

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

Eudora Community Museum
Then and Now...Communities Establish and Evolve
Intermediate Lesson Plan (4-8)



History, Government, and Social Studies Standard(s)

Standard #3: Societies are shaped by the identities, beliefs, and practices of individuals and groups:
Benchmarks:

3.3: The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

3.4: The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

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

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

4.2: The student will analyze the context and draw conclusions about continuity and change.

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



Eudora Area Historical Society



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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 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 *Then and Now...Communities Establish and Evolve*.

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:

What is the difference between a Native American, an immigrant, and an American?

Do you know where your ancestors came from originally?

Foundation Information:

Kansas History, Government, and Social Studies Standard 1:

Choices made by individuals and groups have consequences.

Standard 2: Rights are the basic freedoms of individuals

The classroom teacher should review the information in the Overview prior to arriving at the museum. Ensure that students understand the terms choice and consequence as well as how they are connected.

Key vocabulary to front load for intermediate students:

indigenous – native or original
systematically – with a plan, intentionally with preparation and thought
ancestral – something belonging to family or relatives
abolitionist – someone who opposed slavery
liberality – openness, broad-mindedness
condemn – take a stand against; criticize

Indigenous Peoples, or Native Americans, have lived in what is now the Eudora Area since 7000 BCE. In total, humans have lived in the Eudora Area for 9,000 years. European/Americans have only permanently lived in Eudora since 1850. That means European/Americans have only lived in Eudora for 171 years, or 2% of the total time that humans have lived in Eudora. 98% of the time that this region has been home to humans, it was inhabited only by Native Americans. The first Native Americans that lived in the Eudora Area, over 9,000 years ago, were largely big-game hunters. Huge herds of woolly-mammoths and ground sloths roamed the area and were hunted by the Native American tribes.

The following are aspects of choices and consequences:

- Every choice comes with a cost.
- Individual choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.

The following are aspects of rights and responsibilities:

- Rights tell us what we are able to do.
- A responsibility is a duty or obligation to perform or complete.

Today we of course know that the Eudora area has a wealth of agricultural land. But European/Americans were not the first to discover this. Native Americans started to practice agriculture in this region around 3,000 years ago. Agriculture transformed Native American society. With the advent of agriculture, many Native American tribes began to live in permanent villages along the Kansas River. While living in permanent villages, Native American tribes of this region developed unique, sophisticated, and intelligent societies.

HANDLING MATERIALS

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

Native Americans Establish Communities

DISCUSSION/TOUR

Indigenous Peoples, or Native Americans, have lived in what is now the Eudora Area since 7000 BCE. The first Native Americans that lived in the Eudora Area, over 9,000 years ago, were largely big-game hunters. Huge herds of woolly-mammoths and ground sloths roamed the area and were hunted by the Native American tribes. Today we know that the Eudora Area has a wealth of agricultural land. But European/Americans were not the first to discover this. Native Americans started to practice agriculture in this region around 3,000 years ago. Agriculture transformed Native American society. With the advent of agriculture, many Native American tribes began to live in permanent villages along the Kansas River. While living in permanent villages, Native American tribes of this region developed unique, sophisticated, and intelligent societies.

As students initially view the display of Native American artifacts from the Eudora area ask the leading questions listed below.

LEADING QUESTIONS

Why do you think the Native Americans move from being a hunting to society to one that also included agriculture?

Why were villages located along the Kansas River?

HANDS-ON ACTIVITY

Divide students into groups of 2 or 3.

Provide each group with a handling artifact related to the Native American display.

LEADING QUESTIONS

Ask students what the artifacts might have been used for and why they are included in the museum display. Have each group share their answer.

HANDLING MATERIALS

Items that might have been found in the area in the days the Native Americans were here.



The Kansa Tribe in Eudora



DISCUSSION/TOUR

The first Europeans that visited the Eudora Area in the early 1700s met the Kansa or Kansas or Kaw tribe. The Kansa tribe practiced diverse agriculture and lived in permanent villages along the banks of the Missouri and Kansas Rivers. Evidence suggests a Kansa village was located where downtown Eudora is today. The Kansa tribe likely favored the Eudora Area for the same reasons that European immigrants later favored it; it was close to the junction of the Kansas and Wakarusa Rivers.

In the early 1800s the U.S. government passed laws that forced removal of the Native Americans west to make room for European American settlement. Many of the lands in the West, including the present-day western parts of Kansas, were determined to be unsuitable for white settlement. The Kansa tribe was forcibly removed from this region in the 1820s-1830s. The Kansa tribe were pushed west, to where modern-day Council Grove, Kansas is located.



LEADING QUESTIONS

Why do you think the relocation of the Native Americans was called the Trail of Tears?



HANDS ON ACTIVITY

Divide students into groups of 2 or 3. Provide each group with a simple map of Kansas with Eudora as well as the Missouri and the Kansas rivers identified. Have groups draw a trail from Eudora to Council Grove, Kansas.



LEADING QUESTIONS

Ask students to identify the items discussed on the map. (i.e., Eudora, Kansas, Wakarusa and Missouri Rivers, junction of rivers,)

Assign each group an item on the map and ask them to explain why that item is important in the Kansa tribe's decision to locate in the Eudora area. Have groups share their answers.

Have the students discuss their thoughts on walking from Eudora to Council Grove in the 1800s.

HANDLING MATERIALS



Map of the Eudora area, items that might have been found in the area in the days the Native Americans were here.



Native Americans



DISCUSSION/TOUR

In place of the Kansa tribe, the Shawnee and Delaware tribes were moved from lands east of the Mississippi River to the Eudora Area in the 1820s and 1830s. The Delaware tribe was assigned land north of the Kansas River, and the Shawnee tribe was assigned land south of the Kansas River. The Delaware tribe was originally from the New York region, and the Shawnees were originally from the Ohio Valley region. But both tribes were violently removed from their native lands and were sent to what is now the Eudora Area. The forced march of Native Tribes from their homelands to reservations in the west during this period is sometimes referred to as “The Trail of Tears.”



LEADING QUESTIONS

Why do you think that the Shawnee and Delaware were moved to the Eudora area?



HANDS ON ACTIVITY

Provide groups with a map of the Trail of Tears.



LEADING QUESTIONS

How many states does the Trail of Tears go through?

Why do you think it was called the Trail of Tears? *(After students discuss their thoughts share that It is thought that the name came from the fact that during the forced march to the new locations, over 4,000 of the 15,000 Indians died of hunger, disease, cold, and exhaustion. In the Cherokee language, the event is called Nunna daul Tsuny — “the trail where they cried.”)*

HANDLING MATERIALS



Trail of Tears map



Establishing the Community of Eudora



DISCUSSION/TOUR

Paschal Fish, who was born circa 1804, was a member of the Shawnee tribe of Kansas and was one of their most respected Chiefs. In the 1840s-1850s Paschal Fish owned all of what is today the City of Eudora. Paschal was a skilled businessman and made a good living in the region. Paschal was a ferry-boat operator, at a time when no bridges existed over the Kansas River. He also owned a hotel in modern day Eudora, the “Fish Hotel,” which catered to travelers on the Oregon Trail as it went through Eudora.

In 1857, Paschal sold his land to a German immigrant company based in Chicago. This German immigrant company would go on to establish the City of Eudora. The City of Eudora was named after Paschal Fish’s 8-year-old daughter Eudora Fish. The immigrant company paid Paschal Fish \$10,000 for his land. Paschal also retained ownership of every other lot in town after the sale of the land. That meant that 50% of all lots in Eudora were still owned by Paschal Fish. Therefore, Paschal Fish experienced what most Native Americans never experienced; he was monetarily compensated for his land. This tintype photograph shows Eudora as a young woman and was created in the late 1860s.



LEADING QUESTIONS

What type of person do you think Paschal Fish was?

What specifics in the information shared led you to your answer?



HANDS ON ACTIVITY

Provide students with old photos from approximately the same time period as the photo of Eudora Fish. Provide tintypes if possible.



LEADING QUESTIONS

What do you notice about the photos?

Why do you think that the image of Eudora Fish you see in our museum is the only known photo of her?



Europeans Form a Community in Eudora



DISCUSSION/TOUR

Abraham Still, who was a Methodist Minister and Abolitionist, and his family were the first European-Americans to settle in the Eudora Area. They moved to what is now the Eudora Area in 1850 and started operation of the Wakarusa Mission. The Mission was located at what is today 12th and Elm Streets in Eudora, but no trace of the Mission remains. The Mission was built with the purpose of serving and educating local Shawnee population. At the Mission's peak, around 30 pupils were educated at the Mission. After the Mission ceased operations in 1854, many members of the Still family became prominent citizens of Douglas County as most of the Shawnee territory in Kansas was taken from the tribe and opened to settlement by other Europeans/Americans.

Following the opening to European settlers, Eudora became an immigrant town. Nearly 90% of all of Eudora's original settlers were German immigrants. The early immigrants in Eudora were German Protestants, Catholics, and Jews. The first Post Office in Eudora was established in 1857. The city was first incorporated in 1859. Eudora was, of course, predominately an agricultural community. A number of businesses and Churches were established in Eudora in the early 1860s. The first Eudora School opened in 1860.

German was the most commonly spoken language in Eudora from the 1850s through the early 1900s. Some Church services in Eudora were still delivered in German until the 1930s. The original Eudora City Council Minutes were written in German. According to a study by Dr. William Keel, a German Studies Professor at KU, the majority of Eudora residents did not speak English at home until 1910.



LEADING QUESTIONS

Why do you think that European immigrants like Abraham Sill felt the need to establish the Wakarusa Indian Missions?

Why do you think the Mission closed in 1854?



Europeans Form a Community in Eudora



DISCUSSION/TOUR

Several of the founding families in Eudora were German-Jewish immigrants. Some of the most prominent people in early Eudora were Jewish. One prominent Eudora Jew was Asher Cohn. Cohn was the owner and operator of the first Eudora General Store at 714 Main Street. It was one of the largest and most prosperous businesses in the Eudora community. Most of Eudora's Jewish families left Eudora by the end of the 19th century. The most prominent remnant of Eudora's once substantial Jewish community is the Beni Israel Jewish Cemetery, which is on the outskirts of Eudora. The Cemetery was established by Eudora's Jewish community in 1858. The cemetery, which is now on the National Register of Historic Places, has been restored and it is active today. It is now owned and maintained by the Lawrence Jewish Community Center.



LEADING QUESTIONS

Why would being the owner of the general store make you a prominent member of the community?

Provide students with a view of the Scoper trunk and ask what might have been brought from Europe in that trunk.



HANDS ON ACTIVITY

Provide handling artifacts to students that might have been brought with immigrants from Europe. If artifacts are not readily available provide pictures of items appropriate to the German-Jewish immigrants to Eudora.



LEADING QUESTIONS

What type of items are these?

Can you provide a general classification of them?

Why would an immigrant to Eudora have selected these particular items to bring?

HANDLING MATERIALS



Trowel, milk stool, period clothing,



Establishing the Community of Eudora



DISCUSSION/TOUR

Eudora is very unusual when compared to other small Midwestern communities of the 19th Century because Eudora had a large Black community. In 1870, most small Midwestern communities had few, if any Black residents. Whereas in the Eudora Township in 1870, 25% of all residents were Black. Almost all of the early Black settlers to Eudora were former slaves from Missouri. Many of Eudora's early Black residents had a challenging life. When most Black people were freed from slavery, they had very little money. As a result, virtually no Black Eudora residents owned land.

In many ways, Eudora of the late 19th and early 20th centuries was a segregated community. Eudora Churches were segregated, Eudora cemeteries were segregated, and in some instances, private businesses were segregated. However, all Eudora schools were integrated from their inception. Eudora's Black community at the turn of the 20th century was large enough to support three Black Churches. But Eudora's Black community started to decline at the time of the Great Migration of the 1920s. Today, the most prominent reminder of Eudora's once large Black community is the Southwest Cemetery. When Eudora segregated its cemeteries in the 1860s, Eudora's Black community established the Southwest Cemetery. It is not an active cemetery. There are efforts underway right now to figure out how to better preserve the Southwest Cemetery.



LEADING QUESTIONS

What do you know about Kansas history that may have influenced slaves choosing to move to Kansas?



HANDS ON ACTIVITY

Divide students into groups of 2 or 3.

Show students the tombstone of Isabel Johnson. Assign each group of students a piece of information on the tombstone. (daughter, H. & M.E. Johnson, Aged etc.)



LEADING QUESTIONS

Ask each group the meaning of each piece of assigned information and why it was included on the tombstone.

Besides the given information on the stone what else do you notice?

Is there anything that seems odd to you?

Is there anything that you think is missing from the stone?



Wrap Up Activity

Remind the students of the exhibits they toured today.

Share the information that in 1886, the Oct. 2 Wichita Eagle reported that Eudora was the wealthiest city in Kansas of its size.

“Fish Crossing City” and “South Chicago” were both suggested as possible names for Eudora.



Leading Questions

What do you know about Eudora from your tour that might have contributed to or led to Eudora’s wealth?

Why were Fish Crossing and South Chicago suggested as names for Eudora?

Based on you tour what do you think had the greatest impact on the development of Eudora?