

Tonganoxie Community Historical Society - Third Grade Field Trip

Time on site: 2 hours 10 minutes

Five 20 minute sessions; five travel times of 5 minutes; 5 minute introduction

Focus is on local history of the town, which dates to the early 1830's, when Tonganoxie, a member of the Delaware tribe, arrived in the area that is now Tonganoxie. The Delaware Indians are featured in several stories told in the museum around artifacts and photographs. The town's early history and the naming of the town are also part of the story.

The **museum** is housed in the Fairchild-Knox milking parlor, which was built in 1932, at the same time as the attached hay barn. (The original buildings had burned down.) The dairy industry was one of the sustaining industries of the area and, in particular, Tonganoxie. In the museum, the students learn about feeding and milking cows; the progressive farming methods of Frank Fairchild who started the farm in 1884 with 40 acres and 15 cows. Less than 20 years later, Frank Fairchild was named the largest dairy farmer in the state of Kansas.

In the **hay barn**, the children are brought into three dioramas that introduce the tools used in the home, the barn, and the fields. Household equipment shown includes a wood stove, butter churns, iron, sewing machine, kerosene lantern, candle mold, meat grinder, cabbage shredder, clothes washer operated by flywheel. Planting equipment and tools are shown, ranging from horse drawn plows to a seed planter that maneuvered between rows of corn to plant beans. The children see tools such as a scythe, honey extractor, milk separator, kerosene incubator, corn sheller, and cider press. (The Tonganoxie area was also home to many successful apple orchards.) The students can lift an empty milk can to see what it might be like to hoist a full one onto a wagon or a train car.

Students are also introduced to the **Kanza** tribe, which lived in this area before the Delaware, and learn about how the native people lived 600 years ago, before white settlers. This session is a blend of culture, artifacts, and practical skills needed to live on the land in the days before roads, houses, and stores.

Honey Valley School, District 56 in Leavenworth County, was established in 1869. The school house on the historical site was built in 1916, after a fire destroyed the original building in 1915. The restored school house is the setting for a session on what it was like to learn in a one room school house. Children learn about the daily schedule in a one room school and what the children learned. Focus is also made on the daily life of the students – how they got to school, what they ate, how the school was heated, and what happened at recess.

The children also spend a very hands-on session with **toys and games** that were common in the late 1800's and early 1900's.

Each session overlaps some content with at least one other session, so the students have multiple opportunities to hear, see, and touch artifacts and engage with concepts. Using a combination of historic artifacts, reproductions which can be touched, photographs, and the buildings they are housed in, the experience is one that students remember. It is not uncommon for families who visit the museum to be brought there by a child who has already participated in the program.

The third grade program is staffed with volunteers who act as docents and impart some living history to the students.

The third grade program is particularly suited to the age group, in that it focuses on local history. The trip to the museum is for many students, one of the first times they can see the benefit of being able to read, as they learn

that museums provide labels that can be read when there is not a docent there to talk to them. The sessions blend hands-on activities with docent-led stories and question-answer interactions.

The program can be expanded to a full day program. A full day program would include lunch and additional hands-on activities and projects. The museum staff is happy to work with educators to tailor an experience that is appropriate for their needs.

This program aligns with the **Kansas Standards for History, Government, and Social Studies** and specific skills delineated in the Instructional Narrative and Content Outline for the Third Grade. Some of those alignments are listed below.

History:

Timeline of Tonganoxie Area from 1600 to 1910 (History Skill – Use a timeline)

Story of the Delaware Peace Pipe (Standard #1 Choice have consequences; History Skill – Evaluate events from multiple perspectives)

Story of Magdalena Bury and the founding of Tonganoxie

Cultural significance of the Kanza Indians (Standard #3 Societies are shaped by beliefs, ideas, and diversity)

Civics/Government:

Story of Chief Tonganoxie (Civics / Government Skill - Traits of a good leader)

Story of Margaret Sanders Leighty and her husband Pete and how their generosity gives back to the community (Standard #5 Relationships among people, places, ideas and environments are dynamic; Civics Skill - Identify common problems or needs within the community)

One room schoolhouse experience and the importance of education (Standard #2 Individuals have rights and responsibilities)

Geography:

Map of school districts in Leavenworth County (Geography Skill – Read map to analyze distances between one room schoolhouses)

Cultural significance of the Kanza Indians as impacted by geography

Economics:

Story of dairy farming in the area and how it changed over time from home-based to community based (Standard #4 Societies experience continuity and change over time; Economic Skill – explain how location impacts supply and demand)

Tools used and description of division of labor by Kanza Indians and settlers (Economic Skill – explain how location impacts supply and demand)