

1850 – 1874

THE KANSAS-NEBRASKA ACT

ACTIVITIES

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Activity 1: Nebraska Maps

Activity Grade Level:

4th - 8th -12th Grades

Activity: Map Analysis

Have students review various maps of Nebraska in the 1850-1874 sections of Nebraska Studies as well as in the American Memory Collection.

Where is the Nebraska Territory?

http://nebraskastudies.org/0500/stories/0502_0101.html

How the Land Was Divided

http://nebraskastudies.org/0500/stories/0501_0103.html

Railroad Maps. 1828-1900 Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/gmdhtml/rrhtml/rrhome.html>

Have students use the *Map Analysis* Worksheet in the Resources section at the end of this document to help answer the following questions.

- Why do you think the shape and size of Nebraska changed from the 1828 map to the 1863 map?
- For more advanced students: Would Native Americans visualize the area of Nebraska in a similar way? Why or why not?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.10. By the end of fourth grade, students will identify and use essential map elements.

Standard 4.1.11. By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.1.12. By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using **maps**, pictures, and computer databases.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.17. Students will develop skills for historical analysis, such as the ability to:

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Activity 2: Impact of the Kansas-Nebraska Act on Native Americans

Activity Grade Level:
8th – 12th Grades

Activity: Discussion

Have students read the section in the 1850-1874 timeline of Nebraska Studies on the Kansas-Nebraska Act. Then, use the following questions to spark discussion.

http://nebraskastudies.org/0500/stories/0502_0100.html

- Did Native Americans live in Nebraska during this time period? How were their lives influenced by the Kansas-Nebraska Act?
- For more advanced students: How did the Missouri Compromise and the Kansas-Nebraska Acts affect the settlement of the Nebraska area? What was a prominent issue in each act?

Nebraska State SOCIAL STUDIES Standards

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.6. By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Standard 8.4.3. By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Activity 3: Stephen A. Douglas

Activity Grade Level:
8th Grade

Activity: Photo Analysis

Have students use the National Archives *Photograph Analysis Worksheet* in the Resources section at the end of this document to analyze a photo of Stephen A. Douglas. Type his name in the Search box in the upper left corner of Nebraska Studies, then click Primary Source to locate his photo.

- Who was he?
- How did he influence the settlement of Nebraska?

Resources:

http://en.wikipedia.org/wiki/Stephen_A._Douglas

http://encarta.msn.com/encyclopedia_761558692/stephen_douglas.html

The Nebraska Question, by Stephen A. Douglas, et al

<http://books.google.com/books?id=h1k0wnCgDI0C&printsec=titlepage&dq=stephen+a+douglas+nebraska>

Nebraska State SOCIAL STUDIES Standards

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Activity 4: Nebraska's Geographic Formation

Activity Grade Level:
12th Grade

Activity: Map Analysis

Use a topographical map of Nebraska to help students discuss the following questions:

- What arguments related to geography were used by people living in the South Platte region to justify their joining the state of Kansas in the 1850s?
- Could residents living in the Western region of Nebraska today use similar geographic arguments to justify joining Wyoming or South Dakota?

Students may also use the *Map Analysis Worksheet* in the Resources section at the end of this document.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

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RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES

National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

--	--	--

6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this map.

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

