History/Government/Social Studies disciplines. Students should become familiar with the *Best Practices and Literacy Expectations* so that they can recognize, evaluate, analyze, and investigate Kansas History topics in order to draw conclusions or parallels between those topics and topics that will be studied in eighth grade and high school.

## Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about Kansas and the Pre-Civil War period without also learning about the President of the United States so neither Franklin Pierce or James Buchanan appears

in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

## **Early Peoples Exploration, and Drawing Boundaries (7000 BCE—1854 CE)**

In this unit, students should consider the variety of peoples and cultures who inhabited what would become Kansas. Students should be asked to consider the reasons for settlement and consider beliefs, ideas, diversity, relationships between various people, relationships between people and their environment, and change over time. The bulk of the time should be spent on the contrasting cultures of early and later arriving groups (emigrant Native American groups, explorers, missionaries, and the military). Evidence from archeology and anthropology should be examined.

<b>Ideas</b>	contrasting cultures, exploration, settlement, adaptation, trade
<b>People/Roles</b>	indigenous American Indians of the Kansas region, emigrant American Indians, Francisco Coronado, Zebulon Pike, William Becknell, Stephen Long
<b>Places/Institutions</b>	Plains, Louisiana Territory, Oregon Trail, Santa Fe Trail, forts, missions
<b>Events</b>	first European contact, Louisiana Purchase, Corps of Discovery, Santa Fe Trail, Oregon Trail, Indian Removal Act, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act

### **Sample Compelling Questions**

- Why did people choose to live in Kansas? (Standard 1)
- Whose land was it? (Standard 2)
- What beliefs and ideas made it difficult for people to live together? (Standard 3)
- How did life change for the American Indian after the Europeans first arrived? (Standard 4)
- What did it mean when Indian groups were given reservations by treaty? (Standard 5)

## **Statehood and Civil War (1854—1865)**

In this unit, students should investigate the historical context under which the state was settled and the role Kansas played in the Civil War. The students should trace the development of state government from the territorial period through statehood. Students should deal with questions about Popular Sovereignty, slavery, and abolition.

<b>Ideas</b>	popular sovereignty, slavery and abolition, underground railroad, transportation/communication, state constitutions, Free State Movement
<b>People/Roles</b>	Stephen Douglas, Henry Ward Beecher, Abraham Lincoln, John Brown, James Lane, Charles Robinson, Clarina Nichols,

Jayhawkers, Border Ruffians, William Quantrill, Charles Sumner, New England Emigrant Aid Society

<b>Places/Institutions</b>	Atchison, Lawrence, Topeka, Lecompton, Doniphan County, Douglas County, Linn County, Osawatomie,
<b>Events</b>	Kansas-Nebraska Act, Bogus legislature, Bleeding Kansas, Pony Express, Civil War, statehood, Battle of Mine Creek, Quantrill's Raid, Order #11

**Sample Compelling Questions**

- What factors might settlers consider before coming to Kansas? (Standard 1)
- Under what circumstances should individuals fight for the rights of others? (Standard 2)
- Why were beliefs about slavery so important in Kansas history? (Standard 3)
- How and why did social and political atmosphere in the state change during this period? (Standard 4)
- What factors led to a rise in physical violence in the state? (Standard 5)

**Kansas: To the Stars through Difficulty (1865—1890s)**

In this unit students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, and culture. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.

<b>Ideas</b>	homesteading, immigration, romantic image of the West, promotion and growth of agriculture, railroads
<b>People/Roles</b>	Buffalo Soldiers, Satanta, Cyrus K. Holliday, Fred Harvey, Joseph McCoy, Exodusters, ethnic and religious immigrants
<b>Places/Institutions</b>	Abilene, Ellsworth, Dodge City, Nicodemus, Topeka, Atchison, Leavenworth, Wichita
<b>Events</b>	Homestead Act, Medicine Lodge Treaty, Sand Creek Massacre, cattle drives, land grant universities

**Sample Compelling Questions**

- What were the consequences of decisions made when deciding where to build a railroad? (Standard 1)
- How successful was the Civil War in improving minority rights in Kansas? (Standard 2)
- How did ethnic and religious immigrants impact the culture of the state? (Standard 3)
- In what ways did railroads change the political, social, and economic environment of the state? (Standard 4)
- How did cowboys, cow towns, and cattle drives contribute to the romantic image of the West? (Standard 5)

## Progress and Reform (1860s—1920s)

In this unit, students should investigate the development of specific industries within the state and critical reform movements. The bulk of the time in this unit should be spent considering the historic, economic, political, and geographic context of these developments and the conditions which existed to inspire these reforms.

<b>Ideas</b>	industrialization, specialization, transportation, communication, prohibition, populism, progressivism, suffrage movements, socialism
<b>People/Roles</b>	Samuel Crumbine, Charles Sheldon, Carry Nation, Mary Lease, Karl Menninger, Walter Chrysler, Walter and Olive Beech, Clyde Cessna, William Allen White, Kate Richards O’Hare
<b>Places/Institutions</b>	Emporia, Medicine Lodge, Girard, Pittsburg
<b>Events</b>	national prohibition, World War I, Legislative War, <i>Appeal to Reason</i> , coal miner strikes, discovery of oil/gas

### Sample Compelling Questions

- What are the factors to be considered by workers and employers when considering a strike and its potential consequences? (Standard 1)
- Who should be allowed to vote? (Standard 2)
- How and why did Populism and Socialism gain in popularity during this period? (Standard 3)
- How might one compare prohibition in Kansas to the war on drugs of this generation? (Standard 4)
- What factors gave rise to industry in Kansas? (Standard 5)

## Good Times and Bad (1920s—1940s)

In this unit, students should consider the boom and bust nature of the U.S. economy. Investigating the political, economic, and social context under which these conditions existed. Students should investigate the role the state and Kansans played in World War I and II. Students should spend the bulk of their time in this unit considering the causes, conditions, and remedies for the economic distress of the Great Depression.

<b>Ideas</b>	distribution of wealth and resources, agricultural conservation, growth of entertainment
<b>People/Roles</b>	Charles Curtis, Arthur Capper, Langston Hughes, Amelia Earhart, James Naismith, Herbert Hoover, Alf Landon, Dwight Eisenhower, John Stewart Curry
<b>Places/Institutions</b>	Pearl Harbor, Normandy, Germany, Italy, Japan, Lawrence, Topeka, Abilene

**Events**

Great Depression, World War II, Stock Market Crash, Dust Bowl, New Deal

**Sample Compelling Questions**

- What choices led to the consequences of the Great Depression in the state? (Standard 1)
- Does the government have a duty to help the needy? (Standard 2)
- In what ways were ideas and beliefs about individualism, pride, and self-sufficiency challenged during this time period? (Standard 3)
- How did Kansas change from 1900 to 1945? (Standard 4)
- What was the relationship between economic recovery in Kansas and war in Europe? (Standard 5)

**Kansas and a Changing World (1950s—2000s)**

In this unit, students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas’ social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansans, and *Brown v Topeka Board of Education* in advancing civil rights.

<b>Ideas</b>	civil rights, Cold War, Communism, rise of interstate transportation
<b>People/Roles</b>	Oliver Brown, Charles Scott, Thurgood Marshall, Harry Colmery, Gordon Parks, Robert Dole, Nancy Landon Kassebaum, Georgia Neese Clark, Dwight Eisenhower
<b>Places/Institution</b>	Korea, Vietnam, Fort Scott, Topeka, Ogallala Aquifer
<b>Events</b>	popularity of television, Korean War, floods of 1951, <i>Brown v Topeka Board of Education</i> , Dockum Drug sit-in, space race, Vietnam, flood control system, interstate highways

**Sample Compelling Questions**

- How did the decision to participate in the Federal Aid Highway Act of 1956 impact the people of Kansas? (Standard 1)
- In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2)
- In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3)
- How has the U.S. military presence in Kansas changed over the time period? (Standard 4)
- How was the Kansas economy impacted by Cold War conflicts? (Standard 5)

**Kansas and a Modern World (1970s—present)**

In this unit, students should examine events leading up to the present and draw a contemporary picture of the state. Students should investigate how the state is positioned for the future, including an

overview of the current state constitution. The bulk of their time should be spent reflecting on the state's history, drawing conclusions about our past, present, and future.

<b>Ideas</b>	globalization, rural depopulation, energy, Kansas economy, Kansas government
<b>People/Roles</b>	Black Bear Bosin, Bill Kurtis, astronauts, Lynette Woodard, Gayle Sayers, Barry Sanders, Jack Kilby, Kathleen Sebelius
<b>Places/Institutions</b>	Wichita, Kansas City, Topeka
<b>Events</b>	current and critical issues

### Sample Compelling Questions

- How are important decisions about Kansas' state policies made? (Standard 1)
- What are critical rights issues in the state? (Standard 2)
- How are the beliefs and ideas of Kansans different/similar from other places? (Standard 3)
- What has been the most significant change in Kansas in the last 50 years? (Standard 4)
- What are the most important relationships in Kansas? (Standard 5)