

# Becoming Kansas: The People and the Struggles That Built the State

---

Watkins Museum of History  
*Women of Wonder*  
High School Lesson Plan (9-12)

---



## History, Government, and Social Studies Standards

Standard #1: Choices have consequences

Benchmarks:

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.

Standard #4: Societies experience continuity and change over time.

Benchmarks:

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.

Standard #4: Continued

4.3 The student will investigate and connect continuity and change to a contemporary issue

Standard #5: Choices have consequences

Benchmarks:

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

5.2 The student will analyze the context and draw conclusions about dynamic relationships.

5.3 The student will investigate and connect dynamic relationships to contemporary issues.



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

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 high school level. 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 *Women Who Helped Lawrence Develop and Thrive*. Prior to arriving at the museum, review the key vocabulary with the class. Follow that by reviewing the foundation information with students. It may help to focus the conversation on the guiding questions:

In what ways are you developing and thriving at school and at home?

How does developing involve change?

How can a city develop but still maintain continuity?

#### Foundation Information:

Kansas Social Studies standard 1 and 4 address how choices, consequences, continuity and change effect society. *Societies experience continuity and change over time. The people and communities that make up society may have aspects of continuity but experience some degree of change over time. Continuity refers to a society's 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, continuity, change and dynamic relationships as well as how they are connected.

#### Key vocabulary to front load for intermediate students:

Continuity: on-going, without interruption

Change: to replace with another, to shift from one to another, become different

Develop: to grow

Thrive: do well, grow stronger and better

Mortgage company: a business that loans money to buy land or to build a business with

Economic independence: being able to support yourself

Dynamic: characterized by constant change, activity, or progress

Contemporary issues: event, idea, opinion, or topic related to a current problem or topic

The following are aspects of continuity and change:

- Every choice comes with a cost.
- Change is generally continuous.
- Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.
- Every choice comes with a cost.
- Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.
- Dynamic relationships often create shifts in priorities, leading to tension and adjustments.

Immigrants came to Kansas looking for change that would provide them continuity. They were often seeking economic opportunities that they could not find in their own states, regions or homelands. If they could find that they believed they could provide continuity and security for themselves and their families. We often hear tales of the brave men who came to Kansas. What we seldom hear is how women influenced the economic, social, and political development in the state. This lesson provides insight into how some Lawrence women encouraged the development of the community through their contributions in education, health, and business. It also shows how changes in technology allowed women to become more self-sufficient and develop an identity outside of the home.

During the 1800 and early 1900s women's primary duties were to be homemakers and mothers. Their influence in society yet alone in business was very limited. In Lawrence, however, there were several women whose choices provided continuity and change within their own lives but also the lives of many other community members in the town. The choices of the women discussed in this tour helped the community of Lawrence continue to develop and thrive.

## HANDLING MATERIALS

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



# Sara Robinson Sewing Machine, 1850s



## DISCUSSION/TOUR

Ask students to stand in the middle of the gallery, then turn around to get a general impression of the display area. Ask what their overall impression of the gallery is from that vantage point and if they see a common thread.

Move the group to the Sara Robinson display and allow them time to read the information in the display and well as to visually examine the sewing machine.



## LEADING QUESTIONS

- Ask students for their interpretation of the adage, “a woman’s work is never done” and how the sewing machine freed up time for other activities for Sara Robinson such as her writing.
- Ask students to identify the various parts of the sewing machine and what each might have been used for. (At this point the bobbins, spools of thread could be passed around)
- Looking at the sewing machine ask how the students think it was powered. Can they name items they are familiar with that are powered the same way or in a similar manner? (i.e., bicycle, elliptical exercisers)
- Point out the foot pedal with the rod attached to the wheel (which would have held a cable) that enabled the needle to go up and down when pumped. This is called a treadle sewing machine. What principle of science is employed to power the sewing machine? (A treadle is a mechanism operated with a pedal for converting reciprocating motion into rotating motion. Along with cranks, treadmills, and treadwheels, treadles allow human and animal machine power in the absence of electricity. Reciprocating motion, also called reciprocation, is a repetitive up-and-down or back-and-forth linear motion used to power the machine.)



## HANDS-ON ACTIVITY

Divide students into groups of 2 or 3  
Provide each group with a vintage sewing pattern – just the onion skin paper pattern – not the envelope.



## LEADING QUESTIONS

Ask to students to carefully unfold the pattern and then try to figure out what it is and/or what would be made from this pattern.

What has replaced these patterns in the current clothing industry?

Did that change provide continuity?

## HANDLING MATERIALS

*Sara Robinson Sewing Machine: spools of thread, bobbins, pictures of modern sewing machines, modern shirt vs handmade shirt to compare stitches, pieces of material, bobbins, vintage patterns*



# Milburn Electric Car, 1900s



## DISCUSSION/TOUR

Have students look at the surrey on the 3rd floor stair hall landing and then compare it to the Milburn Electric Car just inside the 3<sup>rd</sup> floor gallery.

Allow students to review the information from the artifact label noting each fact that shows how Eleanor Henley helped Lawrence develop and thrive. (i.e., established a children's reading room at the library, helped create Robinson Park, addressed issues of poverty, housing and public health, helped establish Lawrence Memorial Hospital)



## LEADING QUESTIONS

What similarities do you see between the buggy and the car?

What differences do you see between the buggy to the car?

Why was this car considered more desirable for "a modern woman on the go" than the gasoline powered cars?

Electric powered cars are becoming popular again. What is happening in our society that is driving that change?

What consequences are listed in the ad from Milburn Light Electric if their charger was used?

How might the introduction of the electric car into Lawrence have affected dynamic relationships in the community? (tensions/adjustments?)

## HANDLING MATERIALS

Copy of Mrs. Henley's letter referred to in the display information, recording of Eleanor Henley in the display;



## HANDS-ON ACTIVITY

Pass around a copy of the of Eleanor Henley's letter telling of her experiences driving the car. Have students read passages aloud.

Select students to access the recordings of Eleanor Henley's recordings of Using Her Car, Challenges of Driving, Helping Women.



## LEADING QUESTIONS

Which of the experiences the students think they might have while learning to drive a car today and which would be unique to the 1920s.

What challenges have continued today?

Ask why it is important for us to read and listen to Eleanor Henley's letter/recordings. (i.e., history being passed down, understanding a woman's contribution to the growth of the community, understand change and the challenges of change...)

How are your life experiences being documented?



# Watkins Memorial Hospital, 1930s

(Note: If the tour needs to be shortened this display could be skipped and the students could move to the switchboard.)



## DISCUSSION/TOUR

Allow students to review the information from the display. As they do ask them to identify one thing that was an “Aha moment or Hmm, that’s interesting moment” and one that they have a question about.



## LEADING QUESTIONS

Ask students to share their Aha moments and questions.

Elizabeth Watkins was 15 when she started working at the land mortgage company. Could you get a job at this type of business today? Why or why not?

Based on what you read in the display how old was she when she married J.B. Watkins?

Elizabeth Watkins was known as Lady Bountiful and as The Fairy Godmother by KU students in the 1920s and 30s. What did she do that gained her those titles?

**HANDLING MATERIALS**  continued on next page



## HANDS-ON ACTIVITY

Have students identify items they notice about the hospital furniture in the display. (i.e., wood composition, table bends, seat back is high, and seat can be raised or, Jayhawk on headboard of bed...)

Provide 7 students with notecards with the images of the Jayhawk throughout the years. Ask the group to arrange the images in chronological order.

Have a student identify the Jayhawk on a card that matches the one on the bed.

Once they have completed this task provide them with the correct order.



## LEADING QUESTIONS

What do you see in the exhibit that could be called “progress” because of its design or construction?

How has the Jayhawk mascot has changed over the years? Why do you think those changes were made?

Ask students why they think the mascot continued to be a Jayhawk, but the images changed.

Why do you think that Elizabeth Watkins thought it was important to start a hospital on the KU campus?

# 3

## HANDLING MATERIALS

*Watkins Memorial Hospital: images of Jayhawk mascot through the years, cards with images Jayhawk mascot images including 1<sup>st</sup> year of each mascot.*



1912

**1912 – 1920:**  
The original Jayhawks logo, introduced in 1912, featured a blue bird with yellow legs and blue shoes with red accents. It was standing with its legs crossed and looked easy and cool.



1920

**1920 – 1923:**  
The redesign of 1920 made the logo more professional and strict, by redrawing the bird in a more realistic and detailed way and placing it on the “KU” monogram in red and white, executed in a strong and straight geometric serif typeface. The bird was still executed in the same blue and yellow palette, which evokes a sense of dynamics, energy, and professionalism, while red added some passion and warmth.



1923

**1923 – 1929:**  
In 1923 the emblem was redrawn again and this time in a more refined caricature style. The Jayhawk’s head was colored red, while his yellow black was enlarged and harmonized by yellow and red shoes. The bird had a Ted “KU” monogram placed on its blue



1929

**1929 – 1941:**  
The iconic Jayhawk was redrawn again in 1929. Now the bird was placed in profile, walking to the left, with a determined look and a serious attitude, it was still executed in the same color palette, but with the contours refined and strengthened.



1941

**1941 – 1946:**  
The white color appeared on the Kansas Jayhawks visual identity in 1941. The bird, facing left, was refined and drawn with more details, having two white “KU” letters on its blue jersey. The beak of the Jayhawk was now a bit opened, creating a visual sense of smile and making the whole image friendly and welcoming.



1946

**1946 – 2006:**  
The Jayhawk changed its direction from left to right in 1946. The bird’s face gained a bigger smile and a kinder look, making the whole image lighter and brighter. As for the other elements, they all feature the same palette and style as on the previous version of the logo, but with their contours cleaned. This emblem stays with the team for sixty years, being the most long-standing and recognizable logos in the Kansas Jayhawks history.



2006

**2006 – Today:**  
The iconic badge was redesigned in 2006, but the only visible change was about the typeface of the “KU” inscription. The style of the lettering was switched from a bold and simple sans-serif to a more elegant and chic serif font, with the lines of the letter “K” elongated.

Source:  
[www.1000logos.net/kansas-jayhawks-logo](http://www.1000logos.net/kansas-jayhawks-logo)



# Telephone Switchboard, 1960s



## DISCUSSION/TOUR

Have students look over the switchboard and share what they notice. Then allow the students to review information from the display.



## LEADING QUESTIONS

How did this item, as well as other new technologies such as the bicycle and typewriter, change the lives of women and how they contributed to the continuing change in the community.

This display is called “The New Woman”. Why do you think it is called that? (Some students may have read some of the information when they examined the display and provide answers from that text.)

How do you use your phones today and how does that differ from the way phones were used when a switchboard was in use?

## HANDLING MATERIALS

*Telephone Switchboard: crank and or dial telephones, pictures of “Hello Girls” operating a switchboard, interactive part of the display that allow students to try to connect calls*



## HANDS ON ACTIVITY

Allow students to use the interactive exhibit to try connecting calls themselves. (all students or select students)

Provide students the opportunity to examine a rotary dial phone as well as a “crank” phone if available. If not, provide pictures.



## LEADING QUESTIONS

This display is called “The New Woman”. Why do you think it is called that?

After experiencing the switchboard, rotary dial phone and crank phone what observations can you share about each?

The switchboard operators were women. Why not men?

How has the change from the switchboard to today’s use of cell phones impacted the people of Lawrence?



# Wrap Up Activity

---

Remind the students of the 4 stops on their tour today.

Hold up 1, 2, 3, or 4 fingers to indicate which was your favorite display.

Hold up 1, 2, 3, or 4 fingers to indicate which you think had the greatest impact on the development of Lawrence.



# Leading Questions

---

What do all 4 displays have in common?

Give an example of how Lawrence would be different if that woman/item had never existed in Lawrence.