

KANSAS CHARACTER:

EARLY KANSAS AND WICHITA

((GRADES 2 – 3))



Education / Interpretation Department
1865 W. Museum Blvd
Wichita, KS 67203
316-350-3322
Registration: 316-350-3317
www.owldcowtown.org



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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 focusing on the character traits of our state's founders and the values the state was founded upon which contribute to the *Kansas Character*. Following a thumbnail sketch of Kansas history based on the state seal and an exploration of the attributes of state symbols, the program will conclude with the myth of Wind Wagon Smith.

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:

- 2nd (1) The student identifies and defines the characteristics of a good citizen (e.g., honest, courage, patriotism, tolerance, respect).

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

Indicators:

- 3rd (1) The student recognizes that citizenship has rights, privileges, and civic responsibilities (e.g., community service, voting, treating others with respect).

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 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Indicators:

2nd (1) The student locates major geography features.

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

Indicators:

2nd (1) The student identifies physical and human changes that have taken place over time in the local region.

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:

2nd (1) The student identifies the past and present settlement or development patterns of his/her community or local area.

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:

2nd (4) The student recognizes the impact of contributions made by leaders past and present.

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:

2nd (2) The student locates and explains the importance of landmarks and historical sites today (e.g., . . . Kansas State Capitol).

3rd (2) The student locates and explains the importance of landmarks and historical sites within the local community or his/her region of Kansas.

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.

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.
Do you need boxes or coolers to transport lunches to the Museum?
- ___ 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.
- ___ Prepare and gather together **spelling list and arithmetic problems, lined paper, and pencils** to bring with you on the day of your visit.
- ___ 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) 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.**
- 2) 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.**
- 3) 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!**
- 4) Remember to **ask before touching**; some items are artifacts and should not be touched.
- 5) **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.

PERSONAL MOTTOS

“To the stars through difficulty” is our state motto. Discuss its meaning and direct your students to create a new way of stating that using modern images. Following this have them create personal mottos that they would find encouraging. Write them on banners they can decorate and mount on the walls.

PICTURE YOUR HISTORY

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

STATE SYMBOLS

Two activity sheets are attached which might be used after students return from their field trip to reinforce what they learned. The first activity sheet shows illustrations of Kansas’ state symbols; students should identify those symbols by writing their names in the space provided. The second is a crossword puzzle of the symbols of Kansas. After completing one or both of these activities, the students might discuss their favorite symbol/s and draw a picture and/or write a short report about that symbol.

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 the activity sheet keys 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.

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

From Kansas Day, 1892

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.

When the Sunflowers Bloom

By Albert Bigelow Paine

I've been off on a journey; I jes got home
today;
I traveled east, and north, and south, an'
every other way;
I seen a heap of country, an' cities on the
boom,
But I want to be in Kansas when the
Sun-
Flowers
Bloom

You may talk about yer lilies, yer vi'lets and
yer roses,
Yes asters, an' yer jassymins, an' all the
other posies;
I'll allow they all air beauties an' full er
sweet perfume,
But there's none of them a patchin' to the
Sun-
Flowers
Bloom

Oh, it's nice among the mount'ins, but I
sorter felt shet in;
T'ud be nice upon the seashore if it wasn't
for the din;
While the prairies air so quiet, an' there's
allers lots of room,
O, it's nicer still in Kansas when the
Sun-
Flowers
Bloom

When all the sky above is jest ez blue ez
blue kin be;
An' the prairies air a wavin' like a yaller
driftin' sea,
Oh, it's there my soul goes sailing an' my
heart is on the boom
In the golden fields of Kansas when the
Sun-
Flowers
Bloom

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.

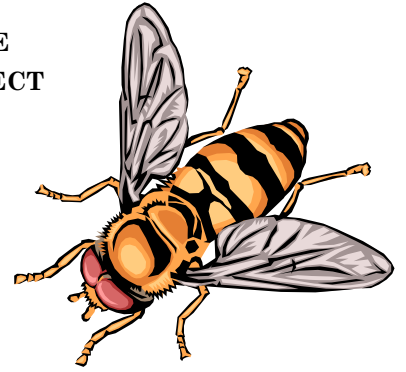
From Kansas Day, 1892

Can you identify these Kansas state symbols?

STATE AMPHIBIAN



STATE
INSECT



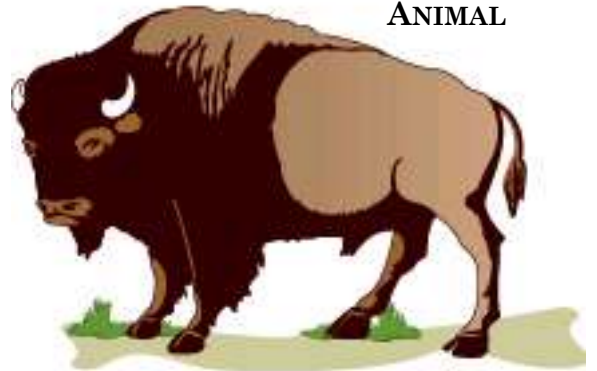
STATE FLOWER



STATE
BIRD

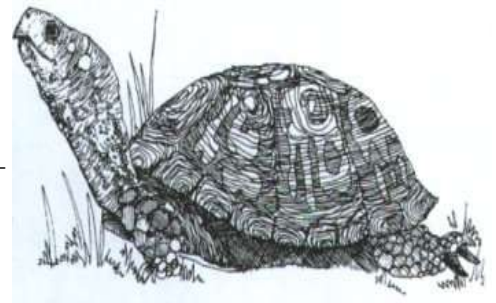


STATE
ANIMAL



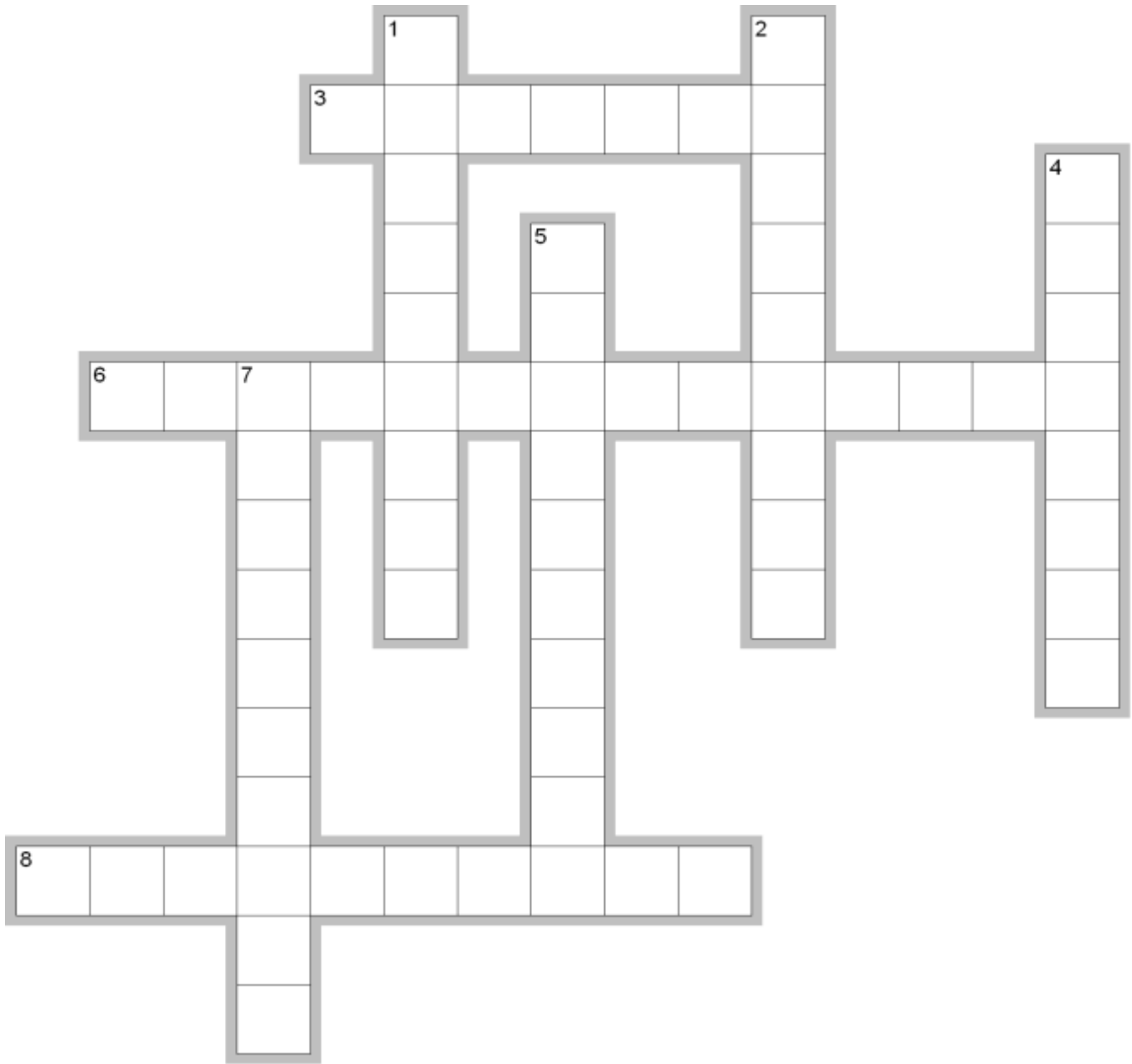
STATE
TREE





STATE REPTILE

KANSAS SYMBOLS CROSSWORD PUZZLE



ACROSS

3. State animal of Kansas
6. State song of Kansas (4 words)
8. State amphibian of Kansas, the barred tiger _____

DOWN

1. State flower of Kansas
2. State reptile of Kansas, the ornate _____ (2 words)
4. State insect of Kansas
5. State tree of Kansas
7. State bird of Kansas, the western _____

Teacher Keys:

KANSAS SYMBOLS CROSSWORD PUZZLE



Can you identify these Kansas state symbols?

State Amphibian: **Barred Tiger Salamander**

State Insect: **Honeybee**

State Bird: **Western Meadowlark**

State Flower: **Sunflower**

State Animal: **Buffalo**

State Tree: **Cottonwood**

State Reptile: **Ornate Box Turtle**

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LRC: USD 259 Library Resource Center

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