

<p style="text-align: center;"><b>Early Peoples Exploration, and Drawing Boundaries (7000 BCE—1854 CE)</b></p> <p>Students should consider the variety of peoples and cultures who inhabited what would become Kansas. Students should be asked to consider the reasons for settlement and consider beliefs, ideas, diversity, relationships between various people, relationships between people and their environment, and change over time. The bulk of the time should be spent on the contrasting cultures of early and later arriving groups (emigrant Native American groups, explorers, missionaries, and the military). Evidence from archeology and anthropology should be examined.</p>
<p><b>IDEAS</b></p> <ol style="list-style-type: none"> <li>1. contrasting cultures</li> <li>2. exploration</li> <li>3. settlement</li> <li>4. adaptation</li> <li>5. trade</li> </ol>
<p><b>PEOPLE/ROLES</b></p> <ol style="list-style-type: none"> <li>1. indigenous American Indians of the Kansas region</li> <li>2. emigrant American Indians</li> <li>3. Francisco Coronado</li> <li>4. Zebulon Pike</li> <li>5. William Becknell</li> <li>6. Stephen Long</li> <li>7. Father Juan de Padilla</li> <li>8. St. Phillipine Duchesne</li> <li>9. Bishop Miege</li> <li>10. Catholic religious orders (Jesuits, Benedictines, Sisters of Charity of Leavenworth)</li> </ol>
<p><b>PLACES/INSTITUTIONS</b></p> <ol style="list-style-type: none"> <li>1. Plains</li> <li>2. Louisiana Territory</li> <li>3. Oregon Trail</li> <li>4. Santa Fe Trail</li> <li>5. forts</li> <li>6. missions</li> <li>7. Benedictine Abbey</li> </ol>
<p><b>EVENTS</b></p> <ol style="list-style-type: none"> <li>1. first European contact</li> <li>2. Louisiana Purchase</li> <li>3. Corps of Discovery</li> <li>4. Santa Fe Trail</li> <li>5. Oregon Trail</li> <li>6. Indian Removal Act</li> <li>7. Missouri Compromise</li> <li>8. Compromise of 1850</li> <li>9. Kansas-Nebraska Act</li> </ol>
<p><b>SAMPLE COMPELLING QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Why did people choose to live in Kansas? (Standard 1)</li> <li>2. Whose land was it? (Standard 2)</li> </ol>

3. What beliefs and ideas made it difficult for people to live together? (Standard 3)
4. How did life change for the American Indian after the Europeans arrived? (Standard 4)
5. What did it mean when Indian groups were given reservations by treaty? (Standard 5)
6. What impact did the Catholic missionaries have on early Kansas?

**Statehood and Civil War (1854—1865)**

Students should investigate the historical context under which the state was settled and the role Kansas played in the Civil War. The students should trace the development of state government from the territorial period through statehood. Students should deal with questions about Popular Sovereignty, slavery, and abolition.

**IDEAS**

1. popular sovereignty
2. slavery and abolition
3. underground railroad
4. transportation/communication
5. state constitutions
6. Free State Movement
7. just war (CCC2309)

**PEOPLE/ROLES**

1. Stephen Douglas
2. Henry Ward Beecher
3. Abraham Lincoln
4. John Brown
5. James Lane
6. Charles Robinson
7. Clarina Nichols
8. Jayhawkers
9. Border Ruffians
10. William Quantrill
11. Charles Sumner
12. New England Emigrant Aid Society

**PLACES/INSTITUTIONS**

1. Atchison
2. Lawrence
3. Topeka
4. LeCompton
5. Doniphan County
6. Douglas County
7. Linn County
8. Osawatomie

**EVENTS**

1. Kansas-Nebraska Act
2. Bogus legislature
3. Bleeding Kansas
4. Pony Express
5. Civil War
6. statehood
7. Battle of Mine Creek
8. Quantrill's Raid
9. Order #11

**SAMPLE COMPELLING QUESTIONS**

1. What factors might settlers consider before coming to Kansas? (Standard 1)
2. Under what circumstances should individuals fight for the rights of others? (Standard 2)
3. Why were beliefs about slavery so important in Kansas history? (Standard 3)
4. How and why did social and political atmosphere in the state change during this period? (Standard 4)
5. What factors led to a rise in physical violence in the state? (Standard 5)
6. How did the Civil War fit with the Catholic doctrine on a just war? (CCC 2309)

**Kansas: To the Stars through Difficulty (1865—1890s)**

Students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, culture and religion. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.

**IDEAS**

1. homesteading
2. immigration
3. romantic image of the West
4. promotion and growth of agriculture
5. railroads

**PEOPLE/ROLES**

1. Buffalo Soldiers
2. Satanta
3. Cyrus K. Holliday
4. Fred Harvey
5. Joseph McCoy
6. Exodusters
7. ethnic and religious immigrants (Hispanic, German, Croatian, Slavic Catholics)

**PLACES/INSTITUTIONS**

1. Abilene
2. Ellsworth
3. Dodge City
4. Nicodemus
5. Topeka
6. Atchison
7. Leavenworth
8. Wichita
9. Catholic church in Kansas
10. Catholic hospitals and schools
11. Benedictine Abbey and Benedictine College

**EVENTS**

1. Homestead Act
2. Medicine Lodge Treaty
3. Sand Creek Massacre
4. cattle drives
5. land grant universities

**SAMPLE COMPELLING QUESTIONS**

1. What were the consequences of decisions made when deciding where to build a railroad? (Standard 1)
2. How successful was the Civil War in improving minority rights in Kansas? (Standard 2)
3. How did ethnic and religious, Catholic immigrants impact the culture of the state? (Standard 3)
4. In what ways did railroads change the political, social, and economic environment of the

state? (Standard 4)

5. How did cowboys, cow towns, and cattle drives contribute to the romantic image of the West? (Standard 5)

**Progress and Reform (1860s—1920s)**

Students should investigate the development of specific industries within the state and critical reform movements. The bulk of the time in this unit should be spent considering the historic, economic, political, religious and geographic context of these developments and the conditions which existed to inspire these reforms.

**IDEAS**

1. industrialization
2. specialization
3. transportation
4. communication
5. prohibition
6. populism
7. progressivism
8. suffrage movements
9. socialism
10. Rerum Novarum (1891 by Pope Leo XIII)

**PEOPLE/ROLES**

1. Samuel Crumbine
2. Charles Sheldon
3. Carry Nation
4. Mary Lease
5. Karl Menninger
6. Walter Chrysler
7. Walter and Olive Beech
8. Clyde Cessna
9. William Allen White
10. Kate Richards O’Hare
11. Pope Leo XIII
12. religious order (Ursulines)

**PLACES/INSTITUTIONS**

1. Emporia
2. Medicine Lodge
3. Girard
4. Pittsburg

**EVENTS**

1. national prohibition
2. World War I
3. Legislative War
4. *Appeal to Reason*
5. coal miner strikes
6. discovery of oil/gas

**SAMPLE COMPELLING QUESTIONS**

1. What are the factors to be considered by workers and employers when considering a strike and its potential consequences? (Standard 1)
2. Who should be allowed to vote? (Standard 2)

3. How and why did Populism and Socialism gain in popularity during this period?  
(Standard 3)
4. How might one compare prohibition in Kansas to the war on drugs of this generation?(Standard 4)
5. What factors gave rise to industry in Kansas? (Standard 5)
6. How does Church teaching on economic activity and social justice impact this era?  
(CCC2435)



**Good Times and Bad (1920s—1940s)**

Students should consider the boom and bust nature of the U.S. economy. Investigating the political, economic, and social context under which these conditions existed. Students should investigate the role the state and Kansans played in World War I and II. Students should spend the bulk of their time in this unit considering the causes, conditions, and remedies for the economic distress of the Great Depression.

**IDEAS**

1. distribution of wealth and resources
2. agricultural conservation
3. growth of entertainment
4. social justice

**PEOPLE/ROLES**

1. Charles Curtis
2. Arthur Capper
3. Langston Hughes
4. Amelia Earhart
5. James Naismith
6. Herbert Hoover
7. Alf Landon
8. Dwight Eisenhower
9. John Stewart Curry
10. Franklin D. Roosevelt
11. religious order (Sister Servants of Mary)

**PLACES/INSTITUTIONS**

1. Pearl Harbor
2. Normandy
3. Germany
4. Italy
5. Japan
6. Lawrence
7. Topeka
8. Abilene
9. University of St. Mary

**EVENTS**

1. Great Depression
2. World War II
3. Stock Market Crash
4. Dust Bowl
5. New Deal

**SAMPLE COMPELLING QUESTIONS**

1. What choices led to the consequences of the Great Depression in the state? (Standard 1)
2. Does the government have a duty to help the needy? (Standard 2)
3. In what ways were ideas and beliefs about individualism, pride, and self-sufficiency challenged during this time period? (Standard 3)
4. How did Kansas change from 1900 to 1945? (Standard 4)

5. What was the relationship between economic recovery in Kansas and war in Europe?  
(Standard 5)
6. As Catholics what is our responsibility to serve the human community? (CCC 2185)

<b>Kansas and a Changing World (1950s—2000s)</b>
Students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas' social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansans, and <i>Brown v Topeka Board of Education</i> in advancing civil rights. Students should investigate the impact of Vatican II.
<b>IDEAS</b>
<ol style="list-style-type: none"> <li>1. civil rights</li> <li>2. Cold War</li> <li>3. Communism</li> <li>4. rise of interstate transportation</li> <li>5. time, talent, treasure</li> </ol>
<b>PEOPLE/ROLES</b>
<ol style="list-style-type: none"> <li>1. Oliver Brown</li> <li>2. Charles Scott</li> <li>3. Thurgood Marshall</li> <li>4. Harry Colmery</li> <li>5. Gordon Parks</li> <li>6. Robert Dole</li> <li>7. Nancy Landon Kassebaum</li> <li>8. Georgia Neese Clark</li> <li>9. Dwight Eisenhower</li> </ol>
<b>PLACES/INSTITUTIONS</b>
<ol style="list-style-type: none"> <li>1. Korea</li> <li>2. Vietnam</li> <li>3. Fort Scott</li> <li>4. Topeka</li> <li>5. Ogallala Aquifer</li> <li>6. Savior of the World Seminary</li> </ol>
<b>EVENTS</b>
<ol style="list-style-type: none"> <li>1. popularity of television</li> <li>2. Korean War</li> <li>3. floods of 1951</li> <li>4. <i>Brown v Topeka Board of Education</i></li> <li>5. Dockum Drug sit-in</li> <li>6. space race</li> <li>7. Vietnam</li> <li>8. flood control system</li> <li>9. interstate highways</li> <li>10. Vatican II</li> <li>11. Call to Share</li> </ol>
<b>SAMPLE COMPELLING QUESTIONS</b>
<ol style="list-style-type: none"> <li>1. How did the decision to participate in the Federal Aid Highway Act of 1956 impact the</li> </ol>

- people of Kansas? (Standard 1)
2. In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2)
  3. In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3)
  4. How has the U.S. military presence in Kansas changed over the time period? (Standard 4)
  5. How was the Kansas economy impacted by Cold War conflicts? (Standard 5)
  6. How did the changes from Vatican II impact daily life of Catholics?

<b>Kansas and a Modern World (1970s—present)</b>
<p>Students should examine events leading up to the present and draw a contemporary picture of the state. Students should investigate how the state is positioned for the future, including an overview of the current state constitution. The bulk of their time should be spent reflecting on the state's history, drawing conclusions about our past, present, and future through the lens of a Catholic.</p>
<p><b>IDEAS</b></p> <ol style="list-style-type: none"> <li>1. globalization</li> <li>2. rural depopulation</li> <li>3. energy</li> <li>4. Kansas economy</li> <li>5. Kansas government</li> <li>6. social justice</li> <li>7. pro-life</li> </ol>
<p><b>PEOPLE/ROLES</b></p> <ol style="list-style-type: none"> <li>1. Black Bear Bosin</li> <li>2. Bill Kurtis</li> <li>3. astronauts</li> <li>4. Lynette Woodard</li> <li>5. Gayle Sayers</li> <li>6. Barry Sanders</li> <li>7. Jack Kilby</li> </ol>
<p><b>PLACES/INSTITUTIONS</b></p> <ol style="list-style-type: none"> <li>1. Wichita</li> <li>2. Kansas City</li> <li>3. Topeka</li> </ol>
<p><b>EVENTS</b></p> <ol style="list-style-type: none"> <li>1. current and critical issues             <ol style="list-style-type: none"> <li>a. religious liberty</li> <li>b. care for the poor</li> <li>c. social justice</li> <li>d. pro-life</li> <li>e. immigration</li> <li>f. evangelization</li> </ol> </li> </ol>
<p><b>SAMPLE COMPELLING QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How are important decisions about Kansas' state policies made? (Standard 1)</li> <li>2. What are critical rights issues in the state? (Standard 2)</li> <li>3. How are the beliefs and ideas of Kansans different/similar from other places? (Standard 3)</li> <li>4. What has been the most significant change in Kansas in the last 50 years? (Standard 4)</li> <li>5. What are the most important relationships in Kansas? (Standard 5)</li> <li>6. As a Catholic how can you impact change?</li> </ol>