

### Overview

The focus of this lesson is different forms of transportation and communication that connect Kansas to the rest of the country. The five *Read Kansas!* cards in this lesson are written in different text structures. Students will identify the correct text structure using the signal words worksheet. They also will complete a graphic organizer for each type of text structure. An extended activity will have students create a transportation timeline. The lesson is designed to take five class periods but can be adjusted to meet individual classroom needs.

### Standards

History:

Benchmark 1, Indicator 4 The student describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, highway systems, air transportation, Internet)

Reading:

Benchmark 4, Indicator 6 The student identifies text structure (e.g., sequence, problem-solution, compare-contrast, description, cause-effect).

### Objectives

Content:

- The student will be able to identify five forms of transportation.
- The student will be able to describe how Kansans are connected to the rest of the country.

Skills:

- The student will be able to identify five different text structures.
- The student will be able to create a transportation timeline.

### Essential Questions

- What does it mean to communicate? With whom do you communicate?
- How was Kansas linked or connected to the rest of the United States in the past? How is it connected today?



## Activities

This activity uses the following *Read Kansas* cards:

- **River Roads**
- **The Pony Express Rides Through Kansas**
- **Riding the Rails**
- **Trails Across Kansas**
- **Air Travel**

### Day 1:

1. Introduce the topic of the lesson by asking students for a definition of the word “communication.” (It is the process of exchanging information and ideas; the activity of conveying information; something that is communicated by or to or between people or groups.)
  - A long time ago, how did people communicate when they were far away from each other? (write a letter, travel to the other person’s location by horse and wagon, steamboat, or train)
  - How do people communicate across long distances today? (e-mail, cell phone, travel by car or airplane)
  - Why is it important to communicate with other people? (keep in touch with friends and family, do business, set appointments, share ideas, etc.)
2. Explain that this lesson focuses on how communication and transportation have connected Kansans to each other and the country both in the past and today. They will be reading five *Read Kansas* cards to learn more about this topic. The cards have been written in different text structures.
3. **Text Structures**
  - If you have not studied text structures with your class, you will need to do that before working with students on the first lesson. If they are familiar with text structures, take time to review them with the class.
  - List the five types of text structures on the board. Explain that being able to identify these structures will help them better comprehend what they are reading in their history lessons. Most history text is written using one of these five structures.
    - o *Problem-Solution*: This text structure states a problem and then has a solution. (**River Roads** *Read Kansas* card)
    - o *Cause-Effect*: This text structure tells the reader the result of an event and the reasons it happened. (**The Pony Express Rides Through Kansas** *Read Kansas* card)
    - o *Description*: This text structure looks like an outline. There is a main idea followed by a listing of characteristics, features, or examples. (**Riding the Rails** *Read Kansas* card)
    - o *Sequence*: This text structure tells events in order or the process in which they occur. (**Trails Across Kansas** *Read Kansas* card)
    - o *Compare-Contrast*: This text structure tells how two or more things are different and/or alike. (**Air Travel** *Read Kansas* card)
  - Remind the class that every text structure has signal words or cues that will help to identify them. Distribute the **Signal Words** worksheet and review it with the class. These are the words they will look for in the *Read Kansas* cards.

4. Distribute the first card, the **River Roads** *Read Kansas* card. Pre-read the card with the students; examine titles, pictures, and captions. Discuss what they think is the main topic. Then have students read the card.
5. Using the **Signal Words** worksheet, have the students read the list of key words for the problem-solution text structure. Then reread the **River Travel** *Read Kansas* card as a class, in groups, or in pairs. Have the students circle on their worksheet the words that they find in the **River Travel** *Read Kansas* card. Ask the students for the words they found, and then write them on the board under the problem-solution text structure. Using the definition, discuss why it is a problem-solution text structure.
6. Distribute the **Problem-Solution** worksheet. Show students how to complete the graphic organizer for a problem-solution text structure.
7. An extended activity is to begin a timeline either on the board or on a large sheet of paper. Begin the timeline by writing the date of the Lewis and Clark expedition.

### Day 2:

1. Review the work done on Day 1. For today's lesson, students need their **Signal Words** worksheet and a copy of **The Pony Express Rides Through Kansas** *Read Kansas* card.
2. Pre-read the card with the students; examine titles, pictures, and caption. Discuss what they think is the main topic. Then have students read the card.
3. Using the **Signal Words** worksheet, have the students read the list of key words for the cause-effect text structure. Then reread **The Pony Express Rides Through Kansas** *Read Kansas* card as a class, in groups, or in pairs. Have the students circle the words on their worksheet that they find in **The Pony Express** *Read Kansas* card. Ask the students for the words they found, and then write them on the board under the cause-effect text structure. Using the definition, discuss why it is a cause-effect text structure.
4. Distribute **Cause-Effect** worksheet. Have the students work in groups to complete the worksheet.
5. Add the dates of the invention of the telegraph and the Pony Express to the timeline.

### Day 3:

1. Repeat Day 2 activities using the **Riding the Rails** *Read Kansas* card and the **Description** worksheet. This card is written using a description text structure.
2. Add the date of the railroad coming to Abilene to the timeline.

### Day 4:

1. Repeat activities using the **Trails Across Kansas** *Read Kansas* card and the **Sequence** worksheet. This card is written in a sequence text structure.
2. Add the dates of Good Roads Day to the timeline.

### Day 5:

1. Repeat activities using the **Air Travel** *Read Kansas* card and the **Compare-Contrast** worksheet. This card is written in a compare-contrast text structure.
2. Add the date of Lindbergh's flight to the timeline.

## Assessment

- Evaluate the students' ability to locate the correct signal words on the **Signal Words** worksheet.
- Evaluate the students' ability to correctly complete the graphic organizers for each text structure.

## For the Teacher

Social Studies text is most often written as expository writing. As such, it has organizational patterns called text structures. The five main text structures are sequence, problem-solution, compare-contrast, description, and cause-effect. When students learn how to recognize text structures, they improve their comprehension skills. This lesson combines the five text structures with a history standard. Each card is written in a different text structure and each card addresses a different form of transportation. For more information on text structures, visit the National Education Association website, <http://www.nea.org/reading/usingtextstructure>.

### Answers to worksheet questions:

#### Signal Words worksheet

- *Problem-solution*: problem, solution
- *Cause-effect*: as a result, therefore
- *Description*: for example, for instance, in addition, in particular, specifically
- *Sequence*: another, first, last, next, second, then
- *Compare-contrast*: however, in comparison, like

#### Problem-Solution worksheet

- President Jefferson's Problem: he wanted to know if there was a river route all the way to the Pacific Ocean
- Solution: Jefferson sent Lewis and Clark to explore the new lands looking for a river route to the Pacific Ocean
- Transportation problem: rivers were too shallow for boats
- Solution: railroads eventually provided an alternate form of transportation

#### Cause-Effect worksheet

- Effect: telegraph replaced the Pony Express
- Effect: telegraph improved the speed of communication across the country
- Effect: telegraph reduced the cost to communicate

#### Description worksheet

- railroads brought people to Kansas
- railroads are used to ship wheat and corn grown by Kansas farmers to markets across the country
- railroads are used to ship cattle to markets back east
- railroads are used to sort and carry mail

#### Sequence worksheet

- 1. first, trails were made by buffalo looking for water
- 2. second, trails were used by settlers, traders, and soldiers to travel through the area
- 3. next, roads were made by settlers getting from farms to cities and from one city to another
- 4. then, roads were improved so they could be used by automobiles
- 5. modern highways came last to improve the speed of travel

#### Compare-Contrast worksheet

- 1920s: few airports; airplanes could not go very far; people were interested in airplanes for fun, but not travel; it took 33½ hours to fly across the Atlantic Ocean
- Today: 19,815 airports in the United States; airplanes can travel around the world; people pay to fly from one place to another; it takes 8 hours to fly across the Atlantic Ocean

The materials in this packet may be reproduced for classroom use only. Reproduction of these materials for any other use is prohibited without written permission of the Kansas State Historical Society.

Resources for this lesson are from:

- Kansas State Historical Society collections
- Library of Congress
- Edward Todd (Trails Across Kansas *Read Kansas* card)
- Eric Gevaert (Air Travel *Read Kansas* card)
- Christoph Ermel (Air Travel *Read Kansas* card)

Name: \_\_\_\_\_

## Signal Words Worksheet

### Text Structure

### Signal Words

Problem-solution	difficulty fix problem solution solve
Cause-effect	as a result consequently in order to is caused by leads to thereby therefore
Description	for example for instance in addition in particular specifically such as
Sequence	additionally another first last next second then
Compare-contrast	although by contrast different from however in comparison like similar to unlike whereas yet

Name: \_\_\_\_\_

## Problem-Solution Worksheet

What was President Jefferson's problem?

What was the solution?

What was the transportation problem that Lewis and Clark could not solve?

What was the solution?

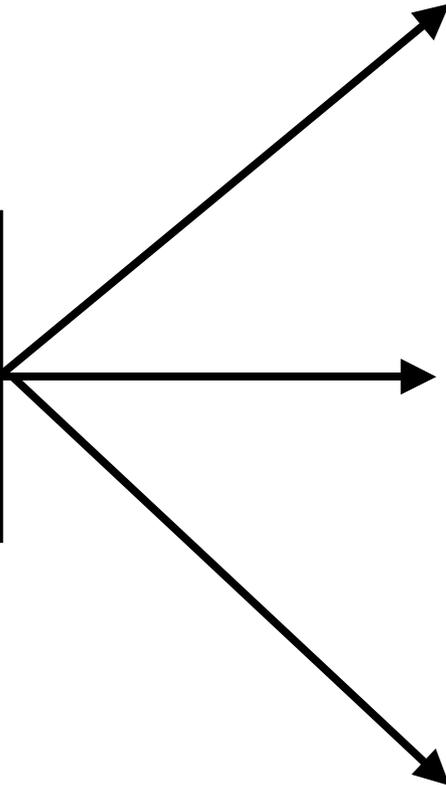
Name: \_\_\_\_\_

# Cause-Effect Worksheet

## Effect on Communication

**Cause**

Development of the telegraph system.



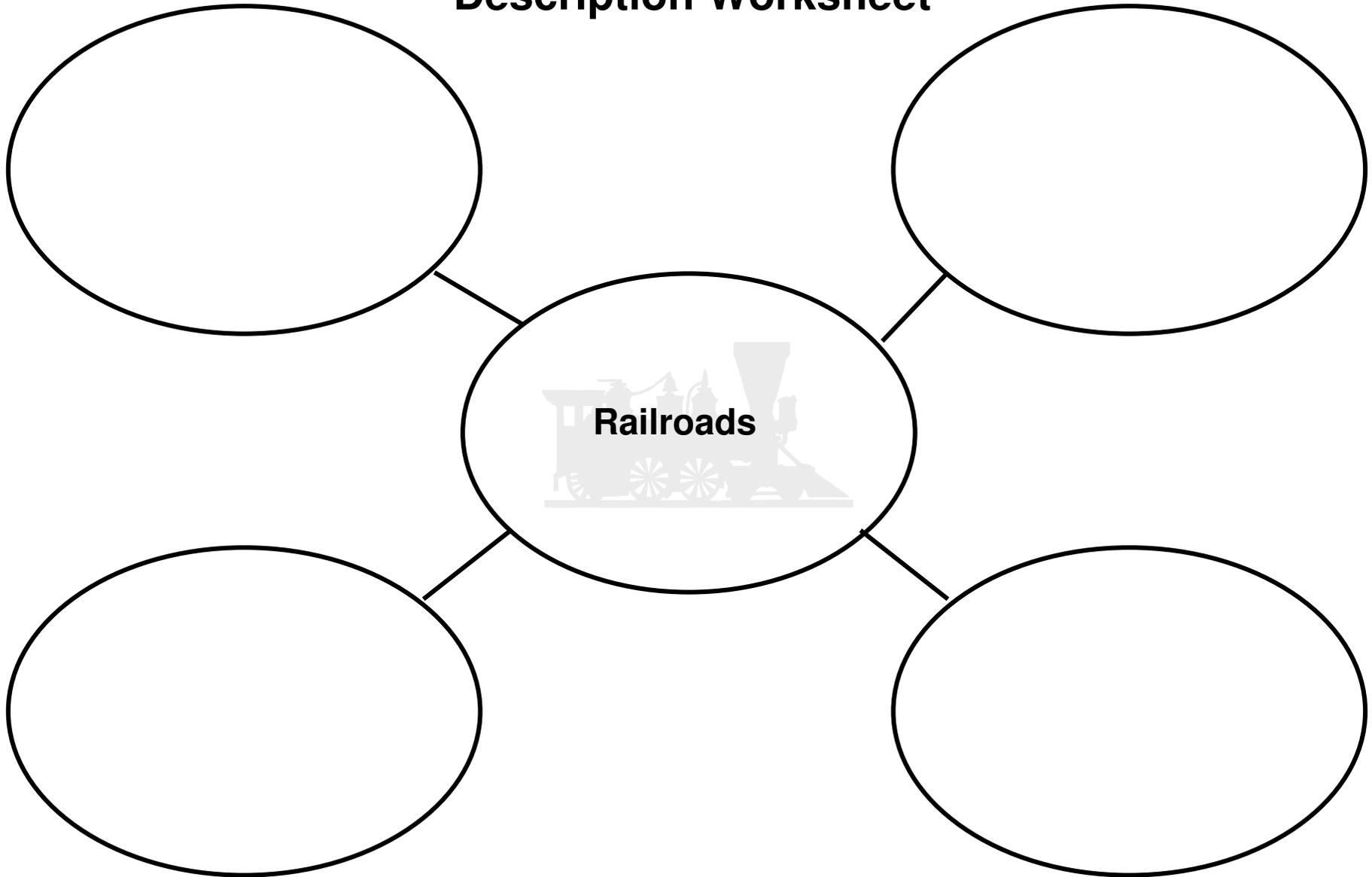
[Empty rounded rectangular box for effect]

[Empty rounded rectangular box for effect]

[Empty rounded rectangular box for effect]

Name: \_\_\_\_\_

## Description Worksheet



Name: \_\_\_\_\_

## Sequence Worksheet

Buffalo paths became modern highways! What was the sequence?

1.



2.



3.



4.



5.

Name: \_\_\_\_\_

# Compare-Contrast Worksheet

