

# Four Years to Statehood

A Curriculum for Missouri Schools

Grades 3 - 4 - 5

Covering the Years between Missouri's First

Petition to Become a State and Its Final Admission into the Union

(1818 - 1819 - 1820 - 1821)



## **Sponsors**

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## **Appreciation**

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# **Four Years to Statehood**

## **Purpose**

The teaching units in this packet are designed for use in elementary grades three through 5. The goal of the authors is to provide activities which will excite students about the coming Bicentennial of the State of Missouri. It is hoped that through exposure in the classroom to the rich history of our states that students will encourage their parents and other family members to participate in other activities sponsored by Missouri 2021 and the Bicentennial Alliance.

## **Background**

Elementary teachers are often charged with including Missouri history in their curriculum, yet there are few materials available to accomplish this goal. Teachers are left on their own to improvise activities dealing with the history of their local communities and famous Missourians. The authors found this often resulted in a short unit on Native Americans, the Lewis and Clark Expedition, and also a few short lessons on famous people from Missouri (usually Laura Ingles Wilder, Mark Twain, George Washington Carver, and Harry Truman). The attached lessons cover specific years and some of the cultural groups who contributed to the early history of the state (French merchants and miners, farmers from the American east, Native Americans, African-American, and early politicians).

## **Educational Goals**

The goals of these units include introducing students to the cultures which contributed to the establishment of Missouri, to some of the people who influenced the development of the state in its early years and to the beliefs and

customs of early Missourians. Students will be encouraged to analyze primary source documents, maps, and graphics using higher level critical thinking skills.

The activities are designed to engage students with the 5 C's of historical thinking as outlined by Flannery Burke and Thomas Andrews. In their article "What Does It Mean to Think Historically," Andrews and Burke identified five skills students should master in order to understand and analyze history. Students should understand:

**Change over Time.** People lived differently in the past and applied the technology of the day to interact with their environment.

**Context.** Using documents or imaginative play, students can understand why individuals in the past made the decisions they did. This helps to create the "story" of history.

**Causality.** Students try to explain why an event happened and what impact it had on future decisions made by individuals and nations.

**Contingency.** Students learn that any event in the past is contingent upon multiple events and decisions. For example, settlers from the east would not have migrated to Missouri in the early 1800s had not the United States purchased the Louisiana Territory from France. Migration was also possible because following the War of 1812, Native Americans were moved to the western part of the state, thus making cheap land available. Migration was also spurred by the increasing population of the United States and a rise in eastern land prices. Thus, it took all of these conditions to encourage Americans to move to Missouri.

**Complexity.** Historical events can often be seen from multiple points of view. For example, the admission of Missouri as a state was controversial because whether or not slavery would be permitted would upset the balance between slave and free states in the U.S. Senate. Statehood would also have an impact on various groups who had been in the state long before the territory was even purchased by the U.S.; eg. the French in Ste. Genevieve and the Native Americans. As settlers arrived, it would also make it more difficult for those who traded with the Indians or relied on the sale of furs from hunting and trapping to earn a living, because the habitat of the animals they hunted would be replaced

by farms and towns. Statehood could be seen as a positive or a negative event, depending upon one's point of view.

## **History Skills**

The article "What Does It Mean to Think Historically" from *Perspectives on History* can be accessed online. [www.historians.org/publications-and-directories/perspe on history/january-2007/what-does-it-mean-to-think-historically](http://www.historians.org/publications-and-directories/perspe-on-history/january-2007/what-does-it-mean-to-think-historically)

## **Structure of the Units**

There are four units, one covering each year between 1818 and 1821. Each unit begins with a short narrative about an actual young person who lived in Missouri at that time period. The units may be reproduced for classroom use. Activities follow each reading. Most contain a simple activity which can be accomplished by younger students and then questions for discussion or suggestions for further investigation by older students to develop critical thinking skills. These involve research in books or on the internet as well as examination and discussion of primary sources, maps and graphics.

## **Educational Process**

The amount of time Missouri teachers are given for teaching Social Studies differs from district to district. Most units can be completed in a minimum of sixty minutes. Older students may need more time for discussion, debate, or student produced projects. The units can either be taught within a single grade level - one per quarter - or they can be done one per year in grades 3 and 4 and then two in grade 5. In addition to teaching the 5 C's of historical thinking, the units reinforce district goals in reading, writing, geography, economics and math.

## **Unit Outlines**

### **1818 - Ste. Genevieve Through the Eyes of Fifteen-Year Old Joseph Bogy III**

Topics include:

- Trade in Ste. Genevieve and along the Mississippi River
- The influx of Americans (down the Ohio by raft or flatboat)
- The concerns of citizens of French heritage about becoming an American state

Famous Missourians: Bishop DuBourg, Moses and Stephen Austin, and Mother Rose Philippine Duchesne.

Activities

1. The clothing of a trapper/trader in 1818 Missouri
2. Planning a trip to Missouri via flatboat
3. Letters or pictures from the frontier to friends far away

### **1819 – Life in Western Missouri Through the Eyes of Mohongo (Sacred Sun) a Ten-Year old Osage**

Topics

- Sacred Sun and the White settlers
- Indian Life along the Missouri- Kansas Border
- Life in Arrow Rock in 1819
- Native American concerns about their way of life after statehood

Famous Missourians: Major George Sibley and his wife Mary, George Caleb Bingham, Frank White Cloud, Kit Carson

## Activities

1. Reader's Theatre
2. Writing Historical Fiction
3. Historic Pictures
4. Translating Language
5. Working with Primary Sources

## 1820 – From Slavery to Freedom: The Story of the Johnson Family (1820-65)

### Topics

- Life of an enslaved child on a farm in rural Pike County, Missouri
- Slavery in Missouri
- Persons of Color and the Missouri Compromise
- Role of the United States Colored Troops in the U.S. Civil War

## Famous Missourians: John Brooks Henderson

### Activities

1. Historical Fiction
2. Color Pages (Images of 1820 Pike County)
3. Working with Primary Sources
4. Oral History: Interviews with former Missouri Slaves
5. Primary vs. Secondary Sources

## 1821 - Missouri Becomes a State Through the Eyes of Russella Easton, Ten-Year Old Daughter of Rufus Easton (Missouri's First Attorney General)

### Topics

- Moving from St. Louis to St. Charles
- Participating in Statehood celebrations
- Her father's concerns after the first meeting of the Missouri Legislature

Important Missourians: Governor Thomas McNair, Thomas Hart Benton, Rose Philippine Duchesne, Duff Green, Mary Sibley

### Activities

1. Students and the 2021 Missouri Bicentennial
2. Local, State and National Historic Sites
3. Nominating an Historic Site
4. Information from Maps
5. Preserving History
6. The Bicentennial Penny Drive
7. Compare and Contrast: Life in Missouri in the 1820s with Live in Missouri Today

## **Historical Fiction and Teaching History**

Students usually find history more engaging if it tells the stories of individuals. Unfortunately, the lives of individuals, especially women and children, were not usually recorded. Authors can reconstruct what “might have happened” by looking at facts we do know about the area and time in which a person lived. There are a number of very good historical fiction books for elementary school children.

Each of the units in this curriculum introduces the students to a time period of Missouri History by examining the life of a person alive in the state at that time. We have researched the lives of a French boy living in Ste. Genevieve, a Native America girl, an enslaved family in Pike County, and the daughter of Missouri’s first Attorney General. In the story about Sacred Sun, we have written a narrative about other children she may have met in Arrow Rock, Missouri, in 1819. Artist George Caleb Bingham and explorer Kit Carson lived in the area as boys. We have no proof they met in 1819, but it is very possible. In her diary, which is kept in the Archives at Lindenwood University, Mary Sibley tells of teaching Indian girls how to read, write, and sing in English while she and her husband lived at Fort Osage. Could Sacred Sun have been one of these girls?

To compose historical fiction, an author must examine the factual evidence. Are the people mentioned in documents (census records, letters, diaries of adults, newspaper articles)? Do we have portraits of them? What about physical artifacts? Are items their contemporaries used during their childhoods found in museums and historic sites? Do the places they lived still exist? Did any adults write books about being a child during the same period as the subject of the historical fiction narrative?

The purpose of using historical fiction in teaching history is to engage the reader in a good story which accurately portrays a time long ago. A good historical fiction story provides a window into a time which no longer exists. It tells us about daily

life and about the problems, hopes, and dreams of people who lived before us. Historical empathy helps consider events through the eyes of others, from their point of view.

Once we learn about a person and when they lived, we can understand how the world has changed since that time. We also learn how people then and now are alike in many ways. Learning about famous leaders, like Daniel Boone, Lewis and Clark, or Dred Scott, tells only part of Missouri's story. Our state developed as it did because of the many groups of people who lived here; not just men, but men, women, and children. We hope you enjoy the four stories we have told and will want to learn more about the history of our fascinating state. In several of the activities, we have asked students to do research into famous Missourians and then write an historical fiction short story about an event in their life. We hope these help students understand how people are influenced by the geography of the place they live and the events which occurred both statewide and nationally during their childhood.