

## Pioneers to Kansas

**Grade Level:** 6-8

**Length of Activity:** 1 class period, 40-50 minutes

### Outcomes

- Identify some of the values of the early Indians in Kansas
- Identify some of the values of the early pioneers
- Describe the needs of a Kansas settler in the 1800s. Compare with the needs of today.
- Understand natural resources

### Introduction

Over 200 years ago, settlers saw the natural resource of America as limitless. Even though the Native Americans had farmed and hunted for many years, they did not disturb the land, the forest, or wildlife. As a matter of fact, the Native Americans only used as much land as they needed and used all the parts of the buffalo, leaving no waste.

Early settlers used the natural resources for food and shelter. At first their influence posed no threat to the resources. But as small settlements grew into large cities, they depended on agriculture and forest products. As the population and the economy grew the pioneers pushed westward. Forested land was destroyed for cropland and pastures for domesticated livestock to graze on. By 1850, 76 million acres of forestland was cropland. The Native Americans were also being pushed westward, and moved farther and farther from their own land to less abundant areas.

### Materials

- Chart paper or poster board
- Handout of “Animal By-products and their Uses”
- Cards prepared with “items” for final activity

## Activity Outline

1. Have students name what “things” we need to live. Write answers on board (i.e. food, water, sun, home, cars, stores, telephone, etc).
2. Students then copy the list to their own paper. Have students put on of the following letters next to each item on their list: **B** is essential for basic survival, **N** is needed for lifestyle, and **L** is luxury.
3. On the board or poster board, make 3 columns; the heading of the columns should be: **B, N, L**. Ask the students to place items from their list to the poster board to make a class list.
4. When all have added to the class list discuss:
  - a. Are there any items listed as **Basic** that really are not?
  - b. What is the criteria to decide if it is **Basic**, a **Need**, or a **Luxury**.
  - c. Which item(s) under **Need** are really a **Luxury**?
  - d. How could you judge a **Luxury** item?
  - e. Compare these items to what the Indians had in the 1700s. The 1800s.
5. Ask students to identify where the items come from. Discussion should lead student to realize the source of all comes from a natural resource which can be renewable or nonrenewable.
6. Remind students of how the Native Americans used all the buffalo without wasting any of it and how the settlers came in and nearly exterminated the buffalo. (Handout sheet). The handout has current products/by-products of cattle today. Explain how times have changed for us to go back to the Indian ways. Discuss the products on the list. Students (and teachers) will be surprised as to all the uses today.
7. Divide the class into small groups (3-5 in a group). Divide prepared cards of items with groups. Without discussion, the groups decide which is most important to survival and least important to survival. When all groups are ready one from each group and one at a time begin to put cards on wall (or board or floor) in order from most important to least important. Make sure each student has a turn.
8. When all cards are placed discuss where the student placed the items. Discussions will vary.
9. List of items on cards should include **Basic** needs, **Needs** for lifestyle, and **Luxury** items.  
Examples: food, water, sun, shelter, electricity, running water, refrigerator/freezer, shelter, electricity, running water, refrigerator/freezer, highways, 911 system, medicine, cell phones, hair dryer, duct tape, milking machines, PTO for machinery, dams, etc.

## Assessment

- The student will place items of absolute need in the front of their list. Discussion about placement of items will give teacher information about what the students know.
- Student will see that all items in one way or another are from a natural resource. Discussion on what we can do about the **Luxury** items that we really don't need and protecting the environment could be assessment enough.
- Student summary in a paragraph on discussion questions.

## **Animal Byproducts and Their Uses**

The Indians used buffalo as:

Food—meat

Clothing—Animal skin, leather, shoes, gloves

Shelter—teepees, blankets

Tools—water-carrying skin, bow strings, garden tools (bones)

Today beef cattle are used in:

Fats (tallow)—cooking, baking, deep-frying, oleo margarine, lard, soap, industrial chemical fatty acids, facial creams, body moisturizer, hair spray, makeup, makeup remover, animal feed

Edible Meats—liver, tongue, heart, kidney, thymus, brain, intestines, spleen, lips, snout, esophagus muscle, feet, tendons, salivary glands, pancreas, testicles

Blood—plant food and research for biochemistry and microbiology

Bones—meat and bone meal, fertilizer, bone china

Lungs—animal and pet food

Hair—industrial cleaning, insulation and padding, animal feeds, switches for brush bristles

Glands—pharmaceuticals