

Overview

This lesson encourages students to explore the impact of 10 notable Kansans who made significant contributions in the 1930s and 1940s. The *Read Kansas!* cards contain primary sources about each Kansan. After reading the cards students will work cooperatively to research “the rest of the story.” Each group will develop a presentation for the class, which answers the question, “Why was this person a notable Kansan?” This lesson can be completed in four or five class periods.

Standards

Current standards can be found on kshs.org.

Objectives

Content:

- Students will be able to explain at least one way each of the notable Kansans impacted Kansas and the nation.

Skills:

- Students will demonstrate higher-order thinking skills.
- Students will create a final product using one or more of the multiple intelligences.
- Students will demonstrate the ability to work cooperatively in small groups.

Essential Questions

- How can one person make a difference that affects the entire country?
- What makes a person a notable or famous Kansan?

Activities

This activity uses the following *Read Kansas!* cards:

- **Why is Sven Birger Sandzén a Notable Kansan?**
- **Why is Amelia Earhart a Notable Kansan?**
- **Why are Martin and Osa Johnson Notable Kansans?**
- **Why is Glenn Cunningham a Notable Kansan?**
- **Why is Walter Chrysler a Notable Kansan?**
- **Why is Langston Hughes a Notable Kansan?**
- **Why is John Steuart Curry a Notable Kansan?**
- **Why is Dwight Eisenhower a Notable Kansan?**
- **Why is Alf Landon a Notable Kansan?**
- **Why is Arthur Capper a Notable Kansan?**

Day 1

1. Prepare copies of the **Notable Kansans of the 1930s and 1940s** booklet ahead of time. See **For the Teacher**.
2. Explain the project to students
 - They will be working in a group to develop a presentation that completes the sentence stem “_____ is a notable Kansan because ...”
 - Each group will be provided with a *Read Kansas!* card that includes a variety of primary sources related to the person.
 - After examining the card, the group will develop questions about its Kansan that need to be answered to complete the person’s story (The rest of the story.)
 - Credibility of sources should be addressed.
 - Sources must be cited in a bibliography attached to the final project.
 - Results of this research will be presented in a three to four minute group presentation.
 - Students will complete the **Notable Kansans of the 1930s and 1940s** booklet as presentations are made.
3. For students who are unfamiliar with developing a research project, model the steps using the *Read Kansas!* card **Why is Sven Birger Sandzén a Notable Kansan?**. Provide each student with a copy of the card. You may choose to display the card on a screen.
4. Conduct a discussion about primary and secondary sources.
 - Begin by discussing the difference in a primary source and a secondary source. See **For the Teacher**.
5. Have students read the **Why is Sven Birger Sandzén a Notable Kansan?** *Read Kansas!* card. Ask them to pay close attention to the credits provided with each item on the card.
 - A photograph of Sandzén in his studio from the Kansas Historical Society, *Kansas Memory* website.

- A quote from Sandzén from Birger Sandzén Memorial Gallery, Lindsborg, Kansas.
 - A lithograph, *Texas Cattle Trail*, drawn by Sandzén from the Kansas Historical Society, *Kansas Memory* website.
 - An oil painting *Twilight, Stevenson's Lake*, from Birger Sandzén Memorial Gallery, Lindsborg, Kansas.
 - A newspaper article announcing the death of Sandzén from the *Lindsborg News-Record*.
6. Conduct a discussion of the items on the card to help students learn to analyze primary sources.
 - Are the items provided with this card primary or secondary? Ask students to defend their answers. [They are all primary sources.]
 - What does the item tell you about Sandzén?
 - What is the point of view?
 - What was going on when the item was produced?
 - Who created the item?
 - Why was it created?
 - For whom was it created?
 - Is the source credible?
 - What institution has the item in its collection?
 7. After discussing the items ask students what questions they still have about Sven Birger Sandzén. Record these on the board. Typical questions should include:
 - Person's hometown, birth, and death date
 - Connection to Kansas
 - Contribution this person made to society both in Kansas and the United States and/or the world?
 - Why was this person's contribution considered important?
 8. Ask students where they could find answers to these questions? [Other primary sources and secondary sources.]
 9. Ask for types of secondary sources. [Books, articles, online entries written by someone else.]
 10. Suggest *Kansapedia*, as a secondary source. It is an online reference developed by the Kansas Historical Society.
 11. Project or distribute the Sandzén article from *Kansapedia*, kshs.org/12193. Give students time to read it. Another secondary source you may provide is *The Kansas Journey*, (page 233), a textbook written by Jennie Chinn, executive director of the Kansas Historical Society.
 12. Review the list of questions students had about Sandzén and ask if they now know the answers.
 13. Brainstorm possible ways the information about Sandzén could be presented to complete "The Rest of the Story." Challenge the groups to use more than linguistic intelligence in developing a three to four minute presentation. See suggestions in **For the Teacher**.
 14. If your students have not had experience writing bibliographies discuss the credits provided for each item in the Sandzén card.
 15. Help students write a bibliography for the *Kansapedia* article about Sandzén and the information provided by *The Kansas Journey* textbook.
 16. Distribute the **Notable Kansans of the 1930s and 1940s** booklet and a blank sheet of paper.
 - Have students make a cover for their booklet.
 - Fold, staple, or glue the booklet in the center.
 - Have each student complete the first entry using the information he or she has learned about Sven Birger Sandzén.
 - Pick up the booklets to redistribute the last day of the project.

Day 2

1. The class will begin its research about different notable Kansans. Class members will be working in cooperative groups and part of their evaluation will depend upon their individual contributions to their group. Project a copy of the **Partner Brag Sheet** and review it with the class.
2. Provide each student with a copy of the **Notable Kansans Presentation Rubric**. Discuss the rubric so students will clearly understand what is expected of the final project.
3. Divide the class into nine groups. Provide members of each group with copies of one of the notable Kansan cards. Instruct them to follow the same procedure as was modeled with the Birger Sandzén card.
4. Provide students with an opportunity to use the Internet to locate more information about the person.

Day 3

1. The groups should begin putting together their presentations. You may want them to receive your approval on the format before proceeding.
2. Remind them the final project will be graded with the **Notable Kansans Presentation Rubric**. It must contain a bibliography of all materials used. It should apply the use of one or more multiple intelligences.
3. As students work in their groups take notes on how well they exhibit cooperative skills and how each member is or is not contributing to the group's success.

Day 4

1. If necessary provide students with more time to complete their projects.
2. Distribute the **Notable Kansans of the 1930s and 1940s** booklet to each student.
3. Have the nine groups present.
 - You will use the **Notable Kansans Presentation Rubric** to evaluate the presentation. Complete the section "all members contributed" after reviewing the **Partner Brag Sheets**.
 - Provide a short period of time after each presentation to allow students to complete the information in the **Notable Kansans of the 1930s and 1940s** booklet.
 - Collect the booklets at the end of the presentations.
4. Provide all students with a **Partner Brag Sheet**. This should be filled out individually.

Assessment

- Evaluate the student's ability to work effectively and cooperatively with a partner based on **Partner Brag Sheet** and on your personal observations.
- Evaluate the students' presentation using the **Notable Kansans Presentation Rubric**.
- Evaluate the students' ability to accurately complete the **Notable Kansans of the 1930s and 1940s** booklet.

For the Teacher

Primary and Secondary Sources

- Primary sources are original items or records that have survived from the past. Examples include diaries, letters, photographs, creative works, artifacts, and newspaper articles. They are part of a direct personal experience of a time or event.
- A secondary source has been created by someone who has analyzed primary sources and produced a product related to the person or event, i.e., textbook, encyclopedia article, report for a class, biography, or a current newspaper article about events occurring in a past time, such as the admission of Kansas to the Union.

How to analyze a primary source:

- What does the source say?
- What information does it provide?
- What was going on when the source was produced?
- Who created the source?
- Why was it created?
- For whom was it created?

Informational sources:

- *The Kansas Journey*— middle school textbook, pages 230-238.
- *Kansapedia*—kansapedia.org (a short informative article about the person)
- *Kansas Memory*—kansasmemory.org/ (primary sources including images, letters, journals, etc., related to Kansas)
- Langston Hughes reading “The Negro Speaks of Rivers”— poets.org/viewmedia.php/prmMID/15722 (audio clip)
- President Dwight Eisenhower’s TV and radio broadcast of actions taken in Little Rock—eisenhower.archives.gov/All_About_Ike/Speeches/WAV%20files/Little%20Rock.mp3 (audio clip)

Preparation of the Notable Kansans of the 1930s and 1940s booklet

- Copy the pages as double sided by making two copies for the template. Place the first sheet face up and the second with the top to the bottom. Copy these to make the template.
- Make five copies of this template for each student.
- Provide students with a blank sheet of paper to allow them to make an appropriate cover for their booklet.

Presentation possibilities using multiple intelligences (many of these rely on more than one intelligence)

• Posters

- Illustrated outlines
- Illustrated timelines
- Mind maps
- Caricature of the person

- **Written presentations**
 - Eulogies
 - Poetry
 - Journal or diary written in first person
 - Political cartoon or comic strips
- **Art media**
 - Mosaics
 - Illustrated storybook
- **Performances**
 - Mini-drama
 - Rap or song
- **Media presentations**
 - PowerPoint
 - iMovie
 - Smart board flipcharts
 - Class websites

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Resources for this lesson are from:

- Kansas Historical Society collection
- Martin and Osa Johnson Safari Museum (Martin and Osa Johnson on Serengeti Plain)
- Library of Congress (Langston Hughes)
- Robert W. Kelley/Time & Life Pictures/Getty Images (Langston Hughes in Harlem)
- Alfred A. Knopf, a division of Random House, Inc. (*I Too*)
- The New York Times on the Web (Langston Hughes obituary)
- Dwight D. Eisenhower Presidential Library & Museum (Abilene baseball team, Eisenhower speeches)
- Franklin D. Roosevelt American Heritage Center (Landon's telegram)
- Irving Berlin Music Company (The Near Future)
- Birger Sandzen Memorial Gallery (*Twilight, Stephenson's Lake*)

Name _____

Partner Brag Sheet

My role in the group was: _____

List all the ways you helped your group to work effectively and cooperatively.

Using this scale, evaluate **yourself** on the criteria listed.

1 (never) 2 (rarely) 3 (sometimes) 4 (usually) 5 (always)

<p>_____ My work was of high quality</p> <p>_____ My work was completed on time</p> <p>_____ I contributed ideas during group discussion</p> <p>_____ I offered assistance to other group members</p> <p>_____ I maintained a positive attitude during group work</p> <p>_____ Total</p>	<p>Additional comments:</p>
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Using this scale, evaluate **each of the other members of the group** on the criteria listed.

1 (never) 2 (rarely) 3 (sometimes) 4 (usually) 5 (always)

<p>Name _____</p> <p>_____ Work was of high quality</p> <p>_____ Work was completed on time</p> <p>_____ Contributed ideas</p> <p>_____ Offered assistance</p> <p>_____ Maintained a positive attitude</p> <p>_____ Total</p>	<p>Additional comments:</p>
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<p>Name _____</p> <p>_____ Work was of high quality</p> <p>_____ Work was completed on time</p> <p>_____ Contributed ideas</p> <p>_____ Offered assistance</p> <p>_____ Maintained a positive attitude</p> <p>_____ Total</p>	<p>Additional comments:</p>
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Notable Kansans Presentation Rubric

Notable Kansan: _____

Student presenters: _____

Scoring:

- 1 Does not address issue
- 3 Attempts to address issue but is missing some points
- 5 Clearly answers issue

Presentation clearly answers these questions:

a. Person's hometown, birth, and death date	1	3	5
b. Person's connection to Kansas	1	3	5
c. Person's contribution to society in Kansas and/or the nation	1	3	5
d. Importance of contribution	1	3	5

Quality of Presentation:

a. Easy to understand	1	3	5
b. Creative	1	3	5
c. Demonstrates multiple intelligences	1	3	5
d. Carefully edited	1	3	5
e. Complete bibliography included	1	3	5
f. All members contributed	1	3	5

Total Points: _____ /50

Comments: