

BLUE VALLEY DISTRICT CURRICULUM OVERVIEW

Kansas History 7



UNIT 1: I am Kansas!

ESSENTIAL QUESTIONS

What makes me a Kansan?
What makes Kansas unique?

BIG IDEAS

Through the lens of Kansas, student historians

- explore their personal identity, family history and culture, and discover how it compares and contrasts to the history and culture of Kansas.
- apply the 5 themes of geography (place, human-environment interaction, movement, region, and location).
- analyze how the economy and population have developed over time.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- What are the elements of my individual identity and how am I connected to the history of Kansas and cultures of other people living here? (3.1) (5.4)
- What impact does Kansas' location have on its history? (Location) (4.1)
- What physical and human features make Kansas unique? (Place) (5.1)
- What regions does Kansas collectively belong to and how do they impact its identity? (Region) (5.1)
- How did the environment and humans impact one another? (Human-Environment Interaction) (1.1) (1.2)
- How did the movement of people, goods, resources, and ideas impact Kansas? (Movement) (4.1)
- How did the geography of Kansas impact its economy? (Apply 5 Themes) (5.1)
- How did the geography of Kansas impact indigenous peoples? (Apply 5 Themes) (3.2)
- How have immigration patterns changed over time? (4.1)

Process

(NCSS C3 Framework Standards indicated)

- How do I construct and explain how a question represents key ideas in the field? (D1.1.6-8)
- How can I analyze connections among peoples and developments in broader historical contexts? (D2.HIS.1.6-8)
- How can I analyze how people's perspectives influenced what information is available in the historical sources they created? (D2.HIS.6.6-8)
- How do I explain how the physical and human characteristics of places and regions are connected to human identities and cultures? (D2.GEO.6.6-8)

- How do I analyze the ways in which cultural and environmental characteristics vary among regions? (D2.GEO.10.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

Reflective

- How is my personal identity, family history, and culture connected to the history and culture of other people?
- How do the 5 themes of geography (place, human-environment interaction, movement, region, and location) apply to Kansas' history?
- How has the economy and population of Kansas developed over time?
- How does the unit title, "I am Kansas" express the key ideas in my learning?

UNIT 2: Whose land is it anyway?

ESSENTIAL QUESTIONS

Whose land is it anyway?

BIG IDEAS

Through the lens of Kansas, student historians...

- analyze conflicts between and among peoples, the environment, and opposing interests from multiple perspectives.
- explore differing beliefs and actions and the consequences of those actions.
- make relevant connections to contemporary issues.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- In what ways did life and culture change for indigenous peoples after European and American explorers arrived? (1.1) (1.2) (4.1) (5.1)
- To what extent did the Indian Removal Act of 1830 influence the lives and culture of emigrant indigenous tribes relocated to Kansas? (1.1) (1.2) (4.1)
- How did the Homestead Act impact settlement in Kansas? (1.1) (1.2) (4.1)
- How did the geography present challenges for Homesteaders? (5.1)
- What were the sources of conflict between indigenous peoples and settlers? (3.1) (3.2) (5.1)
- What impact did cattle drives and the railroad have on settlement and economic development? (1.1) (1.2) (4.1)
- How do contemporary land use/water rights issues impact the political and economic landscape? (interstate system, fracking, oil industry, flood control, reservoirs, etc.) (1.3) (3.3) (4.3) (5.2) (5.3)
- How did the industrialization of agricultural and grazing practices affect the landscape? (Dust Bowl) (1.1) (5.1)

Process

(NCSS C3 Framework Standards indicated)

- How do I construct and explain how a question represents key ideas in the field? (D1.1.6-8)
- How can I determine the kinds of sources that will be helpful in answering questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How can I analyze connections among peoples and developments in broader historical contexts? (D2.HIS.1.6-8)
- How can I explain why and how perspectives of peoples have changed over time? (D2.HIS.5.6-8)
- How can I analyze how people's perspectives influenced what information is available in the historical sources they created? (D2.HIS.6.6-8)
- How can I analyze multiple perspectives and opposing interests related to a historical and/or contemporary issue? (from D3.3.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

Reflective

- Why is it important to consider differing beliefs and actions and the consequences of those actions?
- Why is it important to analyze conflicts between and among peoples, the environment, and opposing interests from multiple perspectives?
- Why is it important to make relevant historical connections to contemporary issues?
- How does the unit title, "Whose land is it anyway?" express the key ideas in my learning?

UNIT 3: It happened here first!

ESSENTIAL QUESTIONS

Why does Kansas matter?

BIG IDEAS

Through the lens of Kansas, student historians...

- examine how beliefs and ideas influence the actions of individuals and groups.
- investigate how people change and reform their communities.
- explain the local and national impact of reform movements.
- analyze the contributions of individuals and groups.
- evaluate Kansas' role leading up to and during national and international conflicts.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did differing beliefs of settlers moving to the Kansas Territory cause conflict? (1.1) (1.2) (3.1) (3.2)
- How did slavery, popular sovereignty (KS-NE Act), and Bleeding Kansas contribute to the political divisions in the U.S. and lead to the Civil War? (1.1) (1.2) (3.1) (4.1) (5.4)
- What role did the conflicting divisions play in the creation of Kansas state government? (3.1) (3.2) (4.1) (5.1)
- Why did the Exoduster Movement manifest in Kansas? (1.1) (1.2) (3.1) (3.2)
- Why did populism gain popularity and how did it impact national politics? (3.1) (3.2) (4.2)
- How did Kansas pave the way for national Progressive reform movements (prohibition, women's suffrage, Brown v. Topeka Board of Education)? (3.1) (3.2) (4.2)
- How did Kansans contribute to the national war efforts of WWI and WWII? (3.1) (3.2) (4.2) (5.4)

Process

(NCSS C3 Framework Standards indicated)

- How do I construct and explain how a question represents key ideas in the field? (D1.1.6-8)
- How can I determine the kinds of sources that will be helpful in answering questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I explain the origins, purposes and impact of constitutions and laws? (D2.CIV.3.6-8)
- How do I explain the relevance of personal interests and perspectives, and democratic principles when people address issues in government and civil society? (D2.CIV.10.6-8)
- How do I compare historical and contemporary means of changing societies and promoting the common good? (D2.CIV.14.6-8)
- How can I analyze connections among events and developments in broader historical contexts? (D2.HIS.1.6-8)
- How can I analyze how people's perspectives influenced what information is available in the historical sources they created? (D2.HIS.6.6-8)
- How can I analyze multiple perspectives and opposing interests related to a historical and/or contemporary issue? (from D3.3.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

Reflective

- How do beliefs and ideas influence the actions of individuals and groups?
- How do people change and reform their communities?
- How do reform movements make an impact at local and national levels?
- How can individuals and groups make an impact?
- What role did Kansas play leading up to and during national and international conflicts?
- How does the unit title, “It happened here first!” express the key ideas in my learning?

UNIT 4: Who will Kansas be?

ESSENTIAL QUESTIONS

What issues does Kansas face in a changing world?

BIG IDEAS

Through the lens of Kansas, student historians...

- explain the organization and operations of governing bodies.
- demonstrate the rights and responsibilities of individuals.
- evaluate and plan for their rights and responsibilities as individuals within a larger community.
- evaluate the consequences of decisions.
- analyze current economic and population trends and synthesize how they will continue to develop.
- analyze contemporary issues and solutions.
- explain how groups of people are treated today and the way they have been treated in the past shapes their group identity and culture.
- engage with friends, family and community members to make the world more equitable.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How are governments in Kansas organized and what are their roles and functions? (2.1)
- What are the rights and responsibilities of individuals and governments? (2.2) (2.3) (2.4)
- How are the demographics of Kansas changing? (4.2) (4.3) (5.3)
- How is the economy of Kansas changing? (1.3) (4.2) (4.3)
- How is globalization impacting Kansas? (3.3) (3.4) (4.3) (5.2)
- What impact does Kansas' location have on its future? (1.4)
- What physical and human features make Kansas unique? (5.1)
- What regions does Kansas collectively belong to and how do they impact its future? (5.1)
- How do the environment and humans impact one another? (1.1) (1.2)
- How do the movement of people, goods, resources, and ideas impact the future of Kansas? (4.1)
- Who is making an impact in Kansas today? (4.4) (2.4) (5.4)

Process

(NCSS C3 Framework Standards indicated)

- How do I construct and explain how a question represents key ideas in the field? (D1.1.6-8)
- How can I determine the kinds of sources that will be helpful in answering questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I apply civic virtues and democratic principles in school and community settings? (D2.CIV.7.6-8)

- How do I compare historical and contemporary means of changing societies and promoting the common good? (D2.CIV.14.6-8)
- How do I explain how economic decisions affect the well-being of individuals, businesses, and society? (D2.ECO.1.6-8)
- How do I evaluate alternative approaches for solutions to current economic issues in terms of benefits and costs for different groups and society as a whole? (D2.ECO.2.6-8)
- How do I explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places? (D2.GEO.4.6-8)
- How can I analyze multiple perspectives and opposing interests related to a historical and/or contemporary issue? (from D3.3.6-8)
- How do I construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments? (D3.4.6-8 and D4.1.6-8)

Reflective

- How am I making an impact in Kansas?
- How do I evaluate and plan for my rights and responsibilities as an individual within a larger community?
- How do I evaluate the consequences of my decisions? (Economic, environmental, civic, social, etc.)
- How will I engage with friends, family and community members to make the world more equitable?
- How does the unit title, “Who will Kansas be?”, express the key ideas in my learning?