

AD ASTRA PER ASPERA: EARLY KANSAS AND WICHITA

((GRADES 4 – 5))



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Welcome to Old Cowtown Museum. We are glad you are coming and look forward to working with you to meet your educational goals. If you have any ideas, requests, or comments don't hesitate to call 316-350-3322.

MUSEUM MISSION AND PURPOSE

Old Cowtown is an open-air, living history museum that interprets the history of Wichita, Sedgwick Country, and life on the southern plains, circa 1865-1880. The Museum accomplishes this through the preservation of artifacts, by exposure to interactive historic experiences, and other activities for the education and entertainment of our visitors.

TOUR OVERVIEW

A costumed guide will provide a presentation based on the state motto "Ad Astra per Aspera." Students will explore the grit and resourcefulness of those who founded the state and city of Wichita.

Weather permitting the program will also include a short exploration of the area of the Museum that represents the early founding of the city. (With the Museum closed to the general public, an exploration of the entire Museum is not possible.)

TOUR OBJECTIVES

This program, including the pre- and post-visit activities, should help your students meet the following Social Studies curriculum standards set forth by the Kansas State Board of Education.

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

Indicators:

- 4th (1) The student defines shared ideas across regions in the United States (e.g., the right to vote, freedom of religion and speech, concern for general welfare, consent of the governed).

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Indicators:

- 4th (1) The student determines how people can participate in government and why it is important (e.g., jury duty, voting, running for office, community service).
- (2) The student recognizes how individuals have a civic responsibility for meeting the needs of communities.
- 5th (1) The student understands that rights are personal, political, and economic (e.g., . . . ; political: holding public office, voting; . . .).
- (2) The student understands that privileges require qualifications (e.g., . . . running for office: age requirement, citizenship, residency).
- (3) The student recognizes that rights require responsibilities of citizenship (e.g., paying taxes, jury duty, military service, voting, obeying the law, public service).
- (4) The student examines the steps necessary to become an informed voter (e.g., voter registration, recognizes issues and candidates, personal choice, and voting).

Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

Indicators:

- 4th (2) The student defines *capital* as the location of state and national government.
- (3) The student defines *capitol* as the building in which government is located.

Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Indicators:

- 4th (1) The student identifies and compares the physical characteristics of eastern to western Kansas and regions of the United States.
- (2) The student identifies the human characteristics of Kansas and regions of the United States.

Benchmark 4: Human Systems: The student understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicators:

- 5th (1) The student explains reasons for variation in population distribution (e.g., environment, migration, government policies).

(2) The student identifies the push-pull factors (causes) of human migration (e.g., push: war, famine, lack of economic opportunity; pull: religious freedom, economic opportunity, joining family or friends).

(4) The student describes factors that influence and change the location and distribution of economic activities (e.g., resources, technology, transportation, and government).

(5) The student understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation).

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, areas, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significance of important individuals and major developments in history.

Indicators:

4th (4) The student describes how communication and transportation systems connect Kansas to other regions, past and present.

(5) The student compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. migration).

5th (4) The student examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease).

Benchmark 2: The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

Indicators:

4th (1) The student compares the various reasons several immigrant groups settled in Kansas.

(2) The student explains the economic and cultural contributions made by immigrant groups in Kansas.

5th (4) The student compares and contrasts the impact of European settlement from an American Indian and European point of view.

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, the United States, and World History.

Indicators:

4th (1) The student explains the origin of the name “Kansas.”

5th (8) The student explains United States land policy and its impact on American Indians.

Benchmark 4: The student engages in historical thinking skills.

Indicators:

- 4th** (1) The student creates and uses historical timelines.
- 5th** (1) The student uses historical timelines to trace the cause and effect relationships between events in different places during the same time period.
- (5) The student observes and draws conclusions.

BEFORE YOUR FIELD TRIP

REVIEW THE PURPOSE FOR YOUR TRIP—Old Cowtown Museum sets out goals and themes for its tours and programs; help your students gain the most from their experience by sharing with them the goals **you** have for this field trip.

CHAPERONES—Chaperones can enrich the educational value of the trip and help to keep your students safe and focused on the educational activities. Please bring **at least one chaperone for every 10 students**. A handout for chaperones has been included with this packet; distribute it to all chaperones prior to your arrival at Cowtown.

LUNCH PLANS—Old Cowtown Museum provides picnic tables for those who wish to bring their lunches. Tables are available on a “first-come, first-served basis. Remind your student **not** to take snacks from the picnic area into the rest of the Museum.

NAME TAGS—We require name tags that list the name of the school and first name of each child and chaperone in your tour group (as well as last name if possible). This helps our interpreters address student questions and is helpful when dealing with unforeseen injury or security issues.

SPENDING MONEY—The Old Cowtown Museum gift shop, S. G. Bastian and Sons Mercantile, will be open during your visit. The shop offers products that are educational, fun, and sentimental in a wide range of prices (from approximately \$1.00 to \$15).

(Please note that S. G. Bastian and Sons sells toy “weapons” to the general public; however, we respect the zero tolerance weapons policy enforced at school. To assist your students in complying with that policy, Old Cowtown Museum will not intentionally sell any toy “weapons” to school children on school-approved field trips.)

Some teachers do not allow students to bring money because they are afraid that students will lose it, have it stolen, or that some will bring more than others. Other teachers encourage students to purchase mementos of their field trip. Whether you permit or discourage your students to bring money, we encourage you to **state and enforce your preference *before*** the trip to eliminate confusion and conflict.

CLOTHING—To enhance the sense of going back in time, we encourage students to dress as they did in the 1870s. Dress was simple.



For girls, calico and cotton dresses were usually full, with long sleeves, and frequently aprons were worn over their dresses. Their hair was often worn in long braids, sometimes with ribbons. Bonnets or straw hats were worn in summer and stocking caps in the winter.

For boys knickers (short trousers that fit tightly just above or just below the knee) were favored; however, sometimes long trousers were worn. Suspenders were worn to keep their pants up. Boys' shirts had long full sleeves and often round collars. Boys wore hats or caps of straw or felt in the summer and, just like girls, stocking caps in winter.

PRE-VISIT CHECKLIST

- ___ Schedule your tour as far in advance as possible.
- ___ Share with the students your tour objectives and expectations.
- ___ Select at least one pre-visit activity that is suited to your students.
- ___ Brainstorm with your students questions they wish to have answered on the tour.
- ___ Determine (tentatively) at least one post-visit activity.
- ___ Confirm your transportation arrangements.
- ___ Make lunch arrangements if necessary.
- ___ Collect fees and have a single check prepared payable to **Old Cowtown Museum**.
- ___ Review behavior expectations with students.
- ___ Encourage students to wear 1870s clothing.
- ___ Create and distribute name tags.
- ___ Collect signed permission slips if necessary.
- ___ Chaperones
 - ___ Be sure you have a *minimum* of **1 chaperone for every 10 students**.
 - ___ Inform chaperones about the tour and their expected participation.
 - ___ Provide a map and educational background material.
 - ___ Provide with strategies for dealing with unacceptable behavior.
 - ___ Provide a copy of “Your Role as a Chaperone” and “We Need Your Help.”
 - ___ Inform chaperones of time schedule (departure and arrival back at school)

FOR THE CHAPERONE

We at Old Cowtown Museum are grateful that you will be coming to the Museum with your child/group. This is a wonderful opportunity for children to see and experience many things they do not normally encounter.

Your participation is very important; you have an opportunity to assist in the education of the children you are with by helping them focus on the educational activities. You can also enrich their visit by sharing your knowledge and by the quality of your interactions with them. Stay with the children at all times and help to direct their attention as you walk through the Museum.

General Guidelines

- 1) Be familiar with what the teacher expects to be accomplished during the tour.**
- 2) Stay with your students at all times.**
- 3) You are entrusted with the safety and care of the children you are with; watch and make sure they are acting in a safe manner at all times.**
- 4) Remind students to ask before touching; some items are artifacts and should not be touched.**
- 5) When encountering animals, please do not allow children to chase or pick them up.**
- 6) Model the behaviors you expect the students to follow.**

We want your visit to Old Cowtown Museum to be a safe and enjoyable experience for all our visitors. For the benefit of all our guests please encourage your students to follow all our guidelines.

**Thank you again
for accompanying this group to
Old Cowtown Museum!**

ATTENTION TOUR LEADER:

*Please read the following information to your students **prior to arriving** at the Museum even if they have participated in programs at the Museum before. **Thank you!***

We are glad you will be coming to visit the Old Cowtown Museum!

WE NEED YOUR HELP

In order that your visit will be a safe one and to make sure that Old Cowtown will last a long time for others to see and enjoy, please follow these rules.

- 1) Know your teacher's expectations for this field trip.
- 2) There may be many other classes here at the same time you are here. Please **stay with your teacher/chaperone at all times and wear your nametag.**
- 3) The boardwalks are uneven, rough, and may be slick especially when it is raining or snowing. **Please walk carefully on the boardwalks so you do not slip or trip and fall.**
- 4) Please drink water **only** at the water fountains by the restrooms. **The water you pump from the hand pumps is not clean enough to drink!**
- 5) Remember to **ask before touching**; some items are artifacts and should not be touched.
- 6) **When encountering animals, please do not pick them up or chase them.** Pet the cats and watch the chickens (they have claws and sharp beaks).

Thank you for helping to make your visit a safe one!

DAY OF THE FIELD TRIP

CHECK IN—Please arrive at the *new* Visitors Center, 1865 West Museum Blvd. (Sim Park Drive) on the east side of the Museum grounds. Please bring **one check** payable to **Old Cowtown Museum**. (Those with memberships will need to present their membership card before entering.) After rejoining your group, our staff will permit you onto the grounds.

If your transportation was via bus, we ask that the bus be moved from the Visitors Center to the former entrance at 1871 Sim Park Drive. The bus driver may then enter the grounds from that location.

DEPARTURE—The museum is a closed loop so you will depart the same direction way you entered. **We strongly encourage you to leave your tour evaluations at the entrance complex** when you are leaving. Should you choose to submit it by mail, send it to Old Cowtown Museum, Education Department, 1865 W. Museum Blvd, Wichita, KS 67203.

MAP—A map is provided on the back of this guide. When you arrive you and your chaperones will be provided with complete maps of Old Cowtown Museum.

RESTROOMS—There are three restrooms available to the groups—one in the Visitors Center; two on the Museum grounds on the east in a red building near the School House

and on the west behind the Meat Market. Drinking fountains are also available at these locations.

EMERGENCIES—In case of emergency a telephone is available in the Visitors Center. Should anyone need to contact you or your group, they may call the Visitors Center (**350-3323**) and a staff member will locate you. Identification is easiest if your students are wearing name tags.

FIRST AID—For minor injuries we have a first aid kit in the Visitors Center. For more serious incidents we will call 911.

SECURITY—Should an emergency occur that would require Security assistance, such as a lost child, contact any employee on the grounds who will place you in contact with Old Cowtown Museum Security personnel.

SEVERE WEATHER—The personnel in the Visitors Center monitor weather conditions. In case of severe weather, our interpretive staff will alert you and guide you to shelter.

LOST AND FOUND—Items found at the Museum can be turned in at the Visitors Center. Check for lost items at the same location.

HISTORICAL BACKGROUND OF THE WICHITA AREA

Until 1854 the area covered by Kansas and Nebraska was set aside as a legal refuge for Native Americans from the northern, eastern, and southern parts of the settled United States. The Kansas-Nebraska Act in 1854 opened the area for white settlement after treaties with the Native population were renegotiated, lands ceded, and tribes moved south. By January 29, 1861, when Kansas was admitted to the Union as a state, the treaties had only ceded land in the northeast section of the state, but Kansans expected the government to provide as much free, former Indian land as possible for settlement.

The region that became Wichita had long been a desirable site to the Plains Indians, especially to the Osage, who in 1825 became the legal landholders. This meant that the land was not legally open for settlement under the Preemption (1841) or Homestead (1862) Land Acts, nor was it available for sale to individual settlers by the Osage Indian Nation or accessible through the railroad land grant system. But this “off limits” designation to white settlement in the territorial and early state era, as well as the federal government’s policy of Indian concentration in the future Oklahoma, was instrumental to the creation of Wichita.

The area provided opportunities for hunting and trading. For the early hunters and traders the dominance of the Indian culture in the region was an economic promise, not a physical threat. They knew that as long as they did not struggle to tame the surrounding natural environment or to “civilize” the Indians (not demand any basic change in their native way of life) and pursued a mutually advantageous exchange with the Indians, they were likely to be welcomed and to continue to profit greatly. And, they knew that their profits also increased because few men would endure lack of creature comforts and the risk involved in such a forbidding atmosphere.

Before the Civil War there was limited activity in the area with one known illegal trading post in the Osage territory that closed before the War. Little documented white activity occurred until James R. Mead entered the area in early 1863. Mead had frontier plains hunting and survival skills and better eastern marketing connections than anyone who had tried to profit here before. Following his lead were notable men of Wichita’s past: Jessie Chisholm, William Greiffenstein, and Buffalo Bill Mathewson.

As government policy opened the area for settlement, much of the wildlife was chased away; and as Natives were moved out of the area, eliminating trading partners, many hunters became freighters as well as traders. With the Native population living in areas where they were not able to provide for themselves, the government provided agents who were to supply them with the basic essentials for life. These agents often had to rely on trustworthy traders to provide those goods for the Native Americans in their transition from being hunters to becoming farmers.

With less game and more tribes moving south, the Wichita traders filled more government contracts in Indian Territory, and their settlement headquarters, the future Wichita, became the southern supply terminal. The early traders did not intend to form a town, as that would have threatened their livelihood, but ironically they provided the funds for the urban civilization that quickly replaced the prairies on which they had made their fortune. They had money to buy land and plot a town; they could give land away to prospective businesses as promotion and erect the earliest community institutions around which other businesses could form and expand.

Wichita was incorporated as a city on July 21, 1870, only six days after the Osage Nation ceded their lands in Kansas; however, a town had existed physically, albeit illegally, since 1868. The businesses created by the dynamic interplay between environment, the Native Americans, and the hunting, freighting, and trading businesses created Wichita’s early economy. It also entirely sustained the economy of Wichita before the coming of the railroad in 1872 and was important through the early 1880s.

PRE-/POST-VISIT ACTIVITIES

SHORT TERM DISCOMFORT FOR FUTURE BENEFITS

The story of the settling of Kansas is one of people suffering short-term discomfort for future benefits, as well as overcoming great odds to succeed. Have students select a person such as Gordon Parks, Teddy Roosevelt, John F. Kennedy, Abraham Lincoln, Susan B. Anthony, Sojourner Truth, Harriet Tubman, or others, who overcame great odds to succeed. Once they have researched their choice, they may assume the role of the individual and dramatically present their story to the class.

Or, divide the class into two groups and have each group select an individual who overcame great odds to succeed and read aloud a story about them. Then, have each group prepare a short dramatization of their story to present it to the other group.

ECONOMIC USE OF NATURAL RESOURCES

Many towns in history began because of a particular activity or material. In the east there were coal mining towns, steel producing towns, fishing villages, and lumber towns. Instruct students in groups to think of a “material” that would be beneficial to people and so desirable to others that the care, cultivation, and distribution could form the economic nucleus of a new town.

MOTTOS

Ad Astra per Aspera, “To the stars through difficulty,” is our state motto; however, when translating the Latin phrase back into English, we find that the words have several meanings. Discuss the meaning of the motto and then use the words below to translate the Latin phrase into different English phrases that might have been used instead.

Ad (preposition) meaning *to, up to, towards, near, at, until, on, by, almost, according to*

Astr(a) (noun, singular = *astr* and plural = *astra*) meaning *star, heavenly body, planet/sun/moon, the stars, constellation, sky, heaven*

Per (preposition) meaning *through (in space), during (in time), by, by means of*

Asper(a) (adjective, singular = *asper* and plural = *aspera*) meaning *rude, unrefined, cruel, violent, savage, raging, drastic, stern, severe, bitter, hard, rough, uneven, shaggy, course, harsh, embossed, encrusted, sharp, pointed, jagged, irregular, rugged, severe, sour, pungent, grating, keen*

Ask the students if they could choose a new state motto for the 21st century, what would it be and why? Following this have students create personal mottos they would find encouraging and challenge them to translate their motto into Latin.

PICTURE YOUR HISTORY

The Kansas Seal shows the history as well as the aspirations of the people of Kansas. Have students create a personal seal that shows their own history, present circumstance, and future plans, desires, dreams,

KANSAS FACTS

Use the attached Kansas Treasure Hunt activity and Kansas Facts quizzes to see how much students know about Kansas before their field trip, how much they learned during the field trip, or

as a research activity to discover the answers. You could use the True or False? quiz as a pretest; however, since all the answers are *true* you might use the Kansas Treasure Hunt activity first followed by the true-false and/or multiple-choice quizzes.

STUDENT POLITICAL ACTION

The honeybee, meadowlark, and ornate box turtle became Kansas state symbols because of the actions of children who wrote letters, talked to others, and persuaded the state government to accept them. As group or individual research projects examine these and other state symbols to decide the attributes that made them honored symbols. Then, in small groups, brainstorm and research a native plant or animal with honorable attributes and create a poster or advertising campaign to promote their choice.

POETRY OF KANSAS

Following are several poems written about Kansas in the 19th century. Read them to your class or have your class read them aloud. After each poem or stanza talk about unfamiliar words and the images and character the poem conveys and contrast those images to Kansas today. Students can then write their own poem about Kansas' character, symbols, attributes, weather, etc.

PIONEER SURVIVAL FOODS

In the 1800s soldiers, hunter, and pioneers were often far from supplies need to make "normal" bread and food. They also needed foods that were lightweight and would not spoil. Hardtack and jerky are two of those kinds of foods. *Beef jerky* was a survival food made by the Native Americans and copied by the soldier, hunters, and pioneers. The hunters and pioneers also made a subsistence bread called *hardtack*.

These recipes could be made in class or samples brought in. The production of these products could also be integrated into a science unit discussing evaporation and rehydration, as well as food preservation. (Recipes from *Foods in Kansas*, published by the Kansas State Historical Society)

Hardtack

Ingredients and supplies:

3 cups white flour	rolling pin
3 teaspoons salt	bread board
1 cup water	eight-penny nail
2-quart bowl	baking sheets

Preheat the oven to 375 degrees. In a large bowl, mix the flour and salt. Add water and mix until the dough becomes stiff and difficult to stir. Knead the dough in the bowl with one hand, adding more flour to make it very dry.

Press, pull, and roll the dough into a rectangle that can be divided into 3-inch squares of ½-inch thickness. Use a table knife to cut the dough into squares. Holding each square in your hand, punch 16 holes through it with the nail. Place the dough squares on ungreased baking sheets and bake for 30 minutes, until crisp and lightly browned. Cool before storing in a closed container. Makes 16 pieces.

Jerky

2 ½ pounds of lean beef chuck or shank
salt
pepper

Slice the meat into thin strips. Sprinkle with salt and pepper. Pound raw meat with a hammer. Turn meat over and pound on the other side.

Turn oven to a low heat, about 120 degrees, and leave the door partly open for moisture to escape. Cover the bottom rack of the oven with aluminum foil. Spread meat strips on wire rack above. (Strips can be hung over wires one by one.) Leave in the oven for 4 or 5 hours. Turn meat over and leave for another 4 or 5 hours. When the jerky shrivels up and turns black, it is done. The strips will bend without snapping when they come out of the oven. Turn the oven off and remove meat when cool. Store in a closed jar.

KANSAS TREASURE HUNT

Can you find out?

1. What is a *capitol*?
2. What was on the Capitol dome before the statue was added?
3. When was the statue added to the Capitol dome?
4. What is the name of the statue on top of the Capitol dome?
5. Who designed the statue on the Capitol dome?
6. Describe the statue on the Capitol dome.
7. How much does the statue on the Capitol dome weigh?

How many tons is that?

If an average student weighs 85 pounds, how many students would it take to equal the weight of the statue?

The statue on the Capitol dome is 22 feet 2 inches tall. How many inches tall is the statue?

If an average student is 44 inches tall to his shoulders and if several students stood on each other's shoulders, how many students would it take to reach the top of the statue?

8. Where is the office of the Governor of Kansas?
9. Six nations or states claimed part or all of Kansas before we became a state. Their flags hang in the Capitol rotunda. What are they?

10. Can you find some of the different spellings of the people known as the *People of the South Wind*?

11. In the 1890s a number of bathtubs were put into the Capitol. Why? Are there any left?

12. Why are there eleven fireplaces on the second floor of the Capitol?

13. Who was the only Native American to be elected Vice President of the United States in 1929?

He was Vice President to what President?

He was a member of what tribe?

What governmental offices did he hold before he was elected to be Vice President?

14. In the Capitol there are several murals in the hallway of the east wing on the second floor painted by a famous artist. Who painted them?

When did he paint them?

What symbols of Kansas did he paint into his murals to reflect the personality of Kansas?

Some people were unhappy with his work. Can you find one thing people criticized?

15. The Great Seal woven into the rug in the Governor's office is different than the official Great Seal of Kansas. What is the difference?

16. What is the Kansas motto?

What does it mean?

Who first coined the phrase that became the Kansas motto?

17. What are some of the rivers that run through Kansas?

18. What is the capital city of Kansas?
19. What is the highest point in Kansas?
20. What is the nickname(s) for Kansas?
21. What is the official state song of Kansas?
22. In the 1800s, what Kansas city became the largest cattle market in the world?
23. What famous aviator was born in Atchison, Kansas?
24. Why are there 34 stars on the Great Seal of Kansas?

KANSAS FACTS

How much do you know about Kansas?

True or False?

- ___ 1. The state of Kansas takes its name from the Kansa Indians.
- ___ 2. The only Native American ever elected as U. S. vice president was part Kansa and was from Kansas.
- ___ 3. *Ad Astra* is part of the Kansas State Motto and is on the Great Seal of Kansas.
- ___ 4. The oldest elevator in the Capitol was built in 1923; it still works but requires an operator.
- ___ 5. Before October 2002 there was a 750-watt light bulb on the Capitol dome in Topeka when the statue *Ad Astra* was placed on the dome.
- ___ 6. Six nations or states claimed part or all of the area of Kansas before it became a state.
- ___ 7. In the 1890s, a number of bathtubs were put into the Capitol. The last was removed in 1935.
- ___ 8. Acansis, Excnjaques, Kansies, Quans, and Ukasas were different spellings for the name of the people for whom Kansas is named.
- ___ 9. A wooden tunnel known as “The Cave of the Winds” once connected the east and west wings of the Capitol.
- ___ 10. The Capitol contains eleven fireplaces.
- ___ 11. The land we call Kansas was part of the Louisiana Purchase.
- ___ 12. In the 1940s murals were painted in the Capitol by John Steuart Curry who did not sign them because he did not consider them to be finished works of art.
- ___ 13. In the governor’s office is a rug with the Great Seal of Kansas woven into it. In the rug the man working the plow has a beard; the man in the official Great Seal does not have a beard.
- ___ 14. John J. Ingalls helped to write the state constitution and coined the phrase that became the Kansas motto.
- ___ 15. The Capitol is sometimes called a *statehouse* because the “offices of state” are there.

KANSAS FACTS

How much do you know about Kansas?

Multiple Choice

- 1. Which of these rivers runs through the state of Kansas?**
 - a. The Missouri River
 - b. The St. John River
 - c. The Susquehanna River
- 2. What is the capital city of Kansas?**
 - a. Kansas City
 - b. Wichita
 - c. Topeka
- 3. Two Kansas locations are represented on the Great Seal and the Kansas State flag. What are they?**
 - a. Emporia and Shawnee Mission
 - b. Kansas City and Liberty
 - c. Fort Riley and Manhattan
- 4. What is the highest point in Kansas?**
 - a. Backbone Mountain
 - b. Mount Greylock
 - c. Mount Sunflower
- 5. Which of these is a nickname for Kansas?**
 - a. The Wheat State
 - b. The Prairie State
 - c. The Cornhusker State
- 6. What is the official state song of Kansas?**
 - a. *Where the Columbines Grow* by A. J. Flynn
 - b. *Home on the Range* words by Dr. Brewster Higley and music by Dan Kelly
 - c. *Swanee River* (The Old Folks at Home) by Stephen c. Foster

7. **Which of these lakes is not found in Kansas?**
 - a. The Quabbin Reservoir
 - b. The Kirwin Reservoir
 - c. The Cheney Reservoir

8. **In the late 1800s, what city became the largest cattle market in the world?**
 - a. Kansas City
 - b. Wichita
 - c. Dodge City

9. **What famous aviator was born in Atchison, Kansas?**
 - a. Amelia Mary Earhart
 - b. Charles Augustus Lindberg
 - c. David "Tex" Hill

10. **Which of these is the motto of Kansas?**
 - a. Nothing without providence
 - b. To the stars through difficulties
 - c. Liberty and independence

11. **Why are there 34 stars on the Great Seal of Kansas?**
 - a. There are 34 counties in Kansas.
 - b. Kansas was the 34th state admitted to the Union.
 - c. No particular reason

12. **Who is the Governor of Kansas?**
 - a. George Bush
 - b. Kathleen Sebelius
 - c. Charles Curtis

TEACHER KEYS

KANSAS TREASURE HUNT

1. What is a *capitol*? **building**
2. What was on the Capitol dome before the statue was added? **750 watt light bulb**
3. When was the statue added to the Capitol dome? **October 2002**
4. What is the name of the statue on top of the Capitol dome? ***Ad Astra***
5. Who designed the statue on the Capitol dome? **Richard Bergen**
6. Describe the statue on the Capitol dome. **It is designed to look like a Kansa warrior who is aiming his bow and arrow toward the North Star.**
7. How much does the statue on the Capitol dome weigh? **4,420 pounds**

How many tons is that? **About 2 ½ tons** (or 2.42 tons)

If an average student weighs 85 pounds, how many students would it take to equal the weight of the statue? **52 students**

The statue on the Capitol dome is 22 feet 2 inches tall. How many inches tall is the statue? **266 inches**

If an average student is 44 inches tall to his shoulders and if several students stood on each other's shoulders, how many students would it take to reach the top of the statue? **6 students**

8. Where is the office of the Governor of Kansas? **second floor of the Capitol**
9. Six nations or states claimed part or all of Kansas before we became a state. Their flags hang in the Capitol rotunda. What are they? **England, French Monarchy, French Republic, Mexico, Spain, Texas**
10. Can you find some of the different spellings of the people known as the *People of the South Wind*? **Acansis, Akansa, Can, Canzas, Caugh, Caw, Escansques, Escanzaques, Excnjaques, Kances, Kancez, Ka Anjou, Ka-anzou, Kanissi, Kansa, Kansas, Kansau, Kansies, Kantha, Kanza, Kaw, Keniser, Koln-Za, Konza, Okanis, Quans, Ukasas**
11. In the 1890s a number of bathtubs were put into the Capitol. Why? Are there any left? **Officials and legislators who traveled to Topeka came by horse or train. The dust of the road and the smoke from burning coal trains got them quite dirty as they traveled. When they got to Topeka, they could take a bath in the Capitol. The last bathtub was taken out of the Capitol in 1935.**

12. Why are there eleven fireplaces on the second floor of the Capitol? **to heat the offices a long time ago**
13. Who was the only Native American to be elected Vice President of the United States in 1929? **Charles Curtis**
- He was Vice President to what President? **Herbert Hoover**
- He was a member of what tribe? **Kansa**
- What governmental offices did he hold before he was elected to be Vice President? **Member of the U. S. House of Representatives and U. S. Senate**
14. In the Capitol there are several murals in the hallway of the east wing on the second floor painted by a famous artist. Who painted them? **John Steuart Curry**
- When did he paint them? **1940s**
- What symbols of Kansas did he paint into his murals to reflect the personality of Kansas? **Sunflowers, western meadowlark, tornado, prairie fire**
- Some people were unhappy with his work. Can you find one thing people criticized? **The Hereford bull is too red. John Brown is too large. The farm wife's skirt is too short. Pigs' tails won't curl when they eat.**
15. The Great Seal woven into the rug in the Governor's office is different than the official Great Seal of Kansas. What is the difference? **In the rug the man working the plow has a beard; in the official seal he does not have a beard.** (The woman who wove the rug added the beard because it was a custom in her native land of India.)
16. What is the Kansas motto? ***Ad Astra per Aspera***
- What does it mean? **To the stars through difficulties**
- Who first coined the phrase that became the Kansas motto? **John J. Ingalls**
17. What are some of the rivers that run through Kansas? **Kansas, Republican, Missouri, Solomon, Smoky Hill, Neosho, Arkansas, Walnut, Verdigris, Marais des Cygnes, Pawnee, Cimarron, Big Blue**
18. What is the capital city of Kansas? **Topeka**
19. What is the highest point in Kansas **Mount Sunflower** (4,039 feet—located in Wallace County near the Colorado line)
20. What is the nickname(s) for Kansas? **the Sunflower State, the Wheat State, the Jayhawk State, the Midway State**
21. What is the official state song of Kansas? ***Home on the Range*** (words by Dr. Brewster Higley and music by Dan Kelly)

22. In the 1800s, what Kansas city became the largest cattle market in the world?
Dodge City
23. What famous aviator was born in Atchison, Kansas? **Amelia Earhart**
24. Why are there 34 stars on the Great Seal of Kansas? **It was the 34th state admitted to the Union.**

KANSAS FACTS

True or False? All answers are *true*.

Multiple Choice

1. **a**
2. **c**
3. **c**
4. **c**
5. **a**
6. **b**
7. **a**
8. **c**
9. **a**
10. **b**
11. **b**
12. **b**

Song of the Kansas Emigrant

By John Greenleaf Whittier

July, 1854

We cross the prairie as of old
The pilgrims crossed the sea,
To make the West as they the East,
The homestead of the free!

We go to rear a wall of men
On Freedom's southern line,
And plant beside the cotton-tree
The rugged Northern pine!

We're flowing from our native hills
As our free rivers flow:
The blessing of our Mother-land
Is on us as we go.

We go to plant her common schools
On distant prairie swells,
And give the Sabbaths of the wild
The music of her bells.

Upbearing, like the Ark of old,
The Bible in our van,
We go to test the truth of God
Against the fraud of man.

No pause, no rest, save where the streams
That feed the Kansas run,
Save where our Pilgrim gonfalon
Shall flout the setting sun!

We'll tread the prairie as of old
Our fathers sailed the sea,
And make the West as they the East
The homestead of the free!

Kansas

By W. F. Craig

Kansas corn and Kansas wheat,
Kansas rye and oats,
Kansas sugar-cane and beets,
Kansas steers and shoats;
Kansas air and Kansas soil,
Kansas sunny skies,
Kansas grit and Kansas toil,
Kansas enterprise;
Kansas mines and Kansas mills,
Kansas brawn and brain,
Kansas valleys, plains, and bills,
Kansas sun and rain;
Kansas homes and Kansas farms,
Kansas fruits and shades,
Kansas schools and Kansas marms,
Kansas buxom maids;
Kansas culture, Kansas wealth,
Kansas iron rails,
Kansas climate, Kansas health,
Kansas empty jails,
Kansas books and Kansas press,
Kansas prose and rhyme:
Kansas more, but never less—
Kansas all the time.

From Kansas Day, 1892

Kansas
(A Recitation)

By Maggie A. Kilmer

Would you like to hear me say
My lesson in geography?
Listen, then, while I begin it;
I can give you all that's in it;
Ever word I want to tell—
Teacher says I know it well.

Kansas! Born amid the strife
Menacing a Nation's life,
In the crimson tide baptized—
Blood of martyrs' sacrificed—
Struggling, battling, growing strong
In her ceaseless strife with wrong,
Yielding never in the fight
Till the victory of right,
Kansas stands among her mates
One of these United States;
North, Nebraska State is found
Missouri is her eastern bound
South, the Nation greets our eyes,
And Colorado westward lies.

Time would fail to speak her praises,
Tell her wroth and what she raises;
Corn and cotton, grains and grasses,
Peanuts, castor-beans, molasses,
Fruit of all kinds, nuts, persimmons,
Gallant men and handsome women.
To the stars through clouds she rises,
Conquering foes in all disguises;
Cyclones threaten desolation;
Flood and fire bring devastation;
Grasshoppers have tried to eat her;
Whisky rings would fain defeat her;
But, borne onward, upward ever,
May her banner waver never.

From Kansas Day, 1892

Kansas Weather

By C. S. White

When first I came to Kansas State
The day was bright and warm and mellow
I gamboled o'er the grassy plain
Like any happy, jolly fellow.

The wind was blowing from the south—
A pleasant, gentle, summer breeze,
Flowers were blooming under foot,
And birds were singing in the trees.

I put my linen duster on;
My pants were thin, my hat was straw;
I loudly praised the Kansas weather,
And thought it best I ever saw.

I then went out to take a ride—
Had hardly ridden half a mile,
The sun shone out so dreadful hot
I nearly roasted for a while.

The sweat dropped from my brow and chin;
I thought I'd seek some cooling shadow;
The dust had settled on my face,
Till I was black as ace of spades.

A cloud then hid the shining sun;
The water poured—it did not rain;
By my life, I thought I'd drown,
And never see my home again!

The wind then shifted to the north,
And chilled me to my very ones;
The drops of sweat still on my chin
Were frozen hard as marble stones.

All this happened, as I have said,
In much less than half an hour;
From snow-drifts coming from the north
To rain and shine and blooming flower.

And after this, when e'er I roam,
In winter, summer, spring, or fall,
You'll find I always go prepared
To meet these changes one and all.

I carry fan and overcoat,
A linen duster to cover all;
Under my arm you'll always find
A water-proof and umbersoll.

From Kansas Day, 1892

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LRC: USD 259 Library Resource Center

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