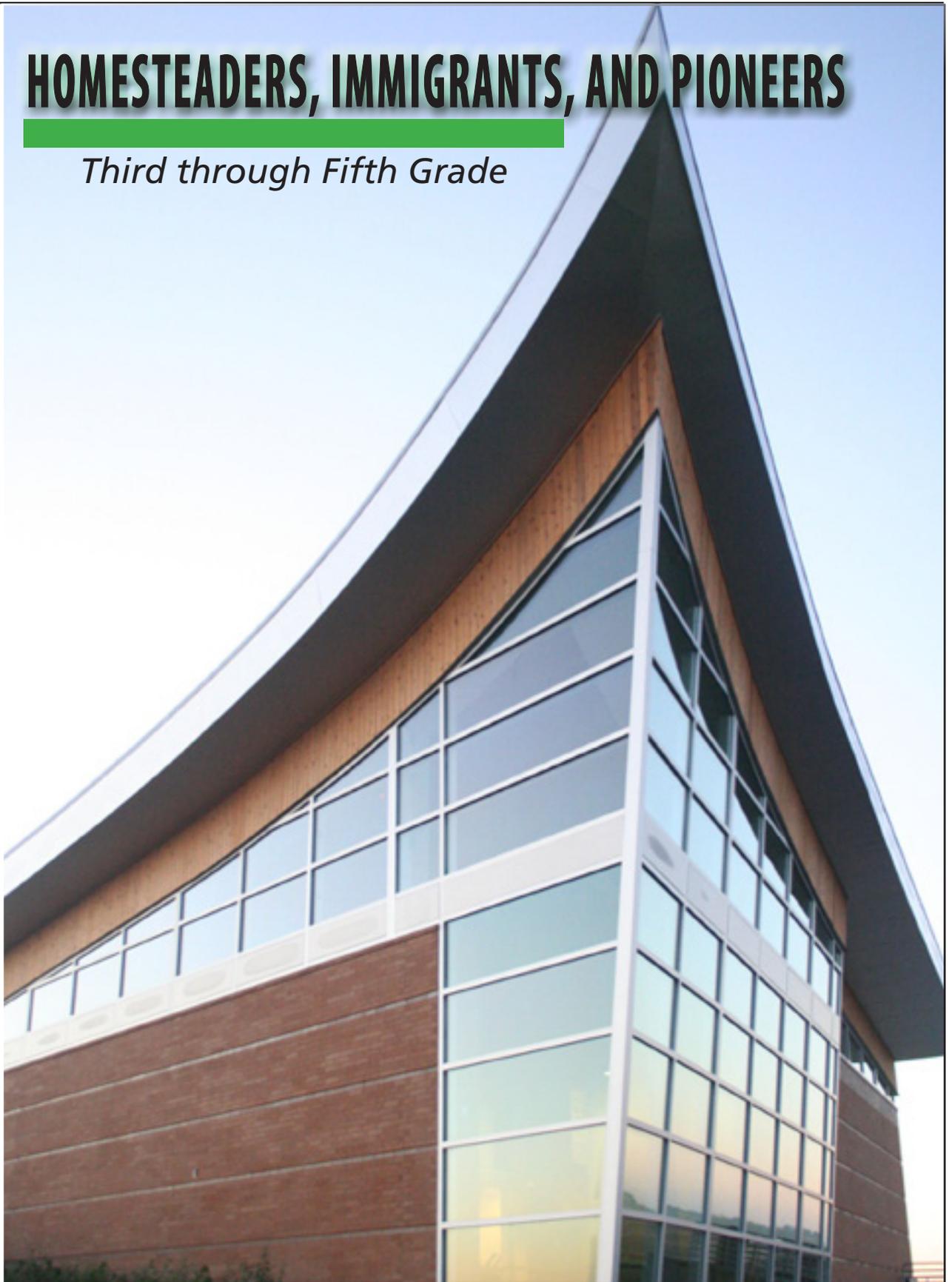


Free Land was the Cry!

HOMESTEADERS, IMMIGRANTS, AND PIONEERS

Third through Fifth Grade



Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
of America, Nebraska



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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 the 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 practice some of the skills necessary to survive in the homesteading era.
- Students will be able to understand the routine in the daily life of a homesteader.

NATIONAL STANDARDS

NSS-USH.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

- Understands family life now and in the past, and family life in various places long ago.
- Understands the history of the local community and how communities in North America varied long ago.

NSS-USH.K-4.2 THE HISTORY OF STUDENTS' OWN STATE OR REGION

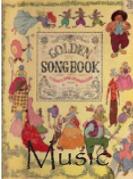
- Understands the people, events, problems, and ideas that were significant in creating the history of their state.

NSS-USH.5-12.4 ERA 4: EXPANSION AND REFORM (1801-1861)

- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and American Indians.
- Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- Understands the extension, restriction, and reorganization of political democracy after 1800.
- Understands the sources and character of cultural, religious, and social reform movements in the antebellum period.

NSS-USH.5-12.6 ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)

- Understands how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
- Understands the rise of the American labor movement and how political issues reflected social and economic changes.
- Understands Federal Indian policy and United States foreign policy after the Civil War.

SPECIAL ICONS						
	Indicates a reproducible handout is included	Indicates an additional science activity	Indicates an additional math lesson	Indicates a little known fact about the subject	Indicates an additional music or art activity	Indicates an additional language arts lesson

**Pre-Visit
Activity
#1 (suggested)**

HEADING WEST

‘The Great Migration’

As the United States grew in both land and population in the 1800’s, people began looking for new places to settle. When those emigrants wrote home of the beautiful and plentiful land, others also desired to seek out land in the United States. The Oregon Trail was one route that made this movement possible. Emigrants were able to take advantage of the Homestead Act starting January 1, 1863.

The Oregon Trail was used by emigrants headed for the present day states of Washington, Oregon, Utah, Nevada, Idaho and California. Many headed for Oregon looking for farm land and followed the south side of the Platte River.

The Mormon Trail followed the north side of the Platte River. Those headed to California during the gold rush followed the trail through the mountains and then split off to other destinations.

South Pass is the low-lying area in the Rocky Mountains which made it possible for covered wagons to cross them. It was used by American Indians and early explorers long before the wagon trains headed west.

“The great migration” west began in 1843 and continued until the completion of the transcontinental railroad in 1869, seven years after the start of homesteading. Most homesteaders traveled by train after its completion.

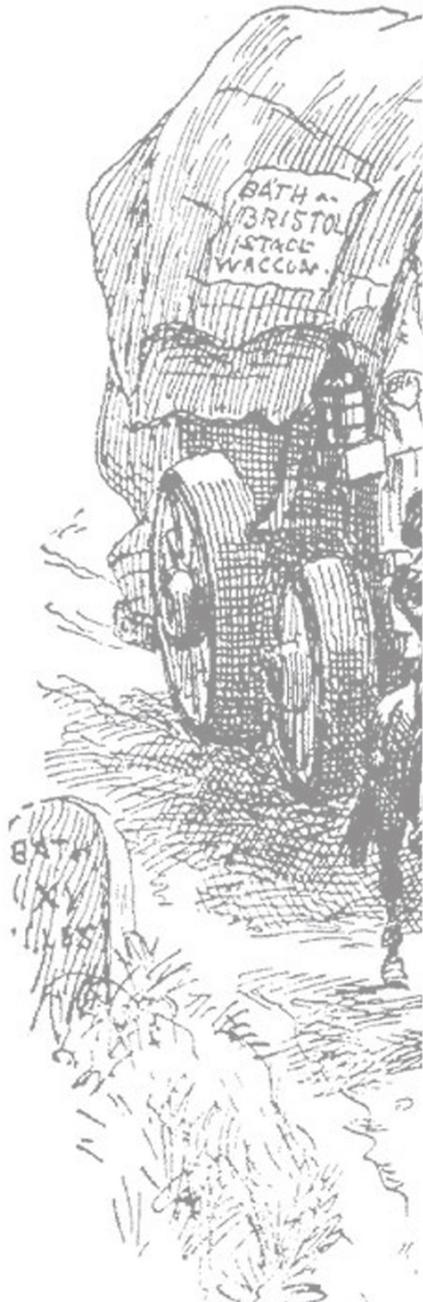
Activity

Complete a map of pioneer trails using a resource such as an encyclopedia, or a book on the West or the Western frontier.

Draw lines to indicate the Oregon Trail, the Mormon Trail, and the California Trail.

Color code each trail and provide a key.

Label the following: California, Oregon Territory, Independence, Missouri, the Rocky Mountains, South Pass, Salt Lake City and San Francisco.



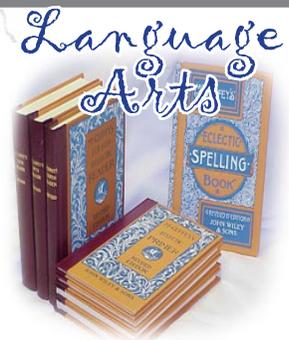
Other Information

Sources

Primary Sources - something made or written about an event by a person who was there at the time.

Primary sources include diaries, documents, and artifacts. Name two primary sources you have used.

Secondary Sources – something made or written about an event by a person who was not there at the time. Name two secondary sources you have used.



HEADING WEST

Pre-Visit Activity #1 (suggested)

Vocabulary

Oregon Trail- a route used during the U.S. westward migrations, especially from 1840 to 1870, starting in Missouri and ending in Oregon, covering about 2,000 miles.

Mormon Trail – the route used by members of The Church of Jesus Christ of Latter Day Saints, or Mormons, from 1846 to 1857, starting at Council Bluffs, Iowa and ending in Salt Lake City, Utah.

California Trail – a route used by some 200,000 pioneers from Missouri to California. It covered about 5,500 miles with all the cutoffs and branches. It was mainly used by gold seekers.



Pioneers looked for and marked distance traveled with well known landmarks such as:

Courthouse Rock, Jailhouse Rock, Chimney Rock, Fort Laramie, Independence Rock, Fort Bridger, Soda Springs, Fort Hall, Whitman Mission, and The Dalles.

Many of these pioneers were children and young people. As they traveled, they experienced extreme temperatures, both hot and cold, fatal illnesses and accidents, hunger, the loss of family members and the fear of hostile American Indians. They also saw spectacular scenery and wildlife in the unspoiled land. Many of them wrote of their adventure as they traveled or later as adults.



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. One is Scotts Bluff National Monument in Nebraska. Towering eight hundred feet above the North Platte River, Scotts Bluff has been a natural landmark for many peoples, and it served as the path marker for those on the Oregon, California, Mormon, and Pony Express Trails. Visit www.nps.gov/scbl for more information.

Pre-Visit Activity #2 (suggested)

Did you know?



The most famous images of sodbusters are those taken by Solomon Butcher in Custer County, Nebraska, during the 1880's. An emigrant to the region who found that he had no talent for farming, Butcher became a travelling photographer whose pictures provide us with unmatched documentary record of a unique period in American history.

His images have been digitized and can be found

BUILDING A SOD HOUSE

After a person filed a claim under the Homestead Act of 1862 he or she had to decide what kind of home to build. Homesteaders had to use the resources which were available to them. For example, if the land had trees then a log cabin could be constructed. If there were no trees then the homesteader would most likely build a sod house or soddie. In most cases a dugout was built until a more permanent home could be built.



Solomon D. Butcher's photograph of Sylvester Rawding and his family in front of their sod house north of Sargent, Nebraska, in Custer County.

Preparation

Show the students pictures of soddies or read about how soddies were built. A good book for background information is *Sod Walls* by Roger Welsch. Make a soddie to demonstrate to students before they begin the project.

Instruction

Just as pioneers would have worked together to construct a soddie, have students work together in small groups to construct one. Using a ruler or table knife, cut sod from sheets of clay. Have students build their soddie. They can use flat craft sticks to frame doors and windows. The students can design the grass with trees and flowers if desired.

BUILDING A LOG CABIN

Pre-Visit Activity #3 (suggested)



Preparation

Show the students pictures of log homes or read about how log homes were built. A good series to read is the *Little House on the Prairie* books. Many of them describe different types of pioneer homes. Before you teach the students how to make a log cabin, you need to have one

made first so they can see what the end product will look like.

Instruction

Each student will receive about 45 pretzel sticks (logs). It does not matter if they are straight or not or even if they are broken. The pioneers had to make do, so must our kids! Also, give each student a piece of green construction paper for grass. The students should put their name on the top of the paper before beginning. Then, using Elmer's glue, have the students make a box about the size of the pretzel sticks. They shouldn't worry if the lines are perfectly straight. Then lay down the four sticks, to make the foundation. It should look like a pretzel stick box, where you can see the green paper in the center. Continue to alternate glue and a "log," until you get three logs high. At this point, you need to wait and let it dry a little. Continue until the cabin is about 6 logs high on each side. You might want to begin with the roof while waiting for the cabin to dry. The roof is easier to do in sections. For example, glue five logs together, then another five, waited for them to dry and then glue them together to make one side of the roof. Repeat the process for the other side. When the roof pieces were dry, slant them outwards and glue them to the top of the cabin. One pretzel stick on the seam of the roof will complete your log cabin! The students can decorate the grass with trees, flowers, or whatever.

<http://teachers.net/lessons/posts/1646.html>



Early log cabins were set true to the compass to help the pioneers keep their directions straight. This was helpful on the prairie where there were few landmarks and where, on a cloudy day, it was easy to become confused and lost.

The door was "to the south" to let in light and to mark the passage of time as the sun moved a shadow farther and farther along the floor.

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 post-Civil War Reconstruction period to experience freedom on the free soils of Kansas. Nicodemus represents the involvement of African Americans in western expansion and the 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.



RANGER-LED EXPERIENCE

A Day in the Life of a Homesteader

Homesteaders had many different types of work they had to complete each day. Students will explore the daily chores of homesteaders through a relay race.

Discuss with students what types of chores they do at home now.

What types of chores do they think homesteaders did?

Explain to students that everyone on the homestead pitched in to do all the chores. Ask if there were circumstances when boys and girls, and men and women, may do different kinds of work.

Go through each chore in the course and explain its significance to homesteaders.

Once each chore has been explained to the students, go to the starting line where baskets of period clothing and other props are ready.

Split students into two teams. Explain that they will each have the opportunity to do at least one of the chores they have just learned about.

Hand out the numbered chores to each team. Explain that the chores must be completed in sequential order, so once they get their chore they must stay in order.

Have them cheer their teammates on as the relay race is run.

After the race is run, gather the students together. Ask what they learned about the daily life of homesteaders and the work they had to complete. Ask them what things they think will be invented in 50 years to make life or chores easier. Ask who they think will invent those items.



Homestead National Monument of America is proud to be a pioneer in distance learning technology.

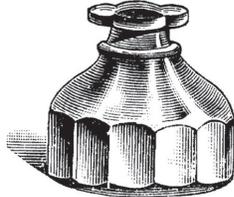
Contact the Education Coordinator at (402) 223-3514 to schedule your virtual field trip on Homesteaders.

RANGER-LED EXPERIENCE



Post-Visit Activity #1 (suggested)

Enrichment Activities



Working in groups or as partners, students will make an alphabet book for a pioneer child. Items should be familiar to a pioneer's daily life. Students will design the page with the word and an illustration. A sentence using the word could be included.

Groups or individuals could be given one or more letters. The pages can then be put together as a class book.

Pages can also be made as coloring pages. Copies of the completed book could be shared with younger students.

A computer drawing program could be used by students to create their pages.

FREEMAN SCHOOL



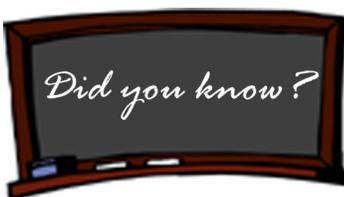
This picture is also available in the Homestead Handouts.

Activity

Read the Schoolgirl Narrative at the end of this unit and look at the pictures of Freeman School.



Fill in the Venn diagram to compare a prairie school to your school. Write facts about each in the appropriate place. List features common to both where the circles overlap.



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.

FREEMAN SCHOOL

Post-Visit Activity #1 (suggested)



This picture is also available in the Homestead Handouts.



Venn Diagram Name _____

A Venn diagram consisting of two overlapping circles. The top circle is on the left and the bottom circle is on the right. There are vertical lines on the left side of the diagram, possibly indicating where to write.

A Different
Time...
A Different
Place...
What If You Were
There?

In pioneer times, there were no electric lights...no refrigerators...no TVs or radios...no computers...no cars...no supermarkets.

What if you lived then? How would your family get around? Where would you get your food and how would you keep it fresh? What would you do for fun? Would you go to school?

The answers to these and many more questions can be found in *...If You Were a Pioneer on the Prairie* by Anne Kamma with illustrations by James Watling.

What Else Did Boys Learn?

If you were a boy you would have to 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.



Post-Visit Activity #2 (suggested)



One of the endless jobs that fell to women was providing clothing for the whole family. This included everything from underwear and socks to winter coats.

Because of the labor and the self-sufficiency of the homesteaders, nothing was ever wasted. Women saved scraps of cloth left from the production of clothing and worn clothing was cut apart for the useable fabric, which was sewn into quilts.

These quilts were used as blankets on the beds in winter. A quilt consisted of the pieced “top,” the middle “batting” (often called batten in pioneer diaries), and a fabric “backing” or bottom layer. Creative and artistic pioneers pieced the fabric scraps to make designs which were given names. A quilt made of different block designs is called a “sampler quilt.”

QUILTING

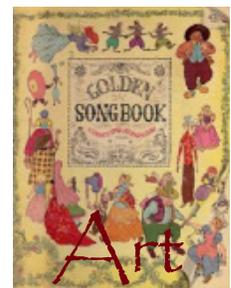


Students will color a block of their choice. A bulletin board can be made from the student’s blocks.



Other Activities

Ask parents and families to donate scraps of cotton cloth. Students can cut scraps of fabric and ribbon to create a quilt block or a picture.

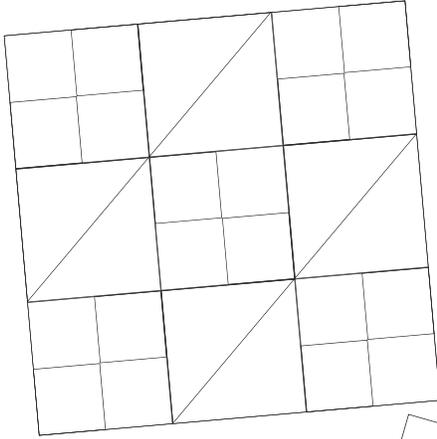


QUILTING

Post-Visit Activity #2 (suggested)

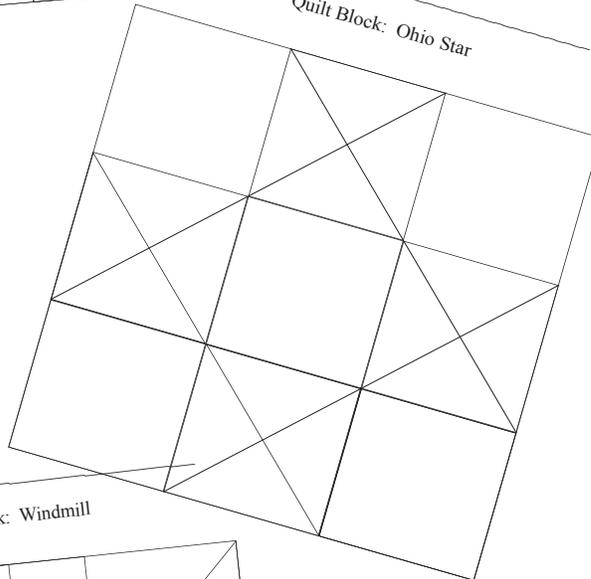
Name _____

Quilt Block: The Ladder



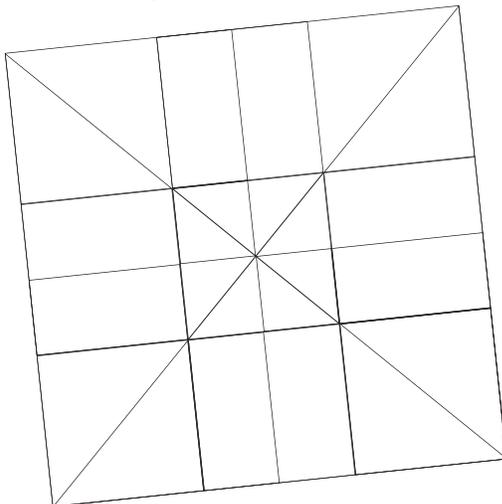
Name _____

Quilt Block: Ohio Star



Name _____

Quilt Block: Windmill



Clothing patterns were not readily available to the homesteaders, so women often carefully picked open the seams of garments and used the flat pieces as patterns for new garments. If there was more than one female in the family, the same pattern would often be used for all.

Any “cutaways” or scraps of fabric were saved to use for mending or quilting.



Full size patterns are available at the end of this unit.

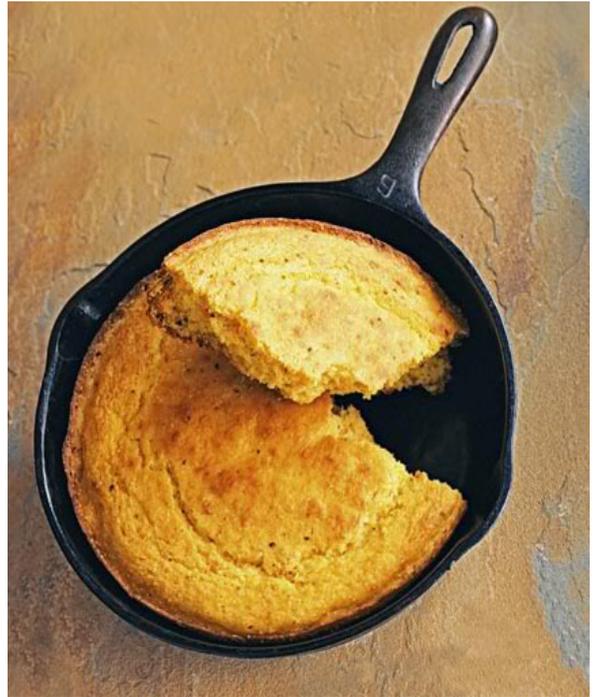
Post-Visit Activity #3 (suggested)



American Indians had been using ground corn in their food for a long time before pioneers headed west. Early European explorers learned to make cornbread from the American Indians. Early recipes referred to cornmeal as “Indian meal.” Cornbread was versatile, easy to make, and inexpensive, so it became popular and took on several forms. Depending on how it was prepared, it was called “hoecake,” which was baked in a skillet, “corn pone,” which was baked in a particular pan over an open fire, or “johnnycake,” a pancake with corn meal. Cornmeal could also be cooked with water or milk to make a thick porridge that was often eaten with molasses or another sweetener for breakfast. Names and recipes vary from region to region.

MAKING CORNBREAD

Basic Corn Bread Recipe



Mixes are easy and inexpensive and can be used instead of the following recipe. This recipe is easily increased.
Serves 9

Preheat oven to 400°

Mix together:

- 1 c. cornmeal
- 1 c. flour (may use part or all whole wheat)
- 4 t. baking powder
- ½ t. salt
- 2 T. brown sugar
- ½ c. dry milk powder (optional)

Make a well and add:

- 2 beaten eggs
- 1 c. milk
- ¼ c. oil

Stir just until smooth.

Pour into a greased 9x9 inch pan and bake 25 minutes.

Serve hot with butter and honey.

Other Activities

What Else Did Homesteaders Eat?

Provide tastes of other foods commonly eaten by homesteaders such as jerky (beef and buffalo/bison are readily available) or hominy which is found canned in most grocery stores.

MAKING BUTTER

Post-Visit
Activity #4
(suggested)



A copy of this black and white master is available in the Homestead Handouts.

Churning butter is another activity done by pioneers that is easily adapted to a classroom. If no churn is available, you can use a glass jar with a tight fitting lid and a marble or two. Students will provide the churning action which should be kept at an even, steady rate.

- Put cream (room temperature) into churn and constantly keep moving to separate the fat from the buttermilk.
- Once butter accumulates take it out with wooden utensil/paddles.
- Rinse out buttermilk with water.
- Salt (typically would add, although you do not have to).
- Mold into mounds and press with butter presses.

Traditional butter churning song

Come butter come,
come butter come,
Peter stands at the gate,
waiting for a buttered cake.
Come butter come.

CHARACTER EDUCATION

RESPECT

Respectful students treat people and possessions with consideration. They tolerate other's beliefs and accept individual differences. They do not treat people or possessions with violence, meanness or rudeness. They treat others the way they want to be treated.

5 Minute Focus

Howard has completed the 1st grade. His family is living on a homestead now and he is starting a new school. On his first day the teacher has him read out loud to her. He is an excellent reader so she puts him in third grade.

- How does the teacher treat Howard with respect?
- Can you think of a similar thing that has happened at your school?

Make a list of ways to treat others with respect at school.

ADDITIONAL RESOURCES

Across the Wide and Lonesome Prairie, The Oregon Trail Diary of Hattie Campbell

by Krisiana Gregory; Live Oak Media, 2005

Children of the Wild West by Russel Freedman; Sandpiper, 1990

Creative Quilting with Kids by Maggie Ball; Krause Publications, 2001

If You Were a Pioneer on the Prairie by Anne Kamma; Scholastic Inc, 2003

If Your Name Was Changed at Ellis Island by Ellen Levine; Scholastic Paperbacks, 1994

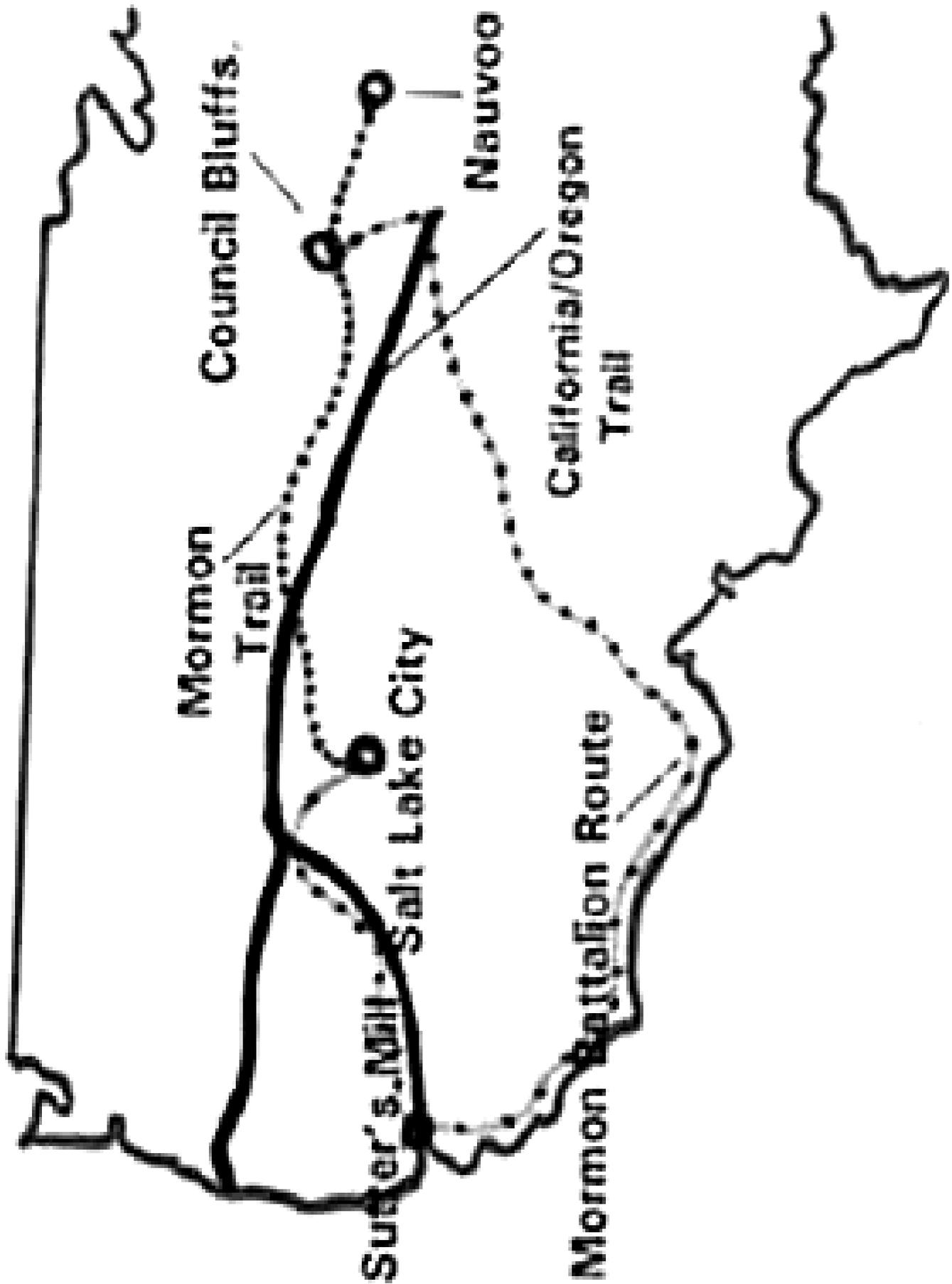
Log Cabin Cooking by Barbara Swell; Native Ground Music, 2008

Patchwork Math 2 by Debra Baycura; Scholastic Inc., 1990

Take Two and Butter 'Em While They're Hot by Barbara Swell; Native Ground Music, 1998

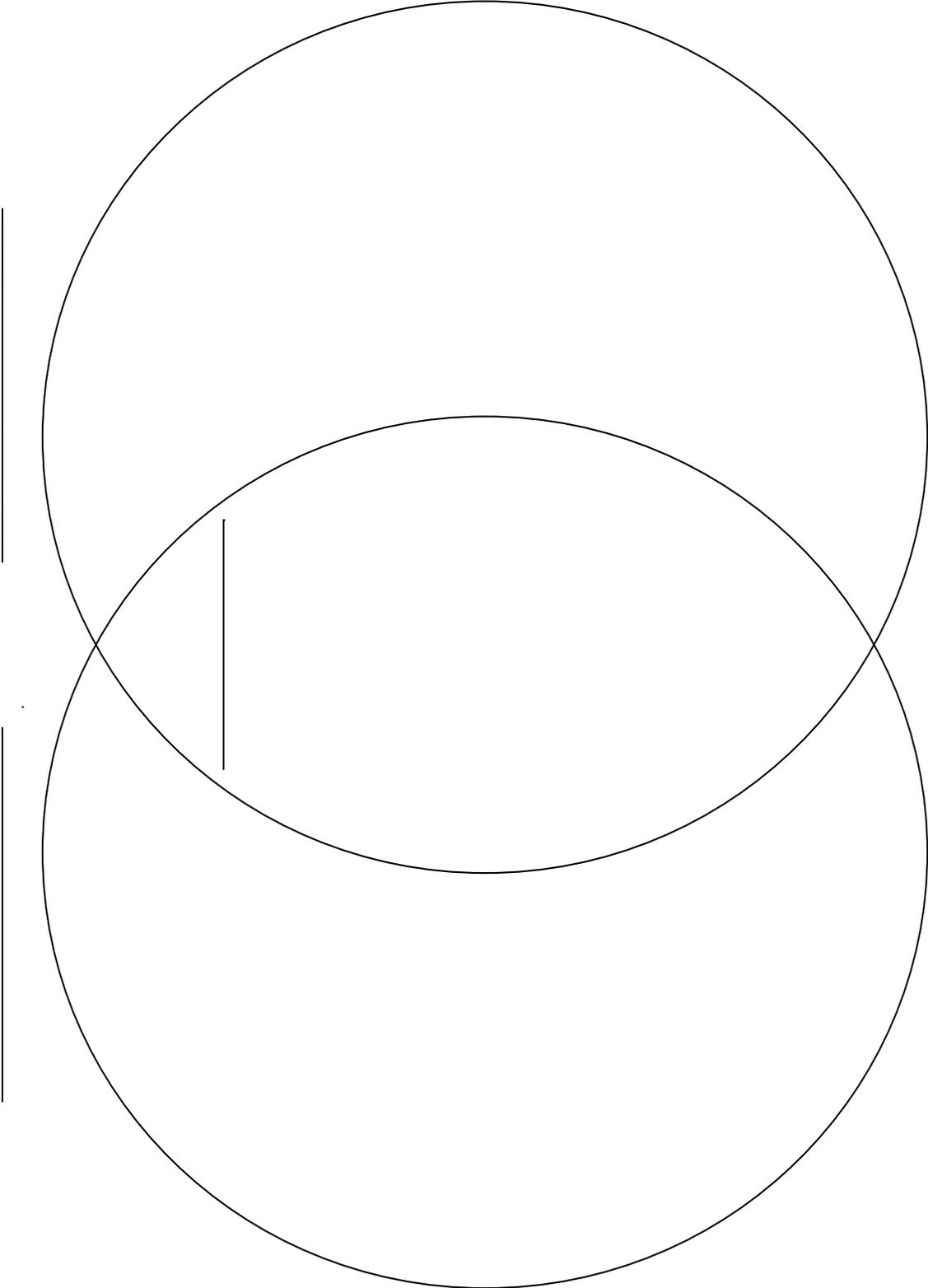
The Quilt-Block History of Pioneer Days by Mary Cobb; Millbrook Press, 1995

Wagon Wheels by Barbara Brenner; HarperCollins, 1984



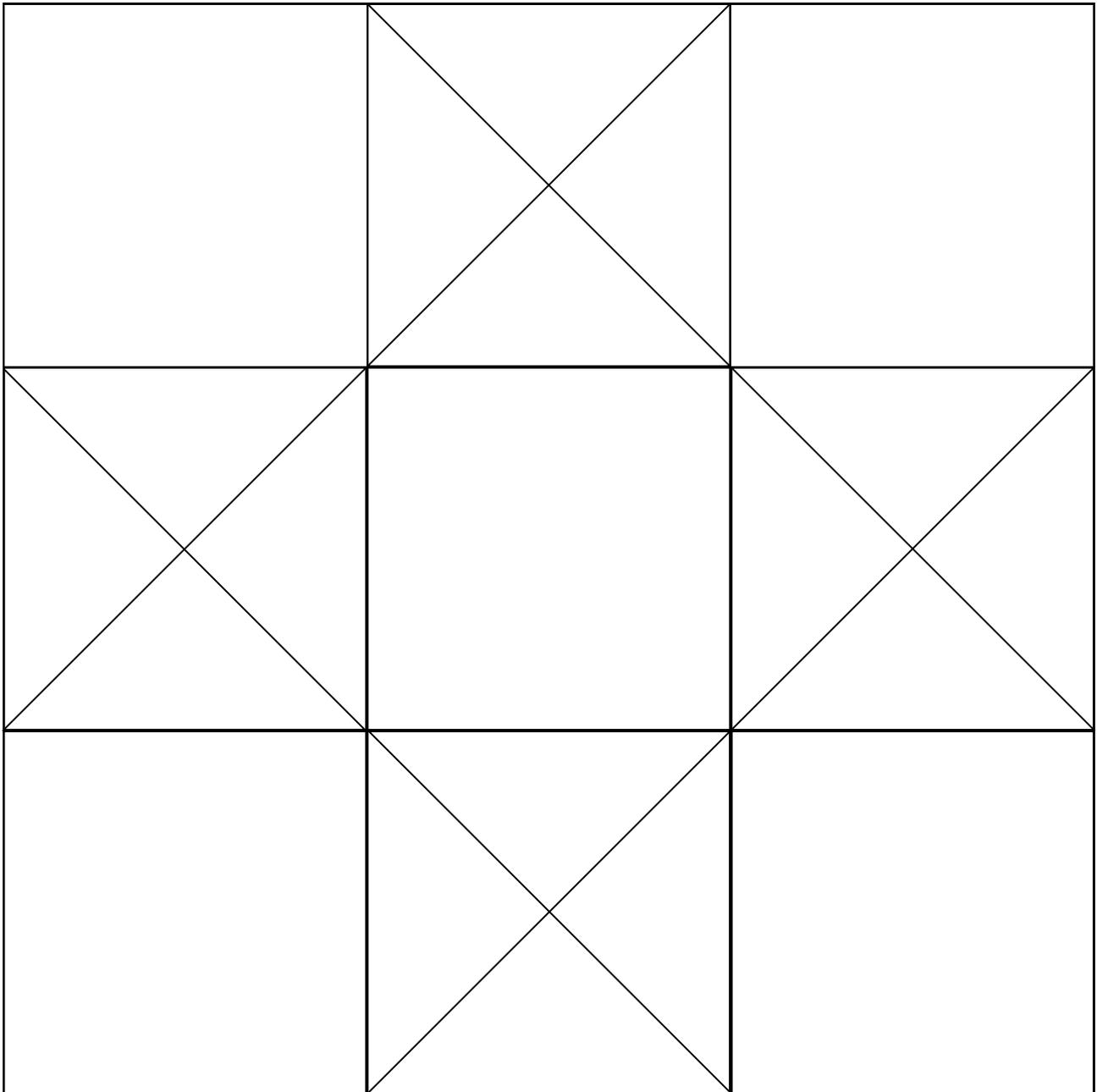
Venn Diagram

Name _____



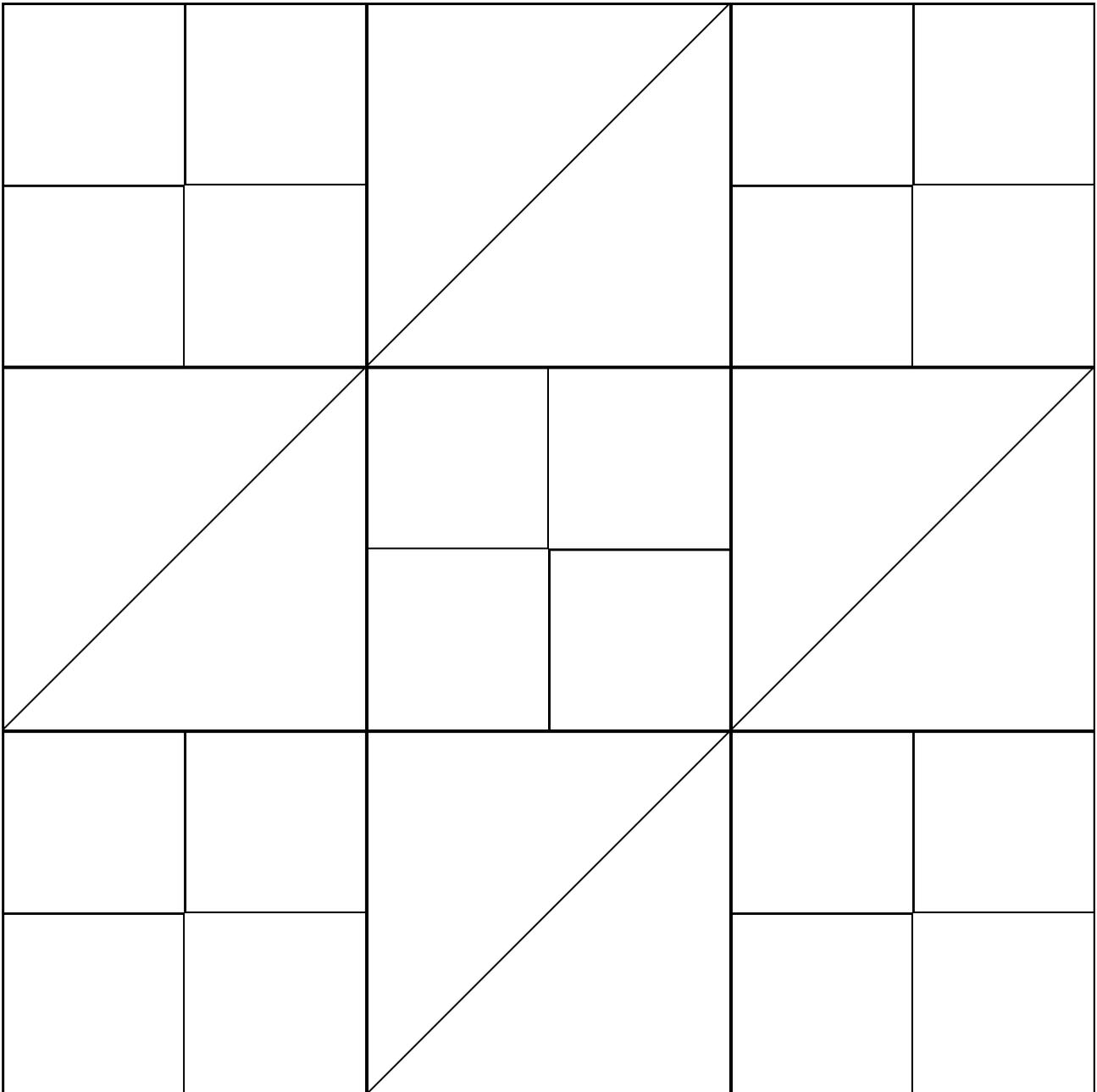
Name _____

Quilt Block: Ohio Star



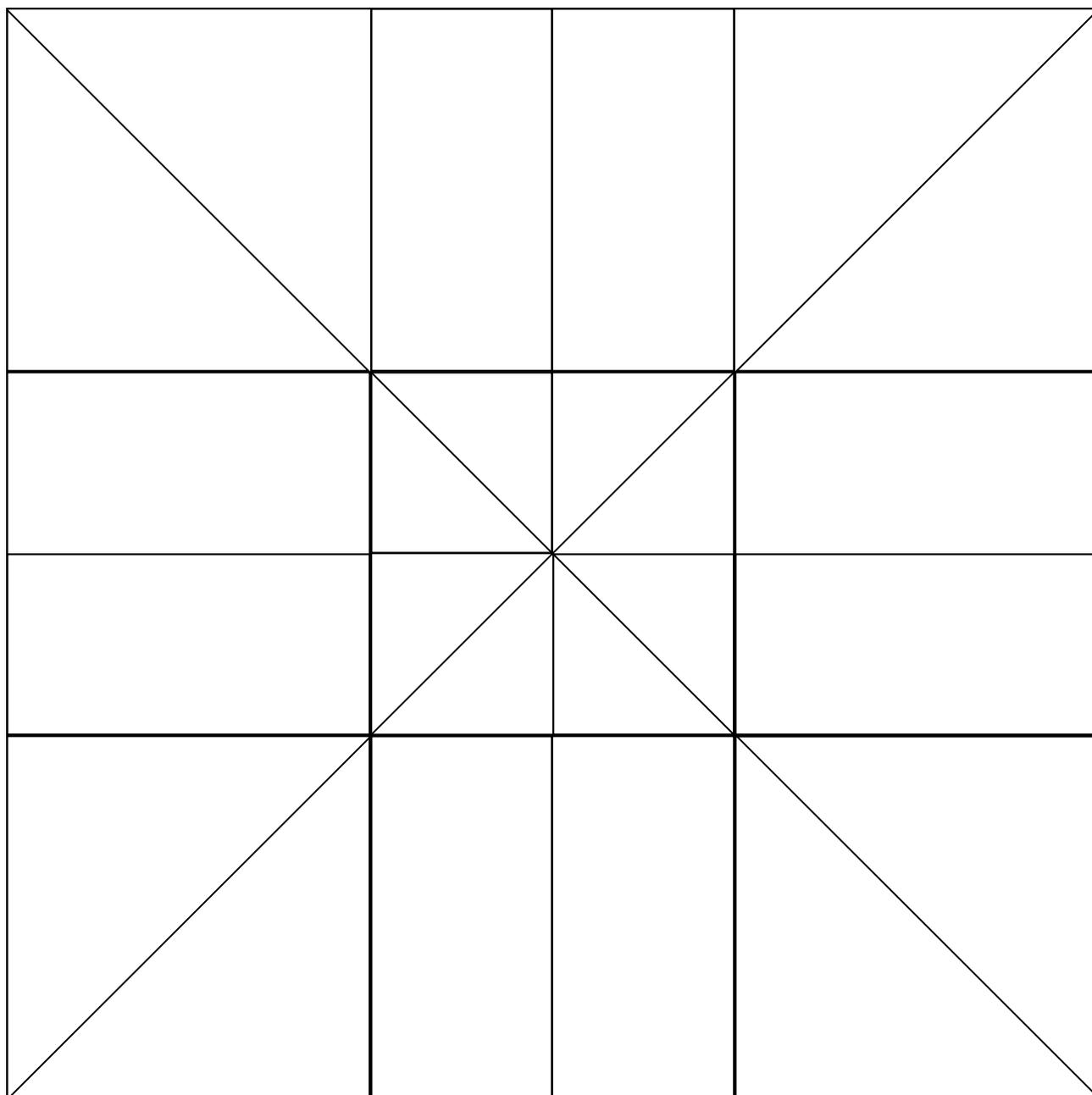
Name _____

Quilt Block: The Ladder



Name _____

Quilt Block: Windmill



Schoolgirl Narrative

The year is 1889 and I just turned 9 years old. My name is Grace and I live on a homestead in Nebraska. My family came here from Germany for free land. The crops have been harvested so it is time for school again.

Every morning I walk $\frac{1}{2}$ mile with my younger brother, Thomas, and my older sister, Ella, to the brick schoolhouse on the corner. Miss Schuster, our teacher, rings the bell and we hurry into the cloak room with the other students. This term there are 15 students including my friend and classmate, Laura.

We hang our jackets and go to our seats in the big room where Miss Schuster has the wood stove going. The girls sit on the east side of the room and the boys sit on the west side, with the smallest students in the front desks and the oldest students in the back of the room. We stand to say the Pledge of Allegiance and to sing "America the Beautiful."

In school we speak and read English all day, but at home we speak our German language. I am in the 4th reader and also work learning arithmetic and penmanship. I love making the swirling letters over and over on my slate. Miss Schuster sometimes has me help the younger students, including Thomas, to learn the proper way to slant the letters.

I read my lesson in my reader several times. I need to know all the words and what they mean and to be able to read out loud without missing a word. If I make a mistake, Miss Schuster may have me read the lesson again. Miss Schuster also asks me questions about the story. If I do well, I can go on to the next lesson.

My lesson today is titled, A Ship in a Storm. It reminds me of the long boat ride to America from Germany, of how sick I felt at the beginning and of how glad I was to stand on land at the end of our journey. I am fortunate to have my own McGuffey's Fourth Reader, passed down to me from Ella. Mama bought it for her from a neighbor whose children were finished with it.

I share an Arithmetic book with my desk mate, Irene. It is the only one for our level. We must work quietly, practicing long division and solving word problems on our slates while other students, recite their lessons to Miss Schuster.

When it is our turn, Miss Schuster will call us to the front of the room. My cheeks flush red with embarrassment if I do not know the problems when it is my turn to recite. I will have to practice more and be ready to recite again when she calls me.

At 12:00, Miss Schuster dismisses class and we have lunch. We line up to wash our hands in the basin and to fill our tin cups with water from the bucket the teacher has brought in for us.

Ella opens the tin lard pail that we carry each day with our lunch inside. She hands Thomas and me our bread and butter sandwich and a chicken leg after we have spread the napkins in our laps. I love cold chicken and am very hungry after the long morning. We also each have a spice cookie and an apple. When every crumb is eaten and our napkins are shaken outside and neatly folded into the lard pail, we run outside to play.

The younger boys and girls play “Duck, Duck Goose”, the older girls stand in a clump to visit and giggle, while the older boys toss a ball, and Laura and I jump rope together. When Miss Schuster comes to the door and rings the bell, we all file in and sit down again for the afternoon classes.

I quietly practice my spelling words that are printed in McGuffey's and practice my penmanship. Miss Shuster has written the sentence for the day on the board: Silence is Golden. I write it until it is perfect for her examination.

We practice geography using the globe by the teacher's desk. I have memorized the seven continents and the five oceans.

The last part of the day is spent with a spelling bee. We are practicing for the community night when we will show all the families how well we can do. My third turn I have to sit down when I cannot spell “adjoining”. I know it now though and will not forget it.

At 4:00 Miss Schuster dismisses us. She will stay to sweep out the room and put out the fire in the stove. Then she will walk to our house. She is staying with us this month. Next month she will be staying with the Weiss family.

I love school and think I, too, would like to be a teacher one day.



Uncle Sam's Farm

Lyrics by Jesse Hutchinson Jr.

Of all the mighty nations in the East or in the West,
O this glorious Yankee nation is the greatest and the best.
We have room for all creation and our banner is unfurled,
Here's a general invitation to the people of the world.

Then come along, come along, make no delay;
Come from every nation, come from every way.
Our lands, they are broad enough - don't be alarmed,
For Uncle Sam is rich enough to give us all a farm.

St. Lawrence marks our Northern line as fast her waters flow;
And the Rio Grande our Southern bound, way down to Mexico.
From the great Atlantic Ocean where the sun begins to dawn,
Leap across the Rocky Mountains far away to Oregon.

Then come along, come along, make no delay;
Come from every nation, come from every way.
Our lands, they are broad enough - don't be alarmed,
For Uncle Sam is rich enough to give us all a farm.

While the South shall raise the cotton, and the West, the corn and pork,
New England manufactories shall do up the finer work;
For the deep and flowing waterfalls that course along our hills
Are just the thing for washing sheep and driving cotton mills.

Then come along, come along, make no delay;
Come from every nation, come from every way.
Our lands, they are broad enough - don't be alarmed,
For Uncle Sam is rich enough to give us all a farm.

Our fathers gave us liberty, but little did they dream
The grand results that pour along this mighty age of steam;
For our mountains, lakes and rivers are all a blaze of fire,
And we send our news by lightning on the telegraphic wires.

Then come along, come along, make no delay;
Come from every nation, come from every way.
Our lands, they are broad enough - don't be alarmed,
For Uncle Sam is rich enough to give us all a farm.

The brave in every nation are joining heart and hand
And flocking to America, the real promised land;
And Uncle Sam stands ready with a child upon each arm
To give them all a welcome to a lot upon his farm.

Then come along, come along, make no delay;
Come from every nation, come from every way.
Our lands, they are broad enough - don't be alarmed,
For Uncle Sam is rich enough to give us all a farm.

A welcome, warm and hearty, do we give the sons of toil
To come to the West and settle and labor on free soil;
We've room enough and land enough, they needn't feel alarm -
O! come to the land of freedom and vote yourself a farm.

Then come along, come along, make no delay;
Come from every nation, come from every way.
Our lands, they are broad enough - don't be alarmed,
For Uncle Sam is rich enough to give us all a farm.

Yes! we're bound to lead the nations for our motto's "Go ahead,"
And we'll tell the foreign paupers that our people are well fed;
For the nations must remember that Uncle Sam is not a fool,
For the people do the voting and the children go to school.

Then come along, come along, make no delay;
Come from every nation, come from every way.
Our lands, they are broad enough - don't be alarmed,
For Uncle Sam is rich enough to give us all a farm.

From *By the Shores of Silver Lake*

Find these lyrics at: <http://www.laurasprairiehouse.com/music/silverlake/unclesamsfarm.html>





