

A Tale of Two Men

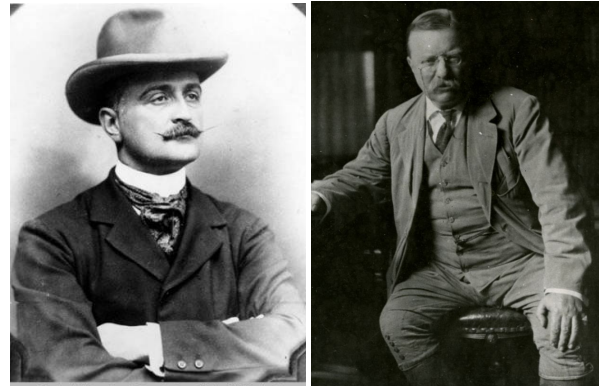
Subjects: History; Social Studies; Language Arts

Location: Classroom

Duration: 1-2 hours

Vocabulary: observation; inference; biography; legacy; entrepreneur; aristocrat; conservation; ethic

ELA Curriculum Standards: RI.4.1; RI.4.4; RI.4.7; RI.4.9-10; W.4.1b; W.4.4; W.4.7-10; L.4.1-6



Objectives: Utilizing the strategy of compare and contrast, students will obtain the skills necessary to identify the differences between observation and inference. They will use these skills to analyze two figures in North Dakota history: Theodore Roosevelt and the Marquis de Mores.

Materials:

- writing materials
- photos and biographies of Roosevelt and the Marquis (provided)
- “Observation vs. Inference” worksheet and Venn diagram (provided)

Background: Theodore Roosevelt and the Marquis de Mores were born in 1858, and both came to the Dakota Territory in 1883. Roosevelt was a young politician from a wealthy, philanthropic family in New York City. The Marquis was a French aristocrat with an entrepreneurial spirit. They would both have homes built in the Badlands, and both would try (and fail) at the boom-business of ranching. Today, their legacy is preserved in the town of Medora and the national park just north of the town.

Procedures:

Introduce students to the concepts of observation and inference. Give or read to them the prompt from the “Observation vs. Inference” worksheet. Use additional examples to demonstrate the concept if necessary. Split students in two groups, or divide into smaller groups (teacher preference). Give some groups the photo of Theodore Roosevelt, others the photo of the Marquis de Mores.

Once your students develop a list of observations and inferences, give or show them the first prompt (the same for both photos). Allow them to respond to the questions, then provide the second prompt for their respective photos. Repeat with the final prompt before allowing them to read the respective biographies of their subject.

After reading about the two men, have groups share with the class their *process of learning* about their subjects. Instruct them to start at the beginning, with just the photo and their initial observations and inferences. Have them share the prompts they were given, what new information they came up with and what old information they were able to discard. They can finish by sharing highlights of the biography they were given to read.

When all groups have shared, give students the Venn diagram worksheet (or work as a class) to compare and contrast the two men. Make sure students include their original observations and inferences.

Evaluation & Extension:

After comparing the two men, ask the students the following questions:

- Were Roosevelt and the Marquis more alike or more different? Explain why.
- List and explain at least 3 ways Roosevelt and the Marquis contributed to society.
- Which man do you think fit in best with the lifestyle of the Dakota Territory? Why?
- Which man would you most like to meet and why?
- You can also do this activity using pictures of the two men’s Badlands homes (see extra materials).

Observation vs. Inference

Do you know what these two words mean? *Observation* comes from the word *observe*. It is something that you notice with your five senses. If you look at a fire engine, you observe that it is big and red. You see it has flashing lights.

Inference comes from the word *infer*. It means you can guess facts about something. You often make inferences from your observations. If you see the fire engine's flashing lights, you can infer there is a fire somewhere.

Observations are usually facts. Inferences can be a fact, but you usually don't know for sure. If you see the lights flashing on a fire engine, it is a fact it has flashing lights. But there might not be a fire – there are other problems fire engines help with.

You are going to look at a picture and make two lists. One list will be your *observations* about the picture. List things you can see and know for sure. The second list will be your *inferences*. List things which you can guess at based on your observations.

| Observations | Inferences |
|--------------|------------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |
| 6. _____ | 6. _____ |
| 7. _____ | 7. _____ |
| 8. _____ | 8. _____ |
| 9. _____ | 9. _____ |
| 10. _____ | 10. _____ |
| 11. _____ | 11. _____ |
| 12. _____ | 12. _____ |
| 13. _____ | 13. _____ |
| 14. _____ | 14. _____ |
| 15. _____ | 15. _____ |



Prompts for Marquis photo

First prompt:

This photo was taken in western Dakota Territory around 1885. Many people moved to the area during this time period. They hoped to make money in the cattle business. These ranchers and cowboys used horses for work. Many carried guns, both for protection and to hunt.

After reading this information, what new inferences can you make about the picture? Which of your first inferences proved to be true? Add more observations and inferences based on the new information.

Second prompt:

The person in this photo was not your average cowboy. He was a wealthy French aristocrat. An aristocrat is a social class based on birth, and usually has more money and power than other people. He came to Dakota Territory to start a cattle ranch. He was raised to believe he was better than other people. Many cowboys and ranchers did not like how he treated others.

Now that you know more about the person in the picture, what new information can you infer? Do any of your inferences change based on your old observations and new information? How?

Third prompt:

This photo is of the Marquis de Mores. It was taken while he was a rancher in the Dakota Territory! Your teacher will give you a short biography about the Marquis de Mores. A biography is a story about someone's life. After reading the biography, compare and contrast your picture with the picture the other group studied. Be sure to include your observations and inferences in your discussion.

Prompts for Roosevelt photo

First prompt:

This photo was taken in western Dakota Territory around 1885. Many people moved to the area during this time period. They hoped to make money in the cattle business. These ranchers and cowboys used horses for work. Many carried guns, both for protection and to hunt.

After reading this information, what new inferences can you make about the picture? Which of your first inferences proved to be true? Add more observations and inferences based on the new information.

Second prompt:

The person in this photo was not your average cowboy. He was from a wealthy family in New York City. He came to Dakota Territory on a hunting trip. On his trip, he decided to start a cattle ranch. He paid a lot of money for custom-made clothes and equipment. These things made him seem strange to normal cowboys and ranchers.

Now that you know more about the person in the picture, what new information can you infer? Do any of your inferences change based on your old observations and new information? How?

Third prompt:

This photo is of Theodore Roosevelt. It was taken while he was a rancher in the Dakota Territory! Your teacher will give you a short biography about Theodore Roosevelt. A biography is a story about someone's life. After reading the biography, compare and contrast your picture with the picture the other group studied. Be sure to include your observations and inferences in your discussion.

The Marquis de Mores



“Marquis de Mores” is actually a title. It is kind of like saying “President Roosevelt” or “Ranger Parker.” Everyone called him the Marquis de Mores. His real name was Antoine Amedee Marie Vincent Amat Manca de Vallombrosa. We will just call him the Marquis - pronounced “mar-key.”

The Marquis was born in Paris, France on June 14, 1858. In France, his family was part of the nobility. This means he was in the upper-class. He inherited lands and money and had connections to kings and queens in Europe.

As a child the Marquis learned French, English, Italian and German. He was a very smart student. He went to college and joined the military. In 1882 he married an American named Medora von Hoffman. The next year they came to the Dakota Territory.

The Marquis had an idea for a business. He wanted to start a ranch. Lots of people were making money raising cattle. Most people shipped live cattle east to slaughterhouses. The Marquis wanted to butcher his cattle in Dakota. Then he would ship the beef on trains using refrigerator cars. This would make him more money than the normal rancher.

A person who starts a new business is called an *entrepreneur*. Often the new business fails, but sometimes people succeed. Entrepreneurs are important for society. They create jobs, invest money, and can create a product or service that people need.

To support his business the Marquis started a whole town! He named the town Medora, after his wife. Together, the Marquis and his wife helped start a newspaper, build a church, and construct an *abattoir* (pronounced “ab-ah-twar,” French for “slaughterhouse”).

The Marquis had a 26-room hunting lodge built above Medora. Most people lived in simple cabins. He was a rich nobleman and wanted a huge house! The home would later be called “Chateau de Mores.”

His business idea was good but the Marquis did not succeed. He was great at coming up with business ideas, but bad at running a business. After a few years the Marquis returned to France. He tried other business ideas around the world, and also entered French politics. The Marquis was killed in Africa in 1896.

After his death, the Marquis’ son gave the Chateau and the land around it to the state of North Dakota. They agreed the house and abattoir (now in ruins) would be kept as a part of North Dakota history. Today you can tour the hunting lodge and walk around the site of his slaughterhouse!



Vocabulary:

Entrepreneur - A person who creates a new business

Abattoir - French for *slaughterhouse*, where livestock are prepared to be sold for people to eat

Chateau - A large French country house

Theodore Roosevelt

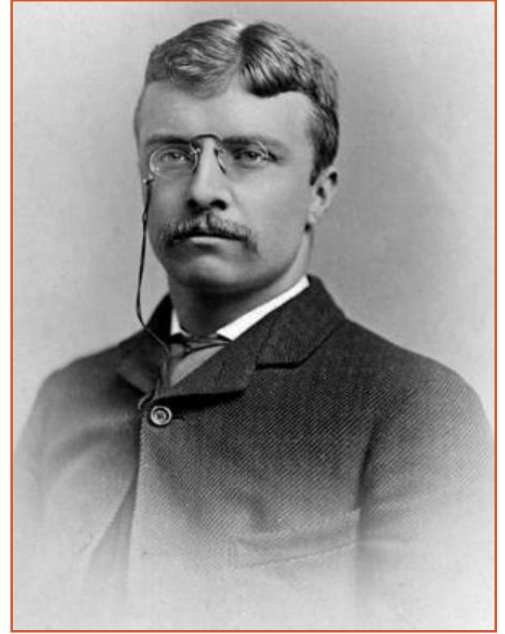
Theodore Roosevelt was born on October 27, 1858, in New York City. He came from a wealthy family. Because of their good fortune, the Roosevelts believed in helping others who were not so lucky. This is called philanthropy.

Theodore was a smart kid who loved playing outside. He would write about the animals he found on his adventures. He had a condition known as asthma, which made it hard for him to breathe. Although he was a small boy, Theodore exercised and spent more time outdoors. This helped him become stronger.

At Harvard University, Roosevelt studied science, languages and politics. Although he wanted to be a scientist, he decided to start a career in politics. He still studied nature, and kept exploring the outdoors on hunting and camping trips.

In 1883, Roosevelt came to the Dakota Territory on a hunting trip. It only lasted two weeks, but he loved his experience. He invested money in a cattle ranch, and came back the next year to start his business. It was not just business for Roosevelt, however. He wanted to explore and hunt in the American West. Being a rancher in Dakota gave him that chance.

Roosevelt also had a deep personal loss. Between his first hunt and becoming a rancher, Theodore's wife and mother both died. Coming back to Dakota was a way for him to mourn - to heal from his sadness. Working with cowboys and hunting in the Badlands helped him move on with his life.



The cowboys and ranchers Roosevelt met in Dakota thought he was strange. He had an accent and talked differently than they did. They made fun of Roosevelt for how he dressed, and for his glasses. But Roosevelt showed them he was an honest, hard-working man. The ranchers grew to respect him, and they became friends.

While he was a rancher, Roosevelt saw the West change. Animals like bison and elk disappeared. Grasslands suffered from too many cattle. Roosevelt knew that people needed to use the land to survive. But he saw people abuse natural resources to a point where we had none left.

When he returned to politics, Theodore Roosevelt worked to conserve resources. He wanted to protect areas from too much use. His ideas helped create a *conservation ethic* – the belief that we could use resources without letting them disappear.

As president, Roosevelt protected areas for future people. When a person does something for people who will live after them, it is called a *legacy*. Today, the legacy of Theodore Roosevelt is found at the national park named after him. You can tour the cabin he used as a rancher and walk in the footsteps of a great American President.

Vocabulary:

Conservation - From the word *conserve*, meaning to use something without letting it disappear

Ethic - What a person or group believes is right and wrong

Legacy - Something left behind by a person for others to use or learn from

Venn Diagram

Theodore Roosevelt

Compare & Contrast

Marquis de Mores

