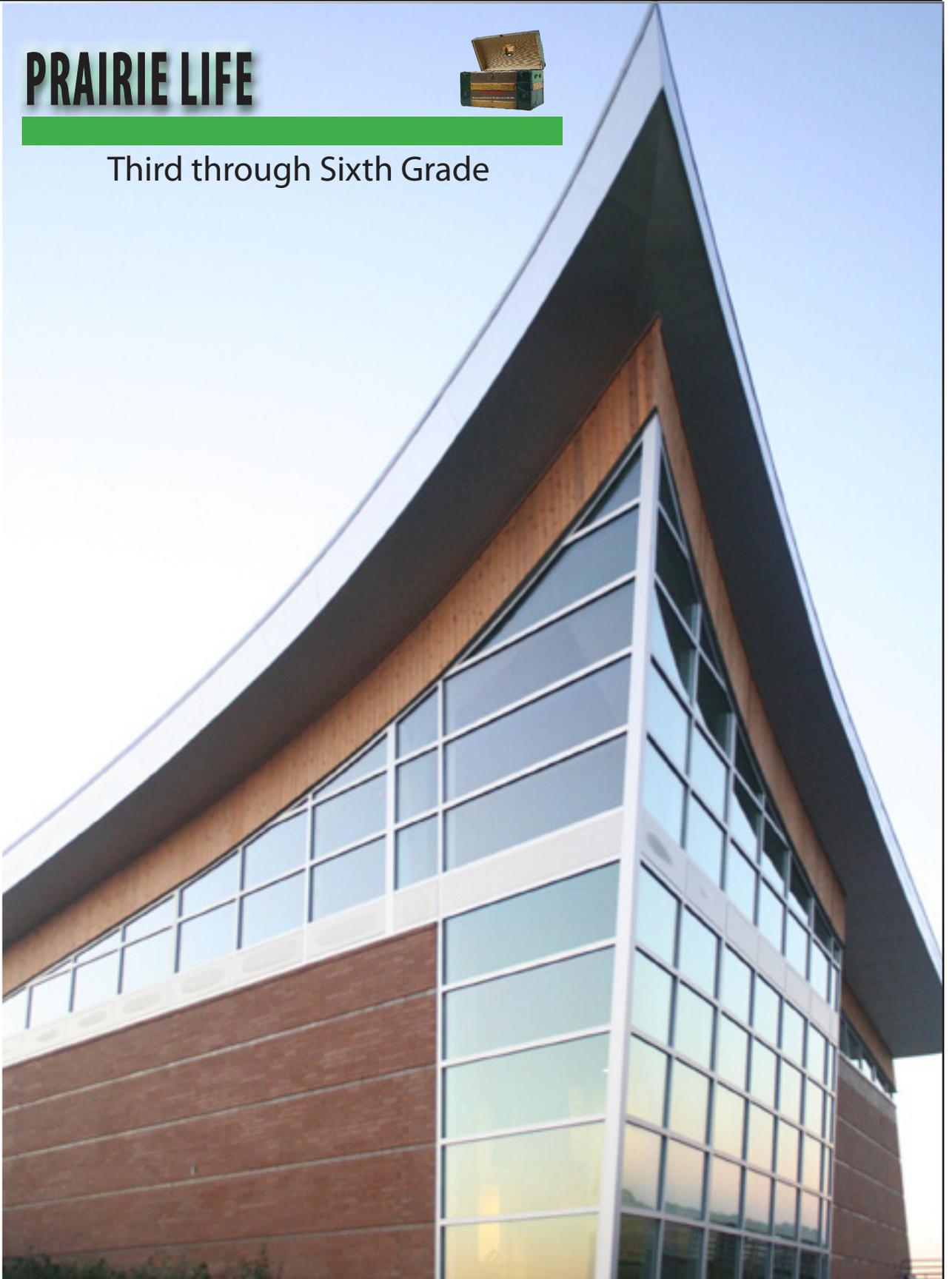


Free Land was the Cry!

PRAIRIE LIFE



Third through Sixth Grade



Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
of America, Nebraska



ACKNOWLEDGEMENTS

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Merrith Baughman, Chief of Interpretation and Resource Management,
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Pioneers of Public Education



‘Go West, Young Man!’
Horace Greeley

‘God speed the plow... By this wonderful provision, which is only man’s mastery over nature, the clouds are dispensing copious rains... [the plow] is the instrument which separates civilization from savagery; and converts a desert into a farm or garden...

To be more concise, **Rain follows the plow.**’

Charles Dana Wilber



‘Pa did not like a country so old and worn out that the hunting was poor. He wanted to go west. For two years he had wanted to go west and take a homestead, but Ma did not want to leave the settled country.’

Laura Ingalls Wilder



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Each national park site has its own special story to tell. Homestead National Monument of America’s story is about homesteading To learn more about what may be the most influential piece of legislation this country has ever created go to www.nps.gov/home or visit Homestead National Monument of America. Located in Nebraska, the Monument includes one of the first 160 acres homestead claims but tells the story of homesteading throughout the United States. Nearly 4 million claims in 30 states were made under the Homestead Act and 1.6 million or 40 percent were successful. The Homestead Act was not repealed until 1976 and extended in Alaska until 1986. Homesteads could be claimed by “head of households” that were citizens or eligible for citizenship. New immigrants, African-Americans, women who were single, widowed or divorced all took advantage of the Homestead Act. It is estimated that as many as 93 million Americans are descendents of these homesteaders today. This is a story as big, fascinating, conflicted and contradictory as the United States itself. Learn more!

Some of the ideas in this lesson may have been adapted from earlier, unacknowledged sources without our knowledge. If the reader believes this to be the case, please let us know, and appropriate corrections will be made. Thank you.

PROGRAM DESCRIPTION



For homesteaders, life on the Plains was rough and hard. Everyone had to pitch in to help the family survive. The men plowed, planted, and harvested the crops.

They took the grain to the nearest mill, which could take several days of traveling. The women took care of the house and the garden. They often sold butter and eggs to supplement the family income. This money paid for the extras the family could not otherwise afford. Children helped out wherever they were needed. They might gather buffalo or cow chips for fuel, herd the animals, help in the fields, or any other tasks that needed to be done.

Helping out one's neighbor was common place on the plains. Settlers held gatherings or bees. Neighbors might help plow a field, build a barn or house, or husk the corn. These bees were opportunities for homesteaders to help each other out and socialize at the same time.

Hardships abounded on the prairie. Home-

steaders faced many difficulties while living on the Great Plains. Isolation and loneliness created some of the most difficult moments, especially for women who seldom left their homesteads.

The climate of the plains was harsh to the homesteaders. One year a homesteader might face a drought while the next year a flood might ruin every hope of an abundant crop. Prairie fires and grasshopper invasions were also constant threats.

Many homesteaders could not handle the overwhelming obstacles in their path. Those who came to homestead with the lure of cheap lands left "busted and disgusted" at the hard life on the prairie. In several areas almost half the homesteaders left. Others stayed to "tough it out."

At one time or another many homesteaders had to face making the decision to stay on their homestead or head back east. There is no doubt that life was hard. For many, the cost of staying was too high.

'Uncle Sam is Rich Enough to Give Us All a Farm.'

1850's popular song

Lyrics to song in the back of this unit

CURRICULUM OBJECTIVES

- Students will learn about life in the homesteading era.
- Students will be able to name different chores a homesteader would have to do each day.
- Students will pack an 1880's lunch.
- Students will learn about school yard games from the 1880's.
- Students will be able to identify the impact the media can have on how an event is remembered.
- Students will be able to understand the routine in the daily life of a homesteader.
- Students will determine the difference between grasshoppers and locusts.

NATIONAL STANDARDS

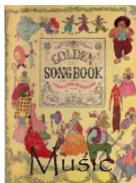
This unit is broken up into different grade levels, so there are many standards that could apply. These are just a few of them.

NL-ENG.K-12.1 READING FOR PERSPECTIVE

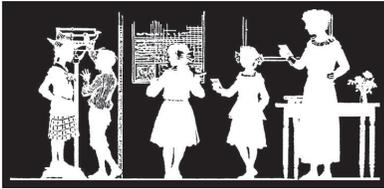
Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.5 COMMUNICATION STRATEGIES

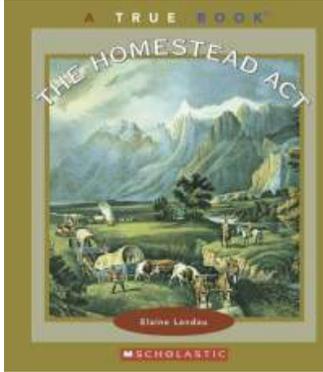
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

SPECIAL ICONS		<i>Enrichment Activities</i>		Cool Internet Sites:		<i>Language Arts</i>
	Indicates a reproducible handout is included		Indicates an additional math lesson		Indicates an additional music or art activity	
		Indicates advanced lessons				Indicates an additional language arts lesson

Station Activity #1



THE HOMESTEAD ACT, A TRUE BOOK



The Homestead Act, A True Book

by Elaine Landau

The Homestead Act of 1862 opened the door to settlement in the American West. The act promised acres of public land to nearly anyone who filed a claim and lived on the property for five years. It encouraged thousands to leave their homes to seek new opportunities and in the process changed the landscape of the West forever.

Introductory Set

As a class or have students discuss together in their groups:

Why does your family live in the community that they do?

Why do people move from one place to another?

Imagine you are living in the 1860's, where in the United States would you most likely live?

Remember: American Indians lived throughout the 30 homesteading states, but there were few others living on the plains.

Process

Individually or in their group, have students read the book "The Homestead Act, A True Book" .

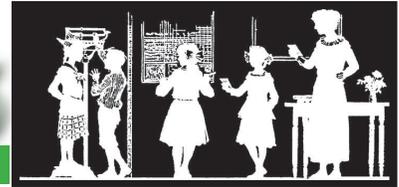
Students should answer the following questions in regard to the Homestead Act, A True Book:

- What did people see and hear that made them think about moving west?
- What did the government want that caused them to break their treaties with the American Indians?
- What were some challenges to getting people to move to the new frontier?
- How did the government make it easier for people to move west?
- Discuss with the students the meanings of the important words.

There is a crossword in the Homestead Handouts to reinforce definitions.



WAGON WHEELS



The Homestead Act went into effect January 1, 1863, the same day that President Lincoln issued the Emancipation Proclamation, setting African-Americans free. Remember the Civil War is still raging on during this time. Many African-Americans began looking to the west as a place where they would finally have the freedom to own their own land.

This station discusses the book *Wagon Wheels* by Barbara Brenner. It is a story of a black family emigrating from Kentucky to Nicodemus, Kansas after the Civil War. They had heard about the free land of the Homestead Act.

This is an easy book to read, so there are varying levels of questions for older students indicated with an asterisk. Copies of both sets of questions are available in the Homestead Handouts.

Here is a sampling of the questions:

Why did Mr. Muldie leave?

Who did he leave in charge and how old are they?

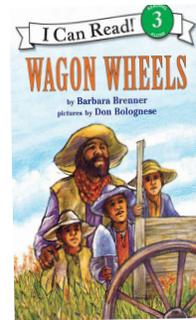
* Do you think you could have hunted and fished for your own food?

Why did everyone run for the river?

* Prairie fires are not always bad. How can a prairie fire be good?

How far did the Muldie brothers have to go and how did they travel?

* If the Muldie brothers had to walk 150 miles, and it took them 22 days to get there, how many miles did they average each day?



Enrichment Activities



Important pieces of our history are preserved by the National Archives and Records Administration. The Emancipation Proclamation, like the Homestead Act of 1862 is among the top 100 Milestone Documents.

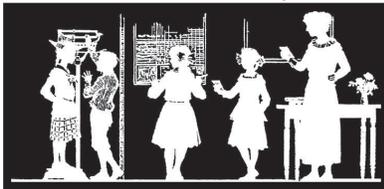
Read the document and find out more details at

<http://www.ourdocuments.gov/doc.php?flash=true&doc=34>



Each national park site has its own special story to tell. Homestead National Monument of America's story is about homesteading, but there are other sites to visit which will increase your understanding of the pioneer experience. Former enslaved African Americans left Kentucky in organized colonies at the end of the of post-Civil War Reconstruction period to experience freedom on the free soils of Kansas. Nicodemus National Historic Site tells the story of African Americans in the western expansion and settlement of the Great Plains. It is the oldest and only remaining all Black Town west of the Mississippi River. Visit www.nps.gov/nico for more information.

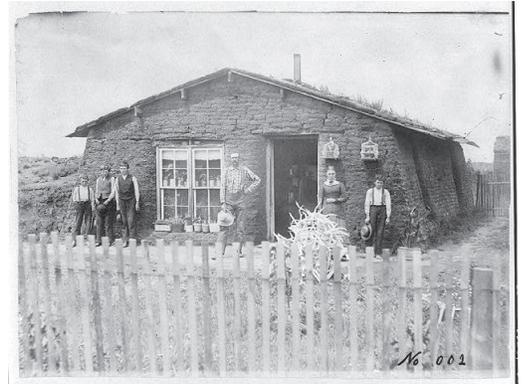
Station Activity #3



HOMESTEAD SHELTERS

Historians use several types of evidence to learn about what it was like to live in a sod house. They study diaries and letters written by people who lived in them, stories handed down through families, surviving sod houses, photographs, and objects that homesteaders used.

Photographs can be important sources of information, but they don't always represent the truth. During the Homesteading era people often included things in their picture that would make them look successful, like musical instruments, sewing machines, children's toys, livestock and watermelons.



In this unit students will learn about the types of homes that homesteaders built and using pictures from that era (primary source documents) analyze the different types of homestead shelters.

Materials Needed

Heading West Life with the Pioneers by Pat McCarthy
Library of Congress Photos of Homestead Shelters
Photo Analysis Worksheets

Introductory Set

In their groups at this station, have students discuss the following questions:

- What types of structures do people live in?
- Why do people build different types of dwellings?
- What is the relationship between land, climate and shelter?

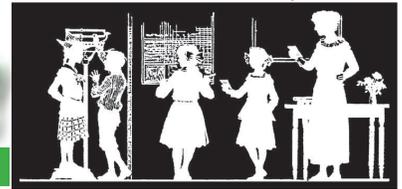


Procedure

Students should take turns reading in their groups pages 41-47 in *Heading West Life with the Pioneers* by Pat McCarthy about Pioneer Homes.

After reading this selection, have students work as a group or in small teams to answer the Detective Questions about each photograph. Have students discuss their answers with each other.

WHAT'S IN YOUR POCKETS?



Everyone had responsibilities or chores to do around the homestead. It was important that everyone work hard to ensure the success of the family. In this unit students will find out the differences in the chores that men, women and children have to do.

Materials Needed

Heading West Life with the Pioneers by Pat McCarthy

Denim Pockets

What's in Your Pockets worksheet

Introductory Set

In their groups at this station, have students discuss the following questions:

What types of chores do you do at home?

Do you think homesteaders would have done those chores?

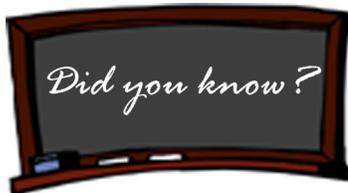
How are they the same or different today?

Procedure

Students should take turns reading in their groups pages 69-95 in *Heading West Life with the Pioneers* by Pat McCarthy about Pioneer Men and Women. They may skip the sections with the activities.

After reading this selection, have students work as a group or in small teams to find out what is in each pocket. Each pocket contains items related to chores done by men and women. Using the items found in the pockets, students will identify the chore and why it was important. Have students discuss their answers with each other.

Variation: You may take all the items out of both pockets and have the students sort them back into the appropriate pocket.



What Else Did Girls Learn?

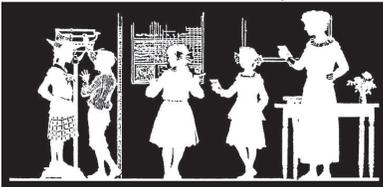
If you were a girl you would learn to make soap and candles and how to make clothes for the whole family. You would also learn how to cook on a cookstove. You would learn to plant and grow food in a garden. You would make bread and butter, and learn to cook meals.



What Else Did Boys Learn?

If you were a boy you would learn how to do the farm work. You would learn how to plow. You would learn how to drive the oxen and horses. A boy would have to learn how to work the machinery used to cut the wheat and the hay. You would also learn how to build houses and barns, and to repair tools.

Station Activity #5



THE CHILDREN'S BLIZZARD OF 1888



Blizzards are characterized by low temperatures (usually below 20 degrees fahrenheit) and accompanied by winds that are at least 35 mph or greater. There must also be sufficient falling and/or blowing snow in the air that will frequently reduce visibility to 1/4 mile or less for a duration of at least 3 hours. A severe blizzard is considered to have temperatures near or below 10 degrees fahrenheit, winds exceeding 45 mph, and visibility reduced by snow to near zero.

www.weather.com/encyclopedia

On Jan. 12, 1888, a sudden fierce blizzard slashed across the Midwest. The temperature fell to between 30 and 40 degrees below zero. A howling northwest wind swept the plains. The storm raged for 12 to 18 hours and is probably the most severe single blizzard to have hit the plains since settlement began after the passage of the Homestead Act of 1862.

The storm had its greatest impact on children in portions of Nebraska and South Dakota. Therefore, it was later named the Children's Blizzard, the Schoolchildren's Blizzard or the Schoolhouse Blizzard due to the high proportion of children that died.

“Winds accompanying the storm whipped snow into the air, limiting visibility to near zero, which made even the shortest journey difficult at best. But the real killer in this storm was the frigid air advancing behind the low pressure system to replace the spring-like conditions that

preceded the storm,” according to Dr. Keith C. Heidorn, in an article on The Weather Doctor website.

As darkness fell, temperatures from Montana to Kansas plunged to double digits below zero. When the sun rose on the glittering windless morning of January 13, hundreds lay frozen to death on the open prairie -- many of them children.

Materials Needed

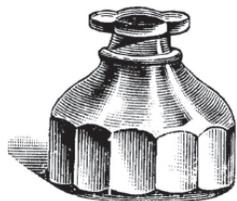
Internet Access

What Happened to the Weather worksheet

Procedure

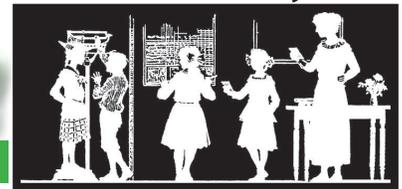
Go to <http://www.islandnet.com/~see/weather/events/childrensblizzard.htm> and answer the questions on the What Happened to the Weather? worksheet available in the Homestead Handouts. Students may work together in their group, individually or in small teams.

Enrichment Activities



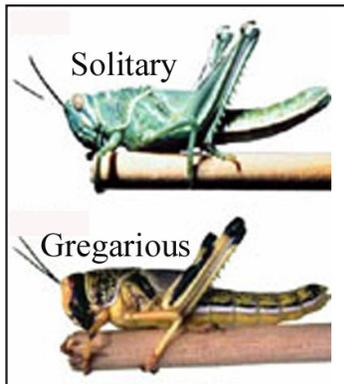
The biggest natural disaster of recent years is Hurricane Katrina, and there are some striking parallels between Katrina and The Children's Blizzard. Both affected large geographical areas; both were forecast well in advance but nonetheless caught residents unprepared; both provoked a huge response in the media.

Do you think The Children's Blizzard was the Hurricane Katrina of its day? What, if anything, have we as a nation learned since 1888 about how to cope with natural disaster?



GRASSHOPPER PLAGUE OR WAS IT?

Many people use the words grasshopper or locust interchangeably. However, there is a scientific difference between the two. The difference between the two is not body structure. It is a difference of behavior. Grasshoppers always look and act the same way. A grasshopper tends to stay in one place and leads a rather solitary life. Locusts can change how they look and behave. They can change from its solitary form to a new form



called its gregarious form where the locust gathers with others to form a large band of migrants. A locust in its solitary form will be colored green or brown. This allows for the locust to blend in and hide among the plants that it eats. In contrast, the gregarious form is brightly colored and stands out. This enables the group of locusts to see one another and stay together.

What causes a solitary locust to turn into a gregarious one? If the area becomes too crowded with grasshoppers, they may all develop the urge to move on. If there is a period of drought, a fire, or a flood, they may need to leave their original feeding grounds to find another place with more food. Body temperature is also an important factor. If their bodies become warmer than usual, they

may move out of an area in a huge swarm.

Migrating locusts leave a wide path of destruction behind them. They will eat everything in their path. After eating the leaves on trees, they will even feed on the bark. Feeding on grass in pastures leaves the plants so short that the plants are killed or permanently damaged. After the locusts leave, the farmers then have problems with wind and water erosion.

It is often difficult to control migrating insects. Farmers try to plow or disk cropland in the fall to bury the eggs deep enough so that the nymphs cannot emerge in the spring. Special metal guards or fences have been used to try and trap the moving locusts. Poisonous baits have been set out to try and kill the adults before they lay their eggs. Airplanes have been used to spray chemical pesticides over large areas as well.

Locusts are strong flyers and can fly amazing distances. African locusts have flown all the way to England. People at sea have even sighted swarms of locusts as far as 1,200 miles out to sea! Early homesteaders often saw entire fields of wheat and corn completely destroyed by swarms of locusts.

Materials

Heading West Life with the Pioneers by Pat McCarthy

Procedure

Read pages 27, 61, 73-74 and 87 about weather on the prairie.

Write a journal entry

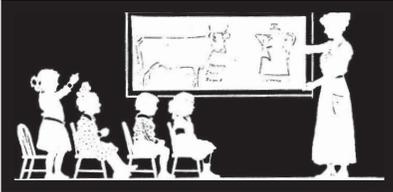
After reading about the weather and what you know about the difference between locusts and grasshoppers, assume that you are a homesteader and you have been caught in some type of weather event. Choose from a blizzard, prairie fire, locust invasion, tornado or any other event. Write your journal entry, do not use a computer as those were not available to homesteaders. Print or write in cursive legibly.

Locust Invasions from 1870 to 1880

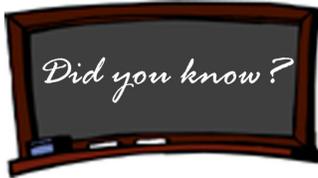


Map of North America showing approximately the probable native home of the Rocky Mountain Locust in yellow; the country subject to invasion in orange and red, and the eastern limit reached by it in green. Prepared by C.V. Riley.

Classroom Activity #1



LET'S HAVE A PICNIC



Student Rules in 1860

Boys and girls shall file into the classroom in separate lines and be seated quietly on opposite sides of the room.

Boys shall remove their caps when entering.

Children must sit up straight at all times.

Children must not squirm, fidget or whine.

There will be a daily inspection of neck, ears and fingernails prior to class to ensure cleanliness of person.

Young ladies must never show a bare ankle; girls' and boys' clothing should cover arms and legs completely.

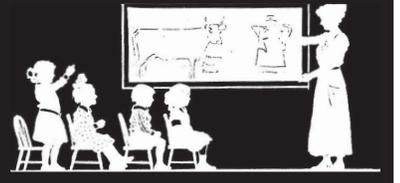


Many one-room schools ended the school year with a school picnic. This picture was taken at Freeman School now protected as part of Homestead National Monument of America in 1911. The students are around a Maypole. Have students bring a box lunch with simple food pioneer children might have brought in their lunches, such as bread and butter sandwiches and apples. Follow the lunch with games.

Suggestions for Pioneer Lunches

- Corn muffins, cold pancakes, homemade bread
- Cheese
- Jelly or jam sandwiches
- Meat sandwiches
- Dried meat, jerky
- Hard boiled egg
- Fresh fruits
- Fresh vegetable
- Cookies
- Wrap lunch items in a box or pail

LET'S HAVE A PICNIC



Suggestions for Pioneer Games

Blindman's Bluff-Outdoor

A blindfolded player is led into the center of the circle. As the player turns around three or four times, the people in the circle chant:

“How many horses has your father got?”

“Three.”

“What colors are they?”

“Black, blue and gray.”

“Turn about, and turn about, and catch whom you can.”

The blindfolded player then tries to capture someone and guess their name. If the player does not guess the right name, they must try again with a new person. When successful the person captured and named correctly, must in turn be blindfolded.

Cat and Rat-Outdoor

Two players are selected, one as the Cat and one as the Rat. The other players stand in a circle holding hands, with arms outstretched and held high. The Cat and the Rat start on opposite sides of the circle. The following exchange precedes the game:

Cat: I am the Cat

Rat: I am the Rat

Cat: I will catch you

Rat: You can't

Rat: Ready

The chase begins. The Rat runs in and out of the circle of players, underneath their arms. The Cat must follow the exact course of the Rat or he is “crowned” and another Cat is chosen. If the Rat is caught, the Cat becomes the Rat and chooses another Cat.

Follow the Leader-Outdoor

One player is the leader and runs at the head of the line. He runs in and out, hopping and clapping his hands. Any player who fails to follow the leader and do as he does must drop out of the game. The game continues until all have been eliminated.

Red Lion -Outdoor

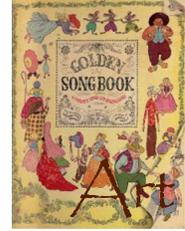
Select a Lion and a Lion's Keeper. The Lion stands in the 'den' with the Lion's Keeper nearby. The rest of the players walk slowly towards the den and chant, “Red Lion, Red Lion, come out of your den. Whoever you catch will be one of your friends.” When the players get close, the Lion Keeper shouts, “Loose!” and the Lion runs out to chase everyone except the Lion Keeper. If the Lion catches someone, they must say “Red Lion” three times while holding the tagged player and then the tagged player becomes a Lion. They both return to the den and start chasing the others until everyone is caught.

Egg-in-the-spoon-Indoor

Divide the group into two, three or four teams. Have the first player on each team place an egg on a spoon. When “Go!” is shouted the first person on the team goes up and comes back with their egg on the spoon and then gives the spoon to the next person in line. The first team to have all their players go down and back wins.

I Spy-Indoor

I Spy is a searching game. To play, one person looks around the room and selects an object. They whisper the answer to the teacher or another person and then give a clue to the other students by saying something like “I Spy with my little eye something that is red”. The other students take turns guessing what the mystery object is.



A thaumatrope was a favorite settler toy. Each side of the thaumatrope had a picture. When the strings on either side of the pictures were twisted and released, the thaumatrope spun around, making the two pictures appear to be a single image. Follow the directions to make your own version of this pioneer game or use the designs in the Homestead Handout and make your own.

1. Cut a circle from cardboard.
2. Color or draw your own design on each side.
3. Glue the circles together if need be.
4. Punch one hole on both sides of the circle.
5. Secure a loop of string through each hole. The loops should be short enough so that you can easily hold the device while it is stretched out.
6. Hold the string ends one in each hand and “wind” the thaumatrope by flipping the disk, which will cause the string loops to twist. Once the loops are good and twisted, gently pull them, and the disc will spin.
See complete instructions in station folder.

ADDITIONAL RESOURCES

Heading West: Life with the Pioneers by Pat McCarthy, Chicago Review Press, 2009

In All Its Fury Stories and Reminiscences collected and compiled by W.H. O’Gara, J & L Lee Books, 1988

The Homestead Act, A True Book, by Elaine Landau, Children’s Press, 2006

The Schoolchildren’s Blizzard by Marty Rhodes Figley, Millbrook Press, 2004

The Schoolhouse at Prairie View by Marshall Barber, University of Kanas Press, 1953

The Sod House Frontier by Everett Dick, Johnsen Publishing Company, 1975

Wagon Wheels, by Barbara Brenner, Harper Collins, 1978

The Homestead Act, A True Book

Why does your family live in the community that they do?

Why do people move from one place to another?

Imagine you are living in the 1860's, where in the United States they would most likely live?
Remember: American Indians lived throughout the 30 Homesteaded states, but there were few others living on the plains.

What did people see and hear that made them think about moving west?

What did the government want that caused them to break their treaties with the American Indians?

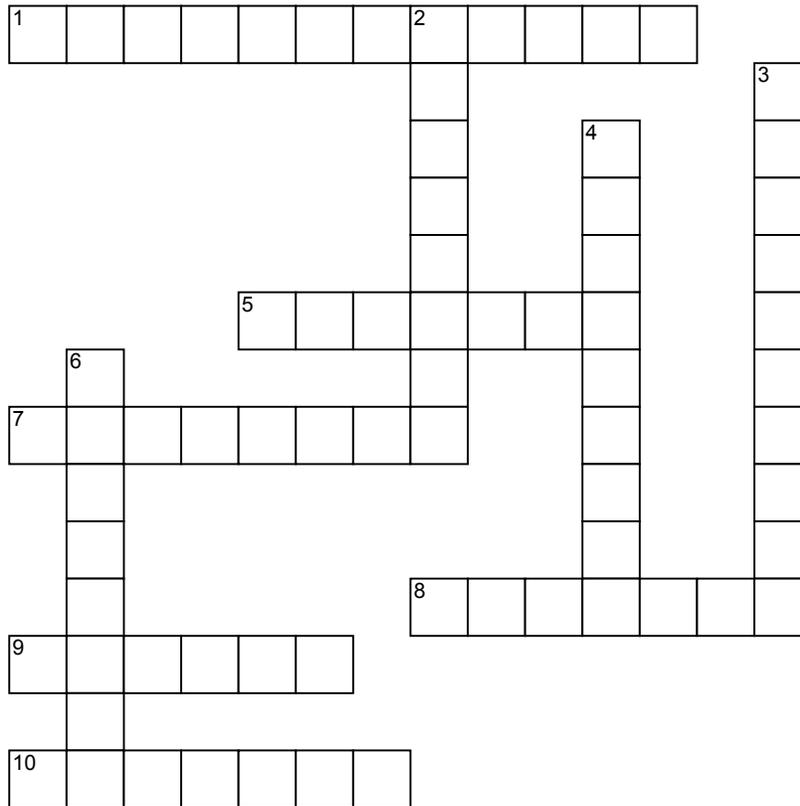
What were some challenges to getting people to move to the new frontier?

How did the government make it easier for people to move west?

Complete The Homestead Act True Book Vocabulary Crossword Puzzle.

The Homestead Act

True Book Vocabulary



This puzzle was made by Homestead National Monument of America using Crossword Weaver(TM)

ACROSS

- 1 areas of land on which some American Indians were forced to live
- 5 a large grassy area with few trees
- 7 long periods of very dry weather
- 8 sod houses made of dirt and grass bricks cut from the soil
- 9 women whose husbands have died
- 10 to develop or improve the land

DOWN

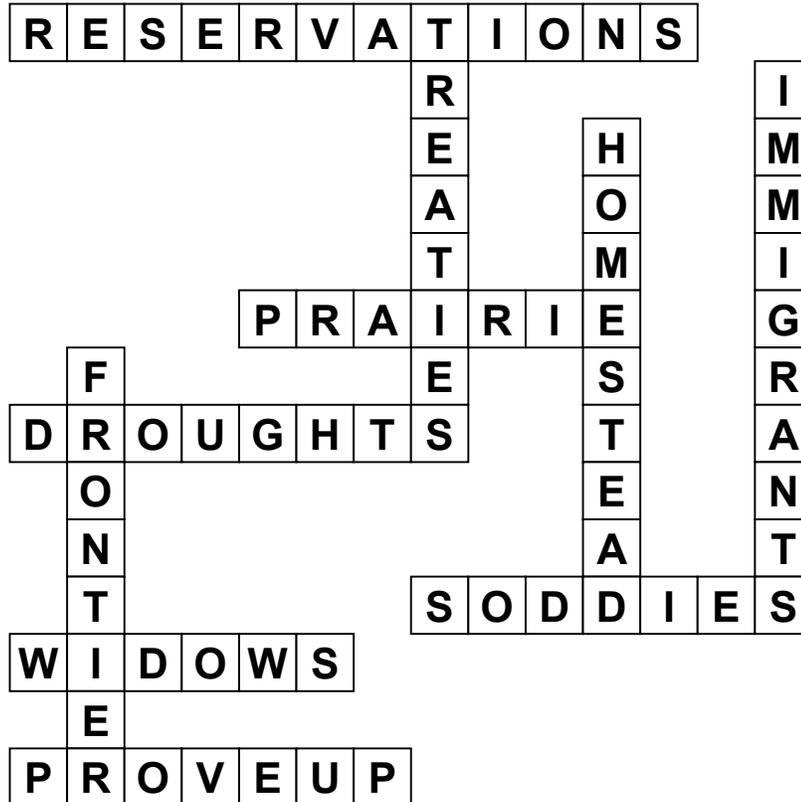
- 2 formal agreements between groups, such as the United States government and Indian nations
- 3 people who come to a new country to live there permanently
- 4 a piece of land given by the government to a settler
- 6 the edge of an area that is still largely unsettled by people

WORD BANK: Droughts, frontier, homestead, immigrants, prairie, proveup, reservations, soddies, treaties, widows.

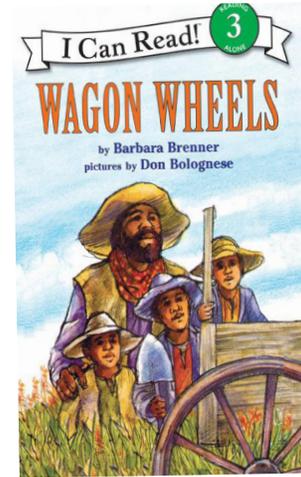
The Homestead Act

True Book Vocabulary

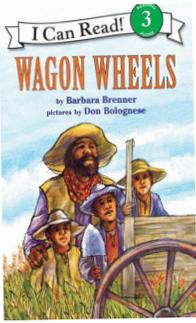
Solution:



Wagon Wheels



1. What kind of house did the Muldie family build?
2. Why did they have to build this kind of house?
3. What made their house a home?
4. What did the Muldie family need?
5. Why couldn't they get it? Who helped them?
6. How did the Muldie brothers first feel about those that helped them?
7. Why did Mr. Muldie leave?
8. Who did he leave in charge and how old are they?
9. Why did everyone run for the river?
10. How far did the Muldie brothers have to go and how did they travel?
11. What visitor did they have during the night during their trip and how did they get them to leave?



Wagon Wheels

1. What kind of house did the Muldie family build and why?
2. What made their house a home? What would you experience in a house like this?
3. What did the Muldie family need? Why couldn't they get it? Who helped them?
4. How did the Muldie brothers first feel about those that helped them? What did Pa say about them?
5. Why did Mr. Muldie leave? Who did he leave in charge and how old are they?
6. Do you think you could have hunted and fished for your own food?
7. Prairie fires are not always bad. How can a prairie fire be good?
8. How far did the Muldie brothers have to go and how did they travel?
9. What visitor did they have during the night during their trip and how did they get them to leave?
10. If the Muldie brothers had to walk 150 miles, and it took them 22 days to get there, how many miles did they average each day?

Bonus: Choose somewhere that is between 150 and 200 miles from where you are.

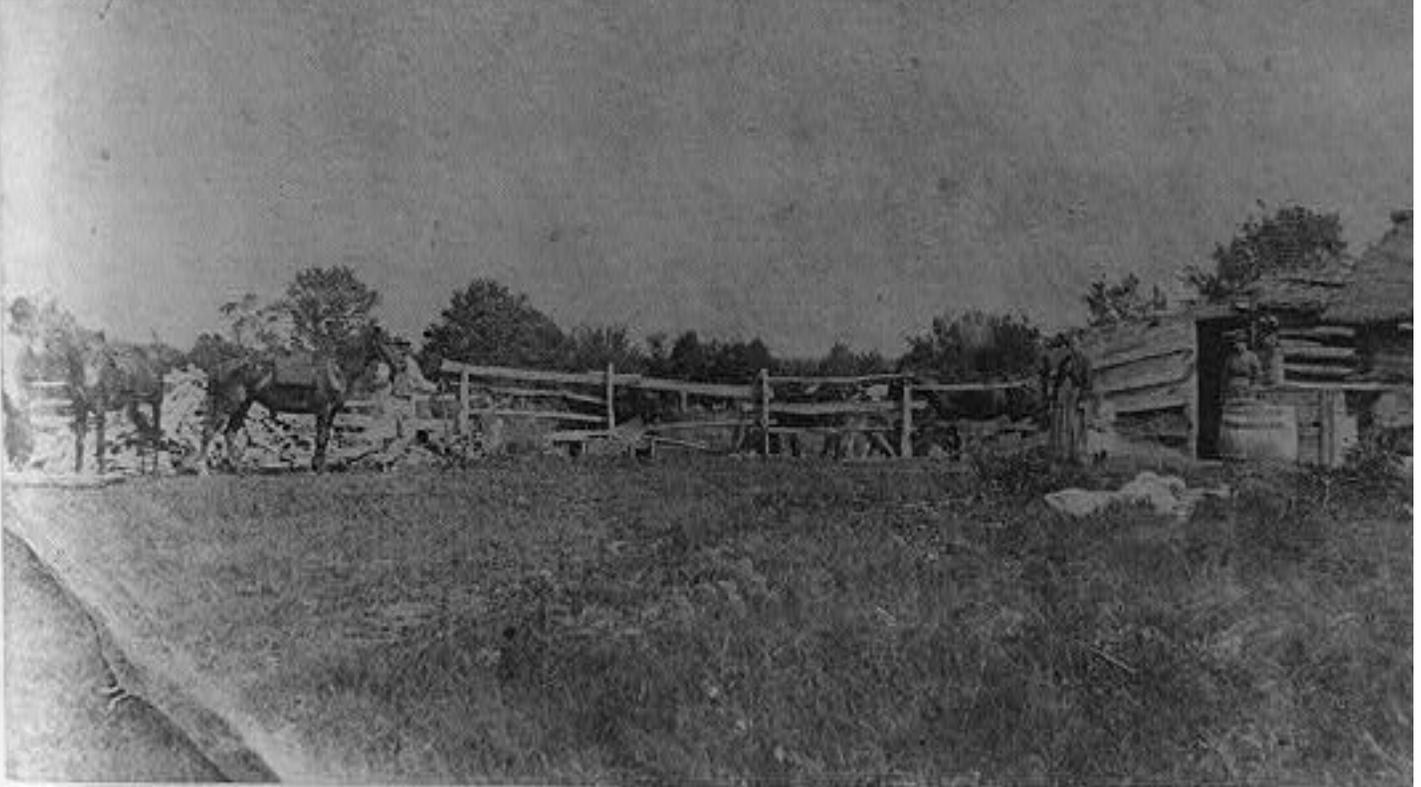
Using a map, map the route you would take. How long would it take you to get there?

How is your mode of travel different than the Muldie brother?

Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
Of America, Nebraska



First Homestead

Library of Congress LC-USZ62-15307

Make a list of people in the photograph. Why are they in this picture together? How do you know?

What types of animals are in the photograph? Why do you think they were included?

What objects can you find in the photograph? What do they tell you about the people's lives?

Can you tell what time of year it is by looking at the photograph? How? (Hint: Look at shadows)

Does this photo feature a dugout, log cabin or sod house? How do you know?

What do you think happened just before the photograph was taken? What do you think happened afterwards?

Are any of the people blurry? Why do you think people are blurry in photographs back then?

Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
Of America, Nebraska



Library of Congress LC-USZ62-8276

Make a list of people in the photograph. Why are they in this picture together? How do you know?

What types of animals are in the photograph? Why do you think they were included?

What objects can you find in the photograph? What do they tell you about the people's lives?

Can you tell what time of year it is by looking at the photograph? How? (Hint: Look at shadows)

Does this photo feature a dugout, log cabin or sod house? How do you know?

What do you think happened just before the photograph was taken? What do you think happened afterwards?

Are any of the people blurry? Why do you think people are blurry in photographs back then?

Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
Of America, Nebraska



Library of Congress LC-USZ62-30383

Make a list of people in the photograph. Why are they in this picture together? How do you know?

What types of animals are in the photograph? Why do you think they were included?

What objects can you find in the photograph? What do they tell you about the people's lives?

Can you tell what time of year it is by looking at the photograph? How? (Hint: Look at shadows)

Does this photo feature a dugout, log cabin or sod house? How do you know?

What do you think happened just before the photograph was taken? What do you think happened afterwards?

Are any of the people blurry? Why do you think people are blurry in photographs back then?



What's in Your Pockets?

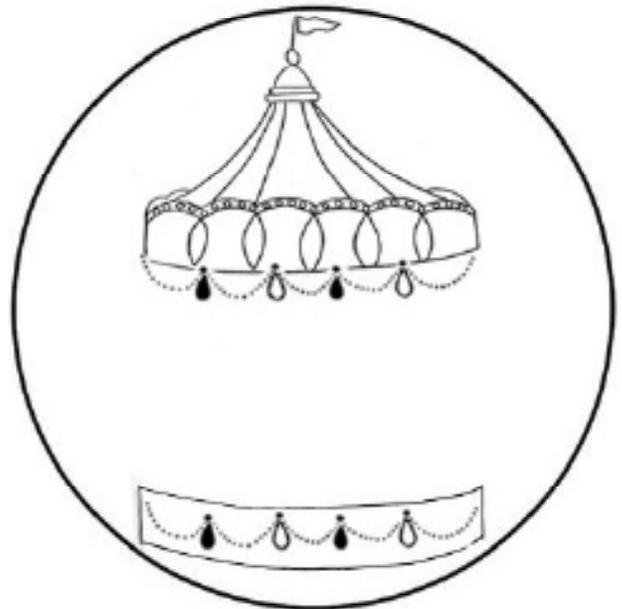
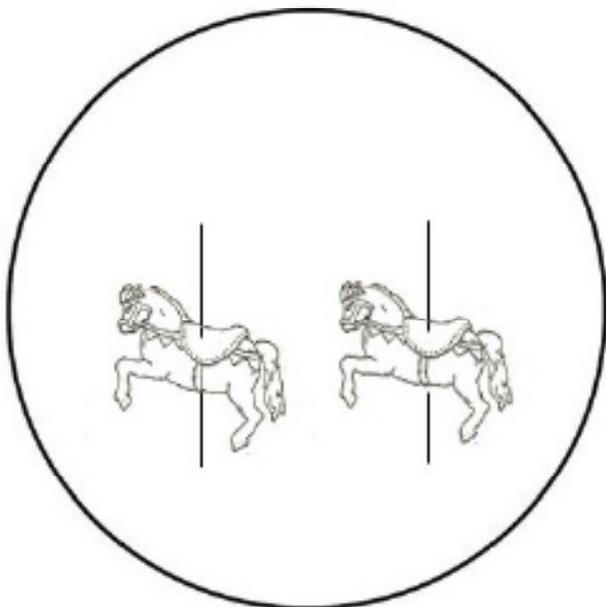
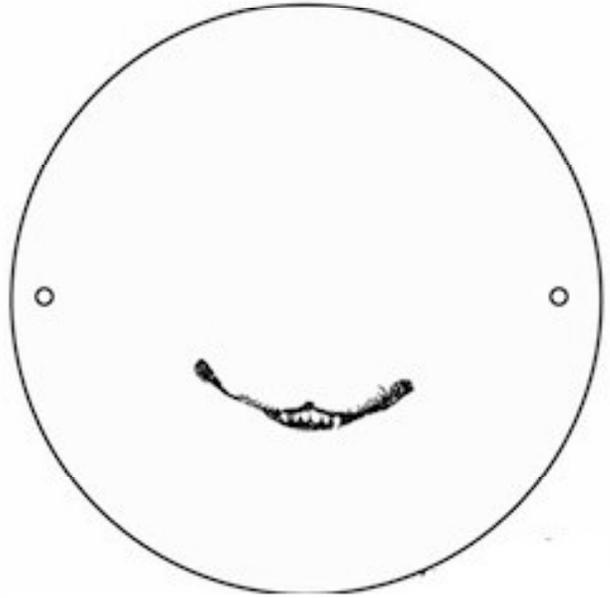
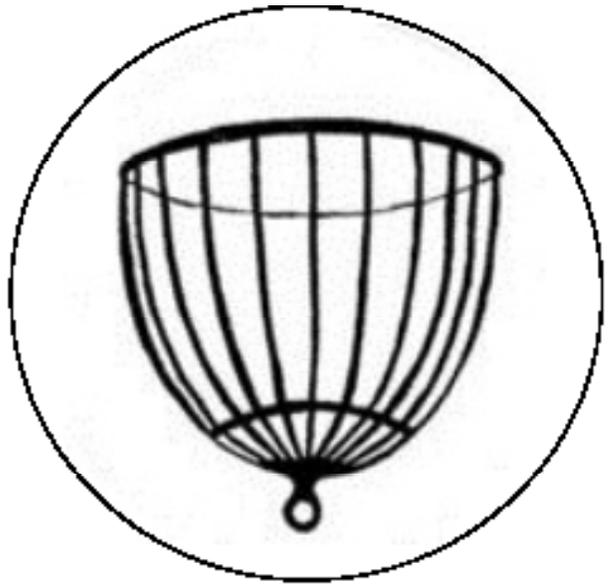
What types of chores do you do at home?

Do you think homesteaders would have done those chores?

How are they the same or different today?

What items did you find in the Women's pocket and what chores do they represent?

What items did you find in the Men's pocket and what chores do they represent?



What happened to the weather?

Name _____

Visit <http://www.islandnet.com/~see/weather/events/childrensblizzard.htm> and answer the following questions.

1. Why is it called The Children's Blizzard?
2. Where did the cold air mass sit the second week of January?
3. What organization provided weather services for the nation?
4. Where did a small storm system develop on January 5?
5. What direction did the cold air mass continue to slip?
6. What did the author of the article liken the proximity of the two very different air masses to?
7. What was the morning temperature in Denver, Colorado?
8. How many degrees warmer was North Platte, Nebraska than the previous day?
9. When did the storm cross into the Dakota Territory?
10. When did it reach eastern Nebraska?
11. How many minutes did it take for the temperature to fall 18 degrees in Crete, Nebraska, according to Signal Corps Private C.D. Burnley, an observer?
12. Using today's equation what was the windchill temperature in Dakota territory? How long does it take for frostbite to occur with this temperature?

13. State the three factors which caused the Children's Blizzard to be so disastrous.

a.

b.

c.

14. Describe the actions of one of the teachers on January 12, 1888.

15. What descended on the region in the wake of the Children's Blizzard?