

Becoming Kansas:

The People and the Struggles that Built the State

Watkins Museum of History

Maggie's Journal: Opening a Window to the Past

Intermediate Lesson Plan (4-8)



History, Government, and Social Studies Standard(s)

Standard #1: Choices have consequences

Benchmarks:

1.1: The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.

1.2: The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.

Standard #4: Societies experience continuity and change over time

Benchmarks:

4.1: The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.

Standard #5: Relationships among people, places, ideas, and environments are dynamic.

Benchmarks:

5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.



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This *Becoming Kansas* lesson plan has been made possible in part by the National Endowment for the Humanities: Democracy demands wisdom.

Overview



This plan is designed to support classroom instruction in history, government, and social studies at the intermediate level (4-8). It can be completed in 1-3 hours depending upon how many pre and post activities and which displays you choose to include. The specific theme of this lesson is *Journal Writing: Opening a Window to the Past*. Prior to arriving at the museum, review the key vocabulary and the foundation information with the class. Focus the conversation on the guiding questions:

What choices do you make at school each day?

What are the consequences of those choices?

How do your choices impact how your school day goes?

How can a choice change the day?

Foundation Information:

Kansas Social Studies Standards 1, 4 and 5 focus on choices having consequences and how choices promote continuity and create change. The desirability of choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences.

Based on choices made, people and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society.

The classroom teacher should review the information in the Overview prior to arriving at the museum. Ensure that students understand the terms choices, consequences, rights and responsibilities as well as how they are connected.

Key vocabulary to front load for intermediate students:

Journal: an account of day-to-day events

Exhibition: show publicly especially for the purpose of demonstration or evaluation

Dialogue: a memorized verse delivered by a single person

Social: gathering of people from a certain locale usually for a special purpose

Ravine: a small narrow steep-sided valley

Ought: logical consequence

Dynamic: marked by continuous and productive activity or change.

The following are aspects of choices, consequences, rights and responsibilities:

- Every choice comes with a cost.
- Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other other people.
- Change is generally continuous.
- Relationships are characterized by constant change, activity, progress, or regression.

Maggie Herrington, an early Lawrence resident, kept a journal of her experiences during the year 1867. Keeping the journal was a school assignment made by Maggie's teacher, Miss Brown. Maggie's entries follow the day-to-day life of a girl living in a mid-19th century frontier town. In her journal, 13-year-old Maggie writes about her friends, the challenges of muddy streets, visiting family on their farms outside of town, and fears of being tardy to school and issues of the times such as women's suffrage.

By reading Maggie's journal students can experience the real-life record of a young girl's thoughts, feelings, and experiences over a particular time in her school career. Her journal contains details that may seem unimportant at first, but which add to the reader's appreciation and understanding of Maggie as a writer, student, and family member.

HANDLING MATERIALS

Watch for this icon for opportunities to use hands-on artifacts or materials to make each stop more interactive.



The Journal of Maggie Herrington



DISCUSSION/TOUR

Allow groups to read the information below the cover picture asking them to share observations with each other of details contained in the reading. They should also share their impression of Maggie's picture making note of details such as clothing style and jewelry.

After allowing the groups adequate time to complete the tasks above, ask the leading questions below.



LEADING QUESTIONS

Maggie's picture was taken in 1871. How many years ago was that?

What century would that have been?

Maggie was 17 when she got married. She was 17 in this picture. Do you think she looks 17? Explain your response by identifying at least 4 individual items in the picture that provide support for your answer.

If you get married when you are 17 in what year will your wedding, take place?

Look at the Introduction to Maggie's Journal. Be sure to point out the icons shown and what each stands for.

If I tell you that these icons are a type of legend, what does that mean?

There is a list of "think abouts" included in the Introduction. Why do you think the author of this reference included those?

HANDLING MATERIALS

Copies of Maggie's journal for each group of students



HANDS-ON ACTIVITY

Divide students into groups of 2 or 3. Provide each group with a copy of Maggie's journal.

Have students look through the journal in their groups. Each group selects one entry they would like to read aloud. One by one have each group read their selection to the group paying close attention to the additional information that is included below each.



LEADING QUESTIONS

When Maggie was in school journal writing was a popular school assignment but also a popular personal activity across many age groups. Why do you think that was true?

Maggie mentioned in her journal that if the students were quiet the teacher would let them go home early? Teachers today would not be able to make that decision for their students. What is different from Maggie's school to yours that has caused that change? (If the entry that shares this is not read by a group, read it to them before asking this question.)



The Journal of Maggie Herrington



DISCUSSION/TOUR

Take students to the 2nd floor and ask them to stand in the middle of the gallery, then turn around to get a general impression of the display area. Ask question #1 in the Leading Questions list.

Show students photo of downtown Lawrence - Massachusetts Street in the 1800s and see if anyone can identify it. Follow that by displaying a current view of Mass Street and ask leading question #2 below.



LEADING QUESTIONS

What do you see here that you believe is from the time period in which Maggie lived?

What are some of the changes in businesses – number, type, services?

What dynamic changes (productive activity or change) do you see in the photos?

What do you think Maggie's reaction to the current Mass Street would be?

HANDLING MATERIALS

Maggie's Downtown map; copy of April 21, 2006, *Lawrence Journal World* article on street names



HANDS-ON ACTIVITY

Students will continue working in their groups for this activity.

Give each group a copy of Maggie's downtown map. Ask if they know what unit of distance each square on the map represents. Using the map answer the leading questions.



LEADING QUESTIONS

How far is it from Maggie's house to the school?

Based on what you learned from Maggie's journal entries, why do you think the school was located so close to the Church and the Dry Goods Store?

List the steps in the path you would follow to get from Maggie's house to the School, then the Foundry, then Mrs. Blodgett's house, then Maggie's home.

Can you identify a pattern in the way in which the state named streets are arranged in Maggie's town?

Who made those naming choices?

(If time allows share the *Lawrence Journal World* article about the naming of streets in Lawrence.)



The Journal of Maggie Herrington



DISCUSSION/TOUR

Take students to the 3rd floor and repeat the “stand and turn” activity allowing enough time for them to get a general impression of the gallery.

Working in their groups ask the students to move quietly around the gallery looking for displays that illustrate people, items or events from Maggie’s time period. Let them know that there should be only one group at a display, that it is not necessary for them to see all the displays, and that you will provide a signal that cues them to move to a different display. (How much time is allowed at each display depends on the schedule of each individual tour.)

Move the class to the area near the “Common Causes: People with Purpose” window exhibit. Ask the leading questions below.



LEADING QUESTIONS

What is the theme of this display?

How does this display relate to people making choices that have consequences?

How might the topics addressed in this display have impacted the community of Lawrence?

ARTIFACT HANDLING



Copy of Maggie’s Journal entry from
Wednesday October 9



HANDS-ON ACTIVITY

Read aloud (or have a student read) the information from the “Votes for Women” section of the exhibit. Be sure to note the image of Maggie and share the information below her photo.

Provide students with a copy of the October 9 entry from Maggie’s journal explaining that this is not one that is included in the reproduction. Allow students time to read the entry then move to the leading questions.



LEADING QUESTIONS

What is Maggie’s opinion about the upcoming vote on whether to allow women to vote.

If you were a classmate of Maggie’s would your opinion be different than Maggie’s? Why?

What did you learn from Maggie’s journal that might have influenced her opinion?



Wrap Up Activity

Remind the students of 4 items about her school day that Maggie shared in her journal.
(i.e., recess time, how she got to school, how concerned she was about following the rules;
preparing for her dialogue)

Ask students to think about whether or not those same items would be in a journal entry about
their own school day.



Leading Questions

What is something that you and Maggie have in common?

What is something that is very different about your school day from Maggie's?

What example can you give of how Maggie's choice to follow school rules resulted in a
positive consequence?

Why do you think journal writing is not as popular today as it was in Maggie's day?

Follow Up Activity

Journal writing can provide a method of reflection and allow students to express feelings regarding their educational experiences. The format of this writing can vary depending on the students' needs and the instructor's goals.

- Divide the students into 3 groups and assign each group an upcoming week to write about.
- Have each student create a journal entry for each day of the week that was assigned to their group.
- When all three weeks are completed form new groups by assigning one student from each week to each group so that they can share their entries to see how the weeks progressed.
- Have one student from each group summarize their group's weeks and then, as a class, compare how the story of the same three weeks was different or similar between groups.

Addressing Social, Emotional Learning (SEL) skills:

- Ask students to include words in their entries that show how they felt about the events and/or how their behavior influenced their reaction to the events.
 - Discuss how their attitude toward each day of school influenced the choices they made on that day.
- Have each group identify how the reaction of each member of the group to the same event may have differed.
- Have students locate examples from Maggie's journal of her making responsible choices. Then, have them locate examples in their journal entries in which they made responsible choices. Ask what influenced them to make those choices?
- How did the choices they made create change in their day?
- How did those choices impact their relationships with the people around them? (friends, teachers, family members)

Providing Scaffolding:

- Provide "story starters" for each day of the week for students who struggle with getting started with writing their journal entries.
- Provide the groups of students with options for how they combine their weekly entries, i.e., they could create a play, write a book, show the weeks in illustrations, record an audio of the summarized weeks. This allows students to develop a final product in which all members of the group can participate at their own level. (NOTE: This could apply to enrichment for advanced students also.)

Providing Enrichment:

- Have student groups create Power Point presentations that illustrate their combined entries for 3 weeks.
- Advanced students can create journal entries for a week in different seasons of the school year. They can also include events from each class each day rather than creating just a summary of each day.