

Becoming Kansas: Connecting with the Past

Eudora Community Museum
The Settling of Eudora
Primary Lesson Plan (K-3)



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

Benchmarks:

- 3.1: The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2: The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.

DOUGLAS COUNTY HISTORICAL
SOCIETY-WATKINS MUSEUM OF
HISTORY NEH AMERICAN
RESCUE PLAN GRANT PROJECT:
UNITED STORIES: REVITALIZING
HERITAGE FIELDTRIPS IN
DOUGLAS COUNTY, KANSAS



Eudora Historical Society

Overview



This plan is designed to support classroom instruction in history, government, and social studies. It can be completed in 1-3 hours depending upon how many pre and post activities you choose to include. The specific theme of this lesson is *The Settling of Eudora*. Teachers should review the key vocabulary with the class prior to beginning the lesson. Follow that by reviewing the foundation information with students. It may help to focus the conversation on the guiding questions:

What do you think might make a person want to leave their country and immigrate to another?

Who do you think were the first people to live in the Eudora area?

Foundation Information:

Kansas Social Studies Standard 1: Choices have consequences.

Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences.

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

The classroom teacher should review the information in the Overview prior to students completing discussions and activities.

Key vocabulary to front load for students (select ones appropriate for the grade level of your students):

Choice – to pick one instead of another

Consequence – the result of a choice or a behavior

Motivation – the reason something is done

Goal – something you are trying to do or achieve

Immigrant – a person who moves to a new country to live and work

Indigenous – someone native to a certain location or country

Ancestor – a person who was in someone's family in past times

Society – a community, nation, or group of people having common traditions, activities and interests

The Eudora Area of course has a very long and rich history with regards to Indigenous Peoples or Native Americans. Long before white settlers came to the area, Eudora was home to various Indian tribes for thousands of years. The most notable tribe was the Kansa, who lived along the area rivers until the Federal Government forcibly removed them in the 1820s to make room for the Shawnee tribe.

In 1854 the Kansas-Nebraska Act was passed, creating the Kansas Territory and opening the region to settlement. These early years of Douglas County and the entire region would come into conflict as Free State settlers and pro-slavery people fought over whether the state would become a free state or a slavery state. This conflict became known as the Bleeding Kansas Era. The Eudora Area has a wealth of agricultural land. But Americans were not the first to discover this. Native Americans started to practice agriculture in this region around 3,000 years ago. 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 societies.

The first Europeans that visited the Eudora Area in the early 1700s met the Kansa or Kansas or Kaw tribe (they went by all of those names). The Kansa tribe practiced diverse agriculture and lived in permanent villages along the banks of the Missouri and Kansas Rivers. There is evidence that suggests a Kansa village was located right here, where Eudora is today.

Overview – Fish Family Influence on Eudora

Throughout the 1700s and 1800s, the United States removed virtually all eastern Native American tribes from their ancestral land. The Kansa tribe of the Eudora Area 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. In place of the Kansa tribe, the Shawnee and Delaware tribes were moved into the Eudora Area in the 1820s and 1830s.

Paschal Fish, who was born circa 1804, was a member of the Shawnee tribe of Kansas and was one of their most respected Chiefs. Paschal Fish owned all of what is today the City of Eudora in the 1840s-1850s. Paschal was a ferry-boat operator, at a time when no bridges existed over the Kansas River. In 1854, most of the Shawnee territory in Kansas was taken from the tribe and opened up to settlement by European/Americans. In 1857, Paschal sold his land to a German Settlement Society 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 settlement society paid Paschal Fish \$10,000 for his land. Paschal Fish experienced what most Native Americans never experienced; he was paid for his land. By the 1870s, most Native Americans that remained in Kansas were forced to leave the state. Many of members of the Shawnee and Delaware tribes that remained in Kansas felt unwelcome and received increasingly hostile treatment from the growing numbers of European/Americans moving into the region. Therefore, most members of the Shawnee and Delaware tribes in Kansas started to move to new tribal land in the "Indian Territory"(Oklahoma). In 1872, when Paschal Fish was 68 years old, he left Eudora and relocated to tribal land in what is now northern Oklahoma. Paschal died in Oklahoma in 1894, at the age of 90. His burial spot remains a mystery and no photograph of Paschal Fish has ever been located. Americans have lived in Eudora for only a tiny fragment of time when compared to Native Americans. Therefore, it is important to learn about Native American history relating to the Eudora Area.



LEADING QUESTIONS

Why was it unusual that Chief Fish got paid for the land he sold to the German immigrant company?

What made Paschal Fish's ferry-boat business important to the area that would become Eudora?

Why were most of the Native Americans forced to leave Kansas by the 1870s?

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DISCUSSION

Share with the students that an artifact is an object made by a human being. Artifacts include art, tools, and clothing made by people of any time and place. The term can also be used to refer to the remains of an object, such as a piece of broken pottery or glassware. We make and use artifacts as part of our daily lives. The forks and knives we use to eat, the clothes we wear and the houses we live in are all artifacts. We also create artifacts when we step into a puddle of concrete, build a campfire or throw chicken bones into the trash. By looking at the artifacts from the past we can discover what people's daily lives were like, how they were governed, how they interacted with each other, and what they believed and valued.



LEADING QUESTIONS

What artifacts do students use in school each day.

Why do the artifacts in our museum matter to us?

Where are artifacts from the past stored and protected?



HANDS ON ACTIVITY

Divide students into groups of 2 or 3. Provide each group with a handle artifact from the time Native Americans lived in the Eudora area. (arrow heads, beads, bowls)



LEADING QUESTIONS

Give the groups time to examine their artifact and tell them they will be asked:

What does it feel like?

What color is it?

What do you think it was used for?

How do you think this artifact was made?

Once groups have examined their artifacts have them share their observations with the entire group.

Student Support

Artifacts (or replicas) that can be handled by the students.

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DISCUSSION

Show students the picture of Eudora Fish. Ask them what they notice about the photo. (not smiling, does look like photos they are used to seeing of Native Americans, unusual dress and head gear)

You may recognize the landmark sculpture at the corner of 9th and main streets showing a man sheltering a young girl in a protective embrace. (Share a photo of the statue.) The man is Paschal Fish, who obtained the area that became our town in the 1854 U.S. treaty with the Shawnee. Three years later, Fish sold the land to German settlers, asking them to name the townsite after his young daughter, Eudora. She's the young girl featured on the bronze sculpture. It was cast by the late Jim Brothers, who said he designed the statue to portray Eudora's reaction when she learned the German settlers agreed to name their new home after her.



LEADING QUESTIONS

Why do you think this is the only known photo of Eudora Fish?

What is Paschal Fish holding in his hand in the sculpture?

There are no known photos of Paschal Fish. How did Jim Brothers know what to make him look like in the statue?



HANDS ON ACTIVITY

Students will continue working in their groups for this activity.

Give each group an old photo to examine.



LEADING QUESTIONS

Ask the students the following questions:

- What do you see in your photo?
- What is different about this photo and the school photo you took this year?
- As you tour the museum you see many photos throughout the exhibits. Why are these photos important to us?

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DISCUSSION

We know that Eudora was an immigrant town. Nearly 90% of all of Eudora's original settlers were German immigrants sent here by the German Settlement Society of Chicago, Ill. The first immigrants arrived in wagons probably pulled by oxen. It is said that they carried their valuable items in wooden trunks.



LEADING QUESTIONS

If you were going to immigrate to another state, how would you travel?

What would you store your valuable items in?

What would be difficult about leaving Eudora?

What would you want to see/have in your new town?



HANDS ON ACTIVITY

Show the students the Scoper and Pilla trunks. Open one and have the students look at items inside. (These need to be handle artifacts appropriate to the time period of the 1st German immigrants arriving in Eudora. If those items are not available photos of items like a milking stool, dishes, utensils, hand tools and a German Bible could be shared.)



LEADING QUESTIONS

Select students to answer the following questions:

- Select one item and share why you think it was important for the immigrants to bring with them.
- What kind of people do you think the first immigrants were?



Wrap Up Activity

Review with students what they learned about the the settling of Eudora. Be sure to include information about both the Native Americans and the German immigrants in the discussion.

Have students look at the historical photos of the city hall, school, main street, and general store.

Have students think about why having these images to look at is important then ask several to share their thoughts.

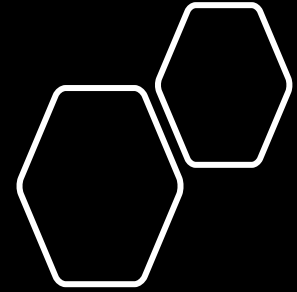


Leading Questions

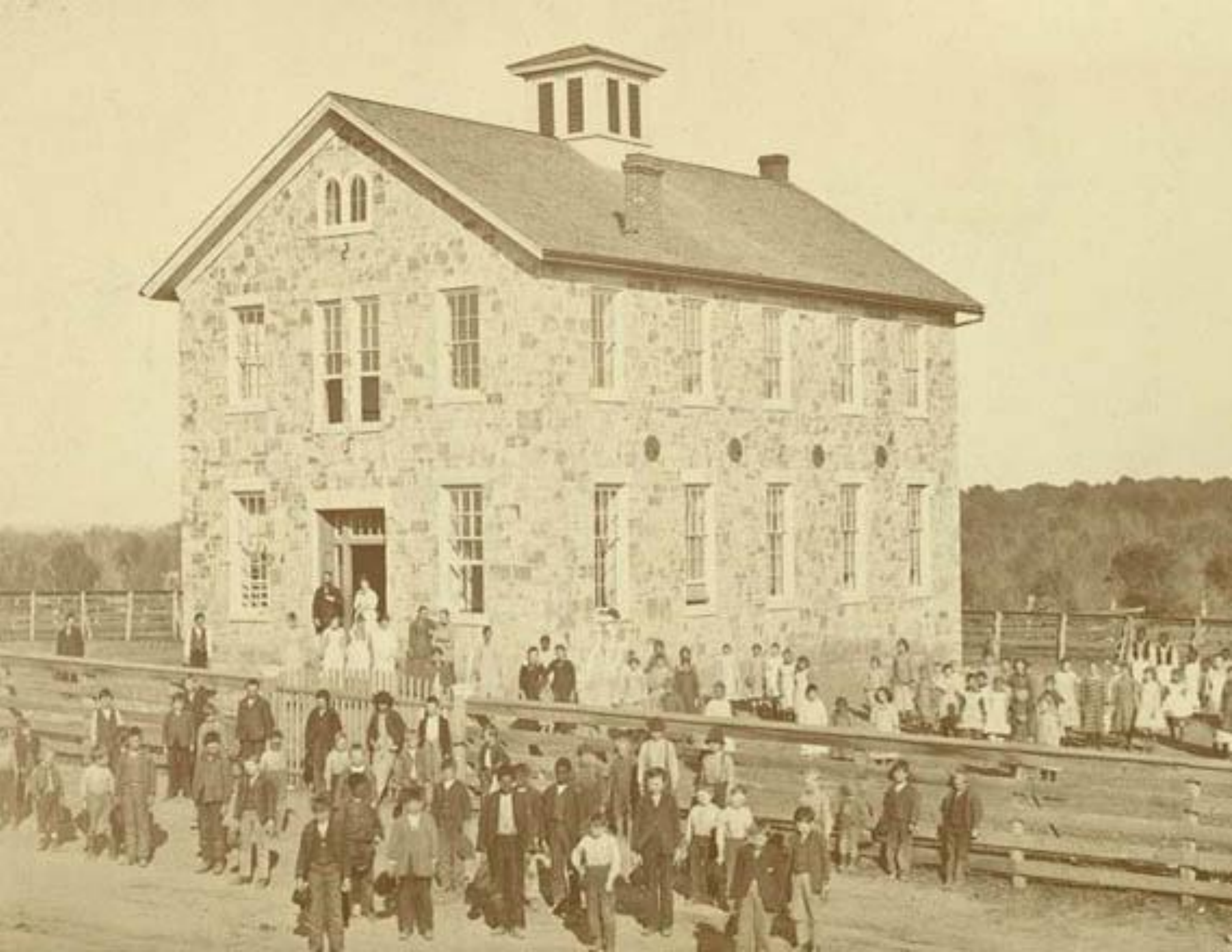
Why was the Eudora area being located near both the Kansas and the Wakarusa rivers make it an attractive location to Native Americas and German immigrants?

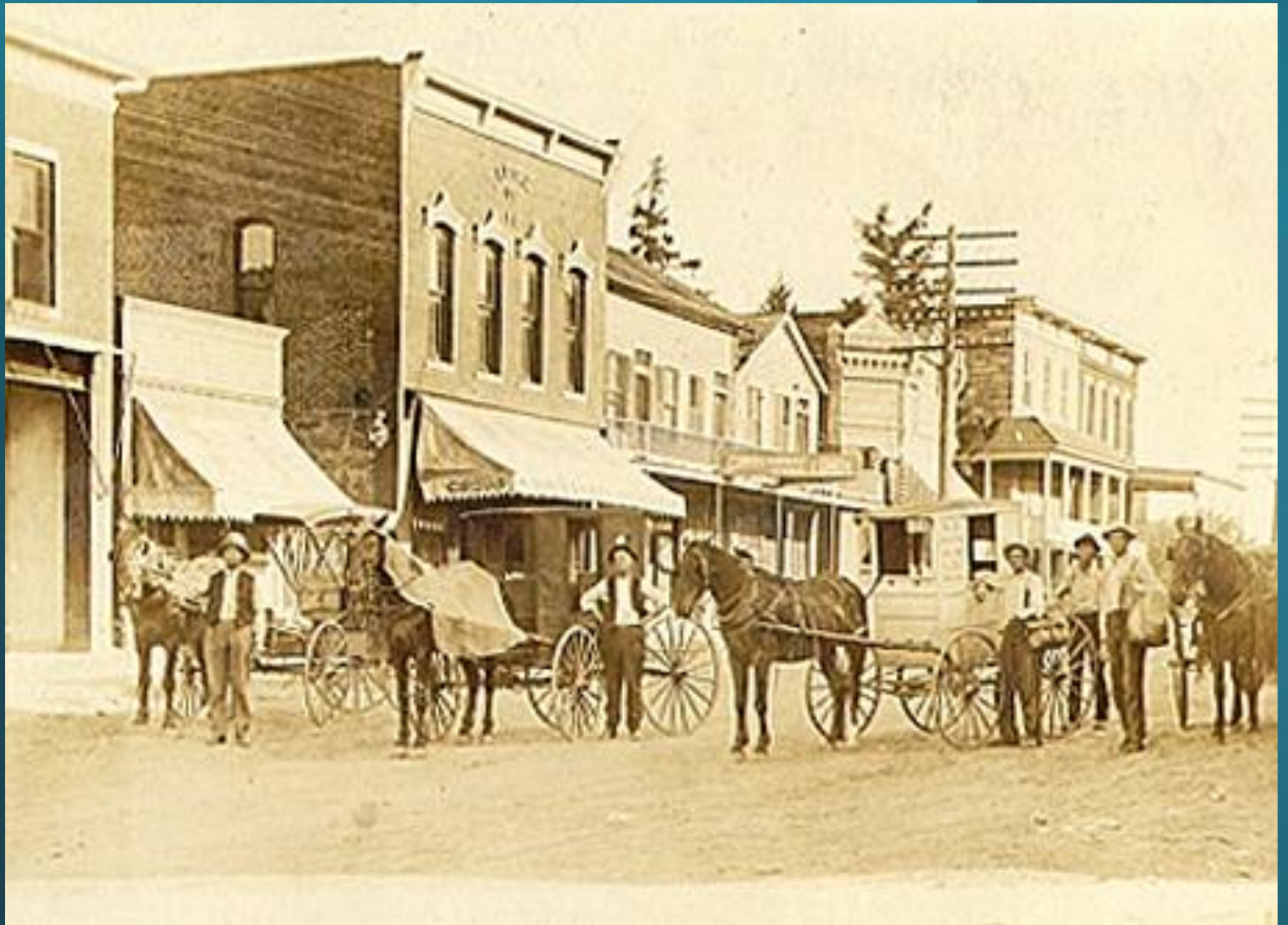
In Eudora we still have a city hall, schools, main street, and stores. If you compare the historical photos to the Eudora you live in what do you see that is different?

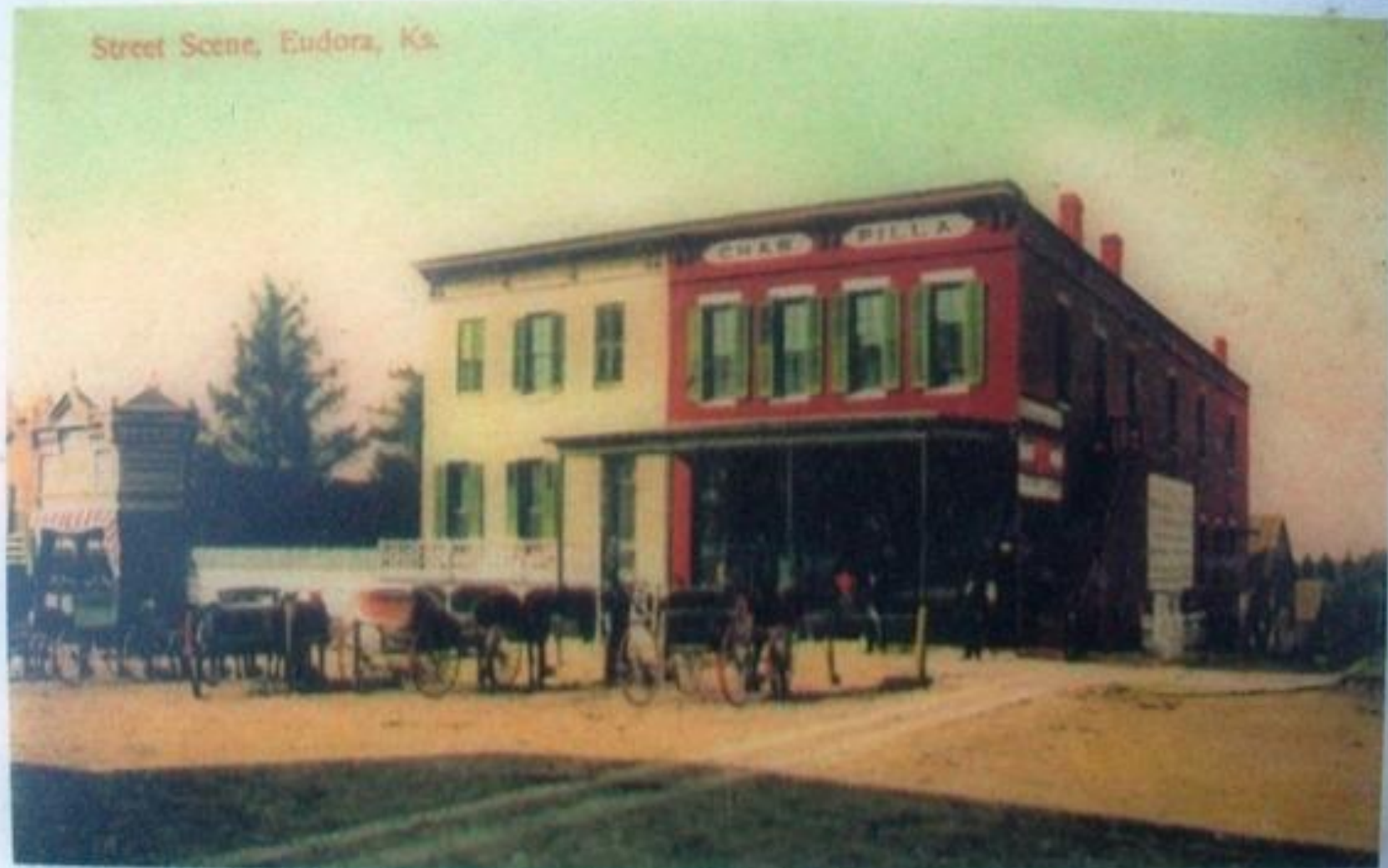
Is there anything that you see that is similar or the same?











Charles Pilla's large general store was located on the southwest corner of 7th and Main. He sold items ranging from groceries to shoes, and farm implements to Mitchell automobiles.