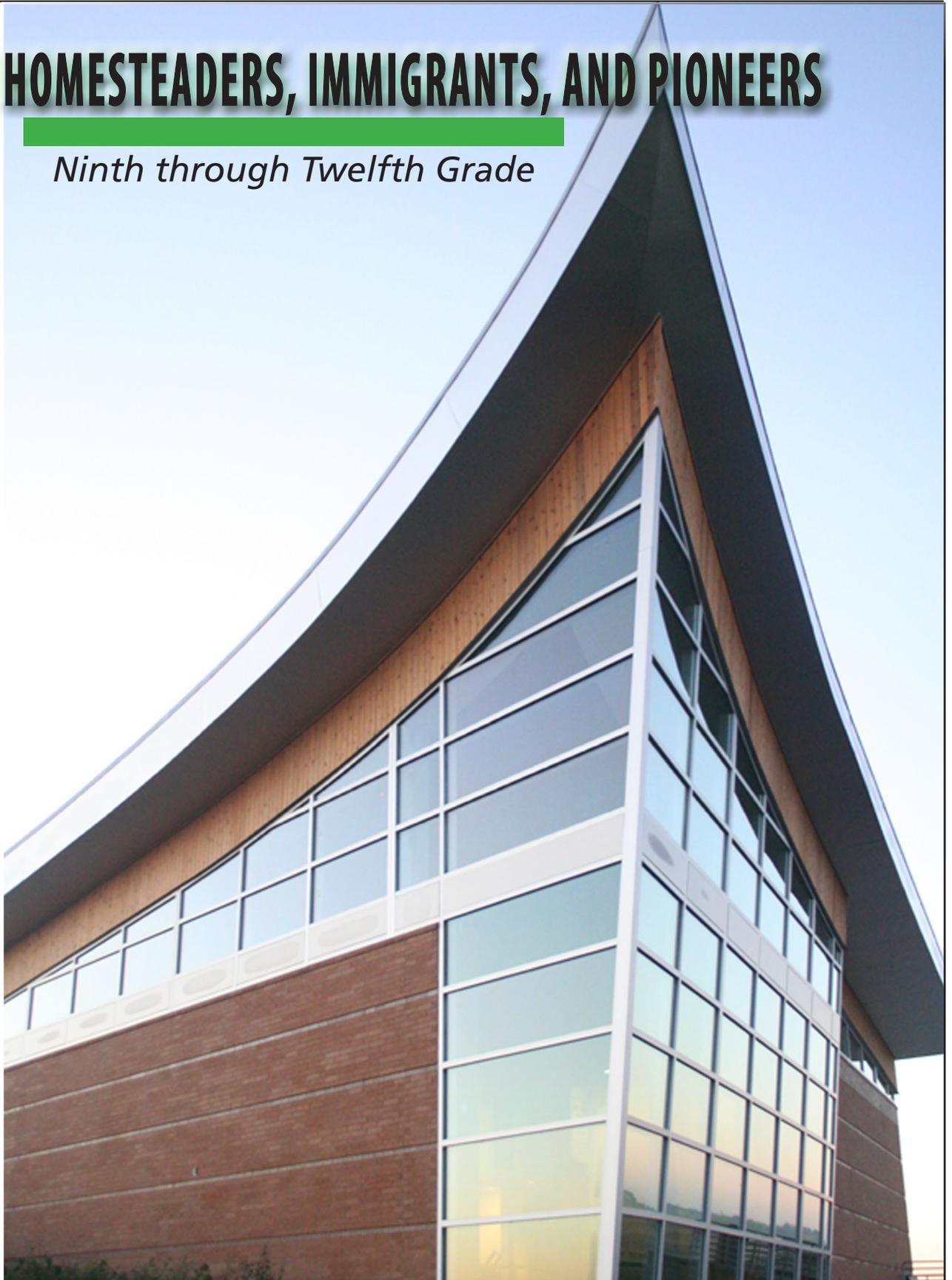


Free Land was the Cry!

HOMESTEADERS, IMMIGRANTS, AND PIONEERS

Ninth through Twelfth Grade



Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
of America, Nebraska



ACKNOWLEDGEMENTS

Coordinator

Tina Miller, Education Coordinator,
Homestead National Monument of America

Teacher Ranger Teachers

Craig Rafert, Social Studies Teacher in Sutton, NE
Ellen Janssen, Fourth Grade Teacher in Beatrice, NE

Layout Artist

Doris Martin, Seasonal Park Guide
Homestead National Monument of America

Primary Authors

Nick Bausch, Social Studies Teacher in Louisville, NE
Craig Rafert, Social Studies Teacher in Sutton, NE

Curriculum Interns

Sasha Denton, History major at Doane College
Andy Fuxa, Communications major at Wesleyan University
Leah Goossen, Art major at the University of Nebraska-Lincoln

Our thanks to the following people
for their contributions to our project:

Merrith Baughman, Chief of Interpretation and Resource Management,
Homestead National Monument of America
Mark Engler, Superintendent, Homestead National Monument of America
Stuart Hollman, proofreader
Tricia Parker, Reading/Writing Director, Nebraska Department of Education
Deb Romanek, Mathematics Director, Nebraska Department of Education
Vicki Scow, World Language Education, Nebraska Department of Education
Summer Stephens, Director of Curriculum and Assessment, Beatrice Public Schools
Larry Starr, Director of Social Studies, Nebraska Department of Education
Jim Woodland, Director of Science, Nebraska Department of Education



TABLE OF CONTENTS

This unit has Pre-Visit Activities for teachers to use to prepare students for a visit to Homestead National Monument of America, a Ranger-Led Experience which will occur during your visit, and Post-Visit Activities for teachers to use to expand students' knowledge of the impact the Homestead Act of 1862 had on America.

Program Description	Page 4
Curriculum Objectives, National Standards	Page 5
Pre-Visit Activity #1: Agriculture and Inventions	Pages 6, 7
Pre-Visit Activity #2: Melting Pot.....	Pages 8-13
Ranger-Led Experience	Pages 14-16
Post-Visit Activity #1: Homestead Shelters	Page 17
Post-Visit Activity #2: Homesteading Hazards	Pages 18, 19
Character Education	Page 20
Additional Resources	Pages 20-23

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.

Homesteaders 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

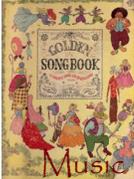
CURRICULUM OBJECTIVES

- Students will examine the role of technology and innovation in the lives of homesteaders.
- Students will develop research skills and presentation skills.
- Students will examine the relationship between location and choice of shelter.
- Students will learn about the various structures and materials used by homesteaders for shelter.
- Students will develop research skills using the Internet.
- Students will create visualizations of homestead shelters as well as their living conditions.
- Students will learn about the wide variety of ethnic groups that took advantage of the Homestead Act.
- Students will analyze the push—pull factors that influenced the diverse groups that made up the migration.
- Students will make inferences as to the contributions of different cultures to the collective culture that is the United States.

NATIONAL STANDARDS

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.

SPECIAL ICONS		<i>Enrichment Activities</i>		<i>Science</i>		<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 science activity		Indicates an additional language arts lesson

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

AGRICULTURE AND INVENTIONS

Introductory Set

Ask students what technologies make their lives easier. Why was each invented?

Lesson

Write the following quote on the board. Have students explain the meaning.

**“Wherever a farm may be located,
or whatever may be its production,
fence, fence, and fence
is the first, the intermediate,
and the last consideration
in the whole routine of the operations of the farm.”**

— S. Edwards Todd, *The Young Farmer's Manual*, 1860

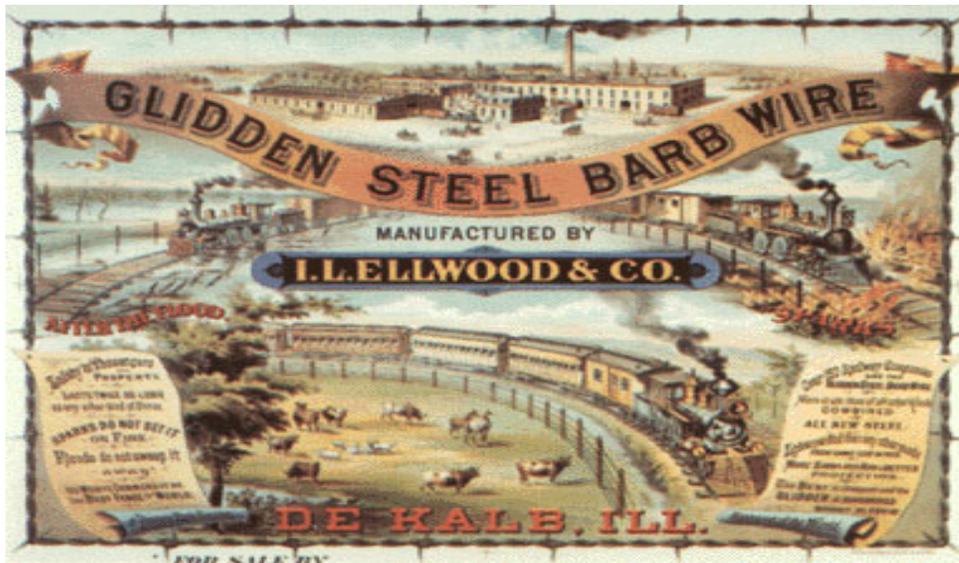
A portion of the Osage Orange Hedgerow at Homestead National Monument of America.



AGRICULTURE AND INVENTIONS

Pre-Visit Activity #1 (suggested)

Then, have students analyze the following advertisement.
How did the invention of barbed wire alter farming on homesteads?



This advertisement is available in the Additional Resources Section.

Have students make a list of inventions that played a role in the development of homesteads, for example: plow, reaper, tractor, windmill, etc.

Have students, individually or in groups, select one invention. They must research the invention and its impact on agriculture. Using the websites listed below as a starting point, students should develop multimedia presentations for the class that explain the invention, its development and its impact.



McCormick Reaper <http://www.lib.niu.edu/1992/ihy921205.html>

A History of American Agriculture 1776-1990

<http://inventors.about.com/library/inventors/blfarm1.htm>

The Iowa Agriculturist <http://www.campsilos.org/mod2/teachers/r1.shtml>

A History of American Agriculture 1880

<http://www.agclassroom.org/gan/timeline/1880.htm>

Topics in Kansas History: Agriculture

<http://www.kshs.org/research/topics/agriculture/irrigation.htm>

Farming in the 1940's http://www.livinghistoryfarm.org/farminginthe40s/water_01.html

Farming in the 1920's http://www.livinghistoryfarm.org/farminginthe20s/machines_01.htm

Comprehensive History of Windmills

http://www.ars.usda.gov/research/publications/publications.htm?SEQ_NO_115=229203

Farm History Video <http://www.history.com/shows/modern-marvels/videos/farm-plows-kick-up-dirt#farm-plows-kick-up-dirt>

Pre-Visit Activity #2 (suggested)

MELTING POT

Introductory Set

Ask students to brainstorm what they know about homesteaders. Who were they?

Make a brain web on the board of their thoughts.

Discuss their perceptions of who they were and where they came from.

Then, read the Letter from a Canadian to President Lincoln on the next page.

Ask students what this represents about interest in homesteading in the United States.

Lesson

After the announcement of the Homestead Act it was not just Americans that packed their bags and headed west. While the greatest numbers of homesteaders were from neighboring states, people arrived at the nation's shores from all corners of the world, eager to take advantage of this opportunity for free land. Despite the fact that the land was free, it required considerable sums of money to travel to the homestead location as well as purchase the supplies, equipment, and seed necessary to begin farming. Because of this we see some immigrant groups becoming homesteaders in greater numbers than others. For more information about the homesteaders have students visit http://www.pbs.org/wnet/frontierhouse/frontierlife/essay1_3.html and read the essay entitled "Uncle Sam is Rich Enough to Give Us All a Farm" found on pages 10 and 11.

Have students read the following article about Norwegian Immigration at <http://bit.ly/cPFkHt> or make copies from pages 12 and 13. Have them discuss with a partner and compose a list of reasons why people from other countries would be drawn to the United States to homestead.

Ex: Possibilities will include free land, economic opportunity, individual freedoms, etc.

Note: While students have only read about Norway, you may want to broaden the discussion to include other nations as well.

Next direct students to the Library of Congress website, <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction.html>. On the left side of the webpage are pictures of people from different nationalities. Have them click on each of them and read the summary as well as click on the globe icon to see where they settled.

Which Nationality do you think homesteaded the most?

The least? Why?

Project

Students will each select an ethnic group/nationality. Then they will use cameras and video editing software to create a documentary that explains each group in detail. Documentaries should answer the following:

- Why did this people leave their homeland?
- Where in the United States did they settle? Why?
- How did they get there?
- When was their predominate immigration period?
- Describe their culture.
- What elements of their culture have been incorporated into life in the United States today?

Letter from a Canadian to Lincoln

John Sluggett to Abraham Lincoln, Thursday, January 24, 1861
(Canadian seeks information on Homestead bill)

From John Sluggett to Abraham Lincoln, January 24, 1861

Owen Sound January 24th 1861

Dear Sir

Would you be so kind as to give me some information respecting: (The Homestead bill) which Passed the house of Representatives.¹ And whether you think it is likely to become a law. if so what will be the terms of settlement. I understand from one of our Canada Papers that it is to be a free grant of 160 Acers of the unappropriated public lands to any one becoming an Actual settler. if it is so would you Then be so kind as to send or cause to be sent a list of the lands that are to be disposed of as I fully intend with my family to remove some where in the United States or Teretories and their to make our home

But before I remove my Family I think it advisable to make a visit to the U. S myself to look out a place for settlement

I should be Thankful for and Answer to this as soon as posiible ss I expect some persons of good standing and Industrious would come with me instead of stoping in Canady. And if your Government thought it right I will go to England in the early part of Summer after taking a tower through the States so that I can give a good Description of the Country. I am convinced that a great Number would come to this country after hearing of the priveleges and Advantages offered them by some one the have confidence in had I given incurragement a great many would have come to Canady but I see but little to induce them to come to canady.

with regard to the Above proposition of going to England I can assure you I am not influenced by selfish motives any further than for the Good of the people and also the Cuntry that send me

Any further information you may require I will gladly answer

I remain your Humble Servant

John Sluggett

My Address is

John Sluggett Owen Sound

County of Gray

C. W

You will ever find in me a friend to truth and Liberty

Note 1: Congress had passed a Homestead Bill in June 1860 but it was vetoed by President Buchanan. The homestead issue was revived by the 37th Congress and Lincoln signed the Homestead Act in May 1862.

Source: The Abraham Lincoln Papers at the Library of Congress

Uncle Sam is Rich Enough to Give Us All a Farm: Homesteaders, The Frontier, and Hopscotching Across America

by Christopher W. Czajka

Cowboys riding off into the sunset. Indians in war paint. Raw-boned men in fringed leggings accompanied by sallow-faced women in faded calico dresses and slat sunbonnets. Wagons rocking slowly west under crisply starched canvas covers. Prim, thin-lipped schoolmarms and grizzled, wild-eyed prospectors. There is perhaps no more overly romanticized and misunderstood time in history than the settling of the American frontier. In today's popular consciousness, the frontier exists in some hazy period of the nineteenth century, populated with larger-than-life stereotypes and events.

In reality, the "frontier" existed for much of the United States' history. From the time the first European settlers reached the North American continent, there have been individuals and groups living on the "frontier," the edge of the "wilderness" just beyond the grasp of what they considered to be "civilization." For the Pilgrims, fleeing religious persecution in England, the frontier was the Massachusetts coastline in the 1620s. For Daniel Boone, the frontier was Kentucky in the 1770s.

For the residents of Skunk City, a wild boomtown later known as Chicago, the frontier was Illinois in the 1840s. For pioneer author Laura Ingalls Wilder, the frontier was South Dakota in the 1880s. The U.S. has had many frontiers with many pioneers, each existing in its own unique place, time, and circumstances. For our upcoming production *THE FRONTIER HOUSE*, we have chosen to send 21st-century families back to one of these very specific frontiers: the life of homesteaders in Montana Territory in the year 1883.

Homesteading was a way of life created, in effect, by the U.S. government. The Homestead Act, passed by Congress on May 20, 1862, declared that any citizen of the United States could claim 160 acres of surveyed government land. After payment of a nominal filing fee, homesteaders were to "improve" their land by living on it, building a dwelling, and planting crops. If the settlers fulfilled these requirements, and remained on their homestead for a period of five years, the land became their property. Via the Homestead Act, vast amounts of the public domain -- 270 million acres, or 10% of the continental United States -- were opened up to private citizens.

The Act's minimal and seemingly lenient requirements proved insurmountable for many would-be homesteaders. Many homesteaders took claims with little or no farming experience, and growing crops in the harsh conditions of the West was a difficult task for even the most seasoned farmers. Many homesteads in the arid plains were too small to yield a profitable crop, and the cost of irrigation far exceeded the value of the land. Over the 123-year history of the Act, more than 2 million individuals filed claims. Of these, only 783,000 -- less than half -- ultimately obtained the deeds for their homesteads.

Despite the odds, thousands of settlers from all walks of life -- including single women, recently freed slaves, and newly arrived immigrants -- went to the frontier to meet the challenge of "proving up" their claims and keeping their "free" land. A popular camp song of the 1870s cheered, "Come along, come along, don't be alarmed; Uncle Sam is rich enough to give us all a farm!"

MELTING POT RESOURCES

Pre-Visit Activity #2 (suggested)

The participants in The Frontier House will be settling in southern Montana under conditions of life there in 1883 -- a scant 12 years after the first homestead was claimed in the Territory. Prior to the early 1870s, Montana had gone through a series of cycles of boom and bust. Following its exploration by Lewis and Clark in 1805-06, the area was exploited by fur trappers in the 1810s and 1820s. In the 1860s, gold was discovered, and one early miner wrote enthusiastically that the vein of gold was so rich that "you could pull up a sagebrush and shake a dollar's worth of dust from its roots." As the availability of mining claims and mining yields dwindled, and as other areas of the West became populated, more and more settlers looked toward the unclaimed homesteads in the Montana Territory as a means by which to make their fortunes.

Montana's homesteads were claimed by a wide variety of individuals for a wide variety of reasons. For many, Montana promised an easier, more prosperous life than in the "settled" parts of the country. Montana pioneer Marie Tintinger Nevin recalled:

"Several letters came from my brothers, telling what a wonderful climate Montana had, and how the livestock grazed on the range the year around. That sounded good to us back in the cold northern part of Iowa, where we had to hover around the stove to keep from freezing and where the blizzards were so bad they had to have lines stretched from houses to barns, to find their way from house to barn and back during a Northerner."

Even for those who were already in the West, Montana held possibilities. Bartley Curtis, who came to the Territory as a child in the 1880s, reported that in South Dakota,

"Somehow or other the things that they could grow well out there just wasn't doing any good. There was just this bald, bare prairie. So my father decided he would migrate, that he would up and get out of that country."

For others, the decision to head to Montana was more haphazard. I.D. O'Donnell, who was living in Chicago, was out of a job and looking for a new place to settle:

"I had about \$30.00 in my possession, and I had bought a train ticket. At the time, there was a rush toward the homestead land of South Dakota. We studied maps trying to decide where to go where we could earn a living. Miles City [Montana] was then the head of the rails for the Northern Pacific Railroad. I turned to my friend and I said, 'Let's go to the end.'"

Aside from native-born Americans, immigrants from Scandinavia, Germany, Poland, Yugoslavia, France, Italy, Spain, and Ireland flooded into the Territory. Herman Untermohle, a German immigrant, arrived in Montana in 1888 after a chance meeting in New York:

"My father ran a carriage factory in Hildesheim, Germany. At 27 years of age my mother sent me to New York, to learn something of carriage making in the United States. I arrived in October of 1887. I remained for the winter, observing and working in the Brewster Carriage Factory, and having a good time. That winter, I met a couple named Medley, who had a ranch near Big Timber, Montana, who told me about hunting and many interesting things of the West. In March, I decided to take a trip West to visit them."

Once Untermohle made it to Montana, he stayed for the next thirty years.

Frontier House was a series produced for PBS and archival information such as this essay is available at www.pbs.org/wnet/frontierhouse/frontierlife/essay1.html.

Pre-Visit Activity #2 (suggested)

MELTING POT RESOURCES

Norwegian Immigration

Emigration from Norway to the United States occurred in great numbers throughout the nineteenth century and into the early twentieth century. During the early 1800s, the majority of Norwegian emigrants were family units from rural Norway. Single people left Norway as well, but more men left during this period than women. By the mid-1860s, extensive emigration was taking place, and more and more of these individuals were younger, often unmarried, individuals. By the late 1800s, the profile of the average emigrant had change from rural family units to single men from the city. The reasons people left Norway are numerous and varied. Still, there were general trends that caused large populations of Norwegians to come to the United States.

Why They Left and Why They Came



Because many of the early settlers were farm families, it is no surprise that the promise of finding land in the United States led many Norwegians to the United States, and to Minnesota. This land was available because the U.S. government coerced the Native people of the area to sign treaties, including the Treaties of Traverse des Sioux and Mendota with the Dakota. Because these treaties were often signed by force, the U.S. government paid next to nothing for the land and it was later made available at low cost to German immigrants. Land costs were as low as \$1.25 per acre by the mid- to late-1800s when purchased from the government, or \$5 to \$10 when purchased from private corporations. The Homestead Act of 1862 also opened up land to immigrant settlers who promised to farm and live on the land for five years.

A major factor influencing emigration from Norway to the United States was heavy promotion by emigration agents, newspapers and writers, and earlier settlers. Many American states had their own emigration agents as did various organizations such as the Northern Pacific Railroad. These individuals worked

to advertise the benefits of the United States to the people of Europe, and Norwegians were no exception. Also, in 1862, American consuls in Norway were urged to promote the employment opportunities that America had to offer. Railroad companies sent recruiters to Norway to get the church involved in organizing migrants to establish colonies in Minnesota. Newspapers and authors also praised America and Minnesota to potential settlers in Norway. The *Bergenposten*, for example, advertised the many mining jobs that existed in Lake Superior region during 1864. Handbooks were also published and circulated throughout Norway praising the climate and condition of the United States. One such book was Ole Rynning's *Sandfaerdige Beretning om Amerika* (True Account of America), which was published in Norway in 1838.

Recruitment was relatively easy because of economic conditions in Norway. Due to an increasing population, farmable land was scarce and expensive. The invention of labor-saving machinery also resulted in a surplus of labor in Scandinavia, so it was difficult to find work. Jobs in growing American cities offered work and high wages for Norwegian immigrants. A laborer in Norway, for example, could earn \$40 to \$50 a year, while a person involved in such activities as crafts in an American city could earn as much \$4 to \$5 a day when times were good.

Politically, America seemed like the land of opportunity and freedom to Norwegian immigrants. During the nineteenth century, Norway only gave the right to vote to an elite minority of the population. Suffrage in the United States was not given to everyone in the nation, but white men were given universal suffrage in the 1820s, and by the end of the 1860s many states were looking into the possibility of allowing some women the right to vote as well. The possibility of voting rights was quite appealing to many Norwegian men and women.

Similar to other European immigrants, Norwegians sent letters to friends and family back home. These letters sometimes urged the receiver to join their loved ones in America. This contributed to the "America fever" (the desire to leave Norway for America) that was growing throughout Norway.

Settlement in Minnesota

Many Norwegian settlers arrived and lived in various other locations in the United States before permanently settling in Minnesota. The first Norwegian emigrants to come to the United States often settled in the eastern Mid-west. As more and more new immigrants came to America there was a rapid increase in population at the original Norwegian settlements (which was helped along by a high birth rate). Thus, as more and more Norwegian settlers arrived in America, the original Norwegian settlements would move westward where land was plentiful and less expensive and where new settlements could be created.

Norwegian settlement in Minnesota increased after the Civil War and the U.S.-Dakota War of 1862, especially to the Minnesota River Valley, where land was taken through the Treaty of Traverse des Sioux. Following the war, the majority of Dakota people were expelled from Minnesota and European settlement increased rapidly.

Because the land of Minnesota was taken by force from the American Indians, land was cheap for the European immigrants who came here. Before long, the immigrant population exploded in Minnesota. Norwegians settled all over the state, but they established the first permanent settlements in the south-east. One such settlement was the 1851 colony in Goodhue County. They soon settled in Fillmore and Houston Counties as well. By 1860, half of Minnesota's 12,000 Norwegians resided in Goodhue, Fillmore, and Houston Counties. Ten years later, these three counties were home to nearly 25,000 of Minnesota's 50,000 Norwegian residents. By 1880, there were Norwegian settlements in the counties of Goodhue, Fillmore, Houston, Freeborn, Steele, and Waseca. Norwegians also made settlements in Blue Earth, Brown, and Watonwan Counties (the "Linden Settlement"), Lac qui Parle County, the Park Region in west-central Minnesota, and the prairies of southwestern Minnesota. This was all Dakota land.

Immigrants also came to the Red River Valley in northwestern Minnesota, settling in the counties of Clay, Marshall, Norman, and Polk. During the early 1870s, the St. Paul and Pacific Railroad helped increase migration to the Red River Valley. As a result, by 1875 Norwegian immigrants made up 30 percent of the total population of the counties of Polk and Clay. Later, immigrants also made homes in Grant, Pennington, Red Lake, Roseau, and Kittson Counties. Much of this land belonged to the Lakota and Nakota peoples.

Duluth was also a center for Norwegian immigration. It's location on Lake Superior provided those Norwegian fishermen with ample employment. As a result, the Norwegian population of Duluth increased dramatically between 1870 and 1900. In 1870, 242 Norwegians were counted in Duluth. By 1900 the population had reached 7,500 people of Norwegian ancestry.

By the middle of the 1880s, Norwegian migration to Minnesota began to shift to the cities. Most of these were single people who were accustomed to city life. Many also planned merely to make some money in America and then to return to Norway. There was a large influx of Norwegian immigrants into the city of Minneapolis from the 1880s to early 1900s, although they settled in St. Paul as well.

RANGER-LED EXPERIENCE

Homestead Visit Experience



While visiting the Heritage Center at Homestead National Monument of America **go to the Legislating Westward Expansion exhibit.**

View the tools in this exhibit and answer the following questions.

- What is the importance of these tools?
- Who is the author of the Homestead Act and what state was he from?
- Who coined the phrase manifest destiny?
- What is the meaning of this phrase
- Compare the idea of Manifest Destiny to the reality of homesteading?

Go to the Unleashing an Agricultural Revolution exhibit.

Compare the two plows.

- What are the visible advancements made?
- Who developed the replaceable plow blade? What impact did this have on agriculture on the prairie?
- What is the connection between homesteading and industrialization?
(Hint: look at the camelback drill exhibit)
- Why were homesteaders eager for new innovations?

Go to the Harvesting Machinery exhibit.

Compare the advertisements for the harvesting machines to the actual photos.

- How are they similar and different?
- Why are the advertisements portrayed as they are?

RANGER-LED EXPERIENCE

Go to the Rain Follows the Plow exhibit.

- How did the demand for wheat during WWI help lead to the dust bowl?
- Why is the farmer in the cartoon happy?
- Explain the theory of rain follows the plow.
 - Who developed it?
 - How did this impact the plains region?
- What conclusions can be made about the amount of moisture that the plains experience from the Dempsey Divide study graph?

Go to the Success or Failure exhibit.

View the photos in this display and notice how most homesteaders were photographed with their personal belongings.

- Why did they take photographs with their belongings?
(Hint: view the Solomon Butcher interactive display for help)
- What did homesteaders view as having wealth?
- What does the Korlina Matson quote “in Sweden, we walked, in America we ride” mean?
- What does the photo of the family in front of a sod home and wood home represent?
- What percentage of homesteaders stayed long enough to earn title to their land?

Go to the Windmill-Unleashing Ag Revolution exhibit.

- Who patented the first windmill?
- When did they patent the windmill?
- What did the windmill represent to homesteaders?

Go to the Opportunity and Displacement exhibit.

- What was Henry Dawes’ view of American Indians?
- What does he propose with this view in mind?
- Compare the quotes of Dawes and Chitto Harjo.
 - What does this say about the different views of whites and American Indians?
- Compare the United States maps from 1775-1850 and 1850-1899.
 - What do you notice about the loss of native lands?
 - Why do you think there is a difference?

RANGER-LED EXPERIENCE

Go to the Confronting Reality exhibit.

- What did the Homestead Act offer the average American?
- Compare the photos in Confronting Reality.
- What different materials were used for building homes?
- Why were these materials used?
- Think about the different climates in each state, how did this affect homesteaders?

Go to the Food on Tables exhibit.

- What kinds of food did homesteaders commonly eat?
- Who was responsible in the family for producing food?

Go to the Battling the Elements exhibit.

- What do you notice about the North Dakota photos?

Go to the Meeting the Daily Challenge exhibit.

- Why were homesteaders concerned with photographing their daily lives?
- What role did the community play in the lives of homesteaders?

Go to the Lives Touched exhibit.

Compare the two experiences of Daniel Freeman and Kenneth Deardorff.

- How are their experiences similar and different?
- What is the irony of Freeman being the first homesteader and the Emancipation Proclamation taking effect on the same day (Jan. 1, 1863)?

General questions

View the banners that exist in the upper level of the Heritage Center.

- What are the themes of the building?
- How are they related to homesteading?



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.

HOMESTEAD SHELTERS

Post-Visit Activity #1 (suggested)

Introductory Set

Ask students to describe various structures that people from around the world live or lived in. This should lead to a discussion that includes shelters such as tents, teepees, igloos, etc. Why do people build different types of dwellings? As a class discuss the relationship between land, climate and shelter. What information did students gather during their visit on this topic?

Procedure

Use the knowledge gained from your visit and combine it with information from the websites below about the Homestead Act and the people that claimed land. Make a list of at least 3 different types of structures that homesteaders utilized. Describe each in detail.

Historic Palmer-Epard Cabin:

<http://homesteadcongress.blogspot.com/2010/05/homesteads-unique-palmer-epard-cabin.html>

Shelter on the Western Frontier: <http://www.over-land.com/shelter.html>

Sod Houses: <http://bit.ly/a3P5k5>

Prairie Settlement: Nebraska Photographs and Family Letters, 1862-1912

<http://www.loc.gov/teachers/classroommaterials/connections/prairie-settlement/history4.html>

In groups, discuss the different types of structures built by homesteaders and why they chose those structures. Have each student select one of those types of shelters and create an accurate 3-D visual of it using Google Sketchup or other program. The scale, building materials, and surrounding landscape should all be historically accurate, considering the time and location.

Finally, each student will compose a 1-2 page explanation of how their visual is accurate and represents the building materials available to the homesteaders of that area, as well as the limited time frame available to homesteaders to build that shelter.



(above left) Earthen Lodge (Photo Courtesy of Nebraska State Historical Society)

(above right) Palmer-Epard Log Cabin at Homestead National Monument of America

(left) Sod House

Introductory Set

Ask students to make a list of all the hardships they recall learning about that confronted homesteaders. As a class, discuss what they remember learning about each of these hardships. Based on their visit to Homestead National Monument of America, students should be able to create a substantial list. If not, have them research other possible hazards using the Internet.

Document Analysis

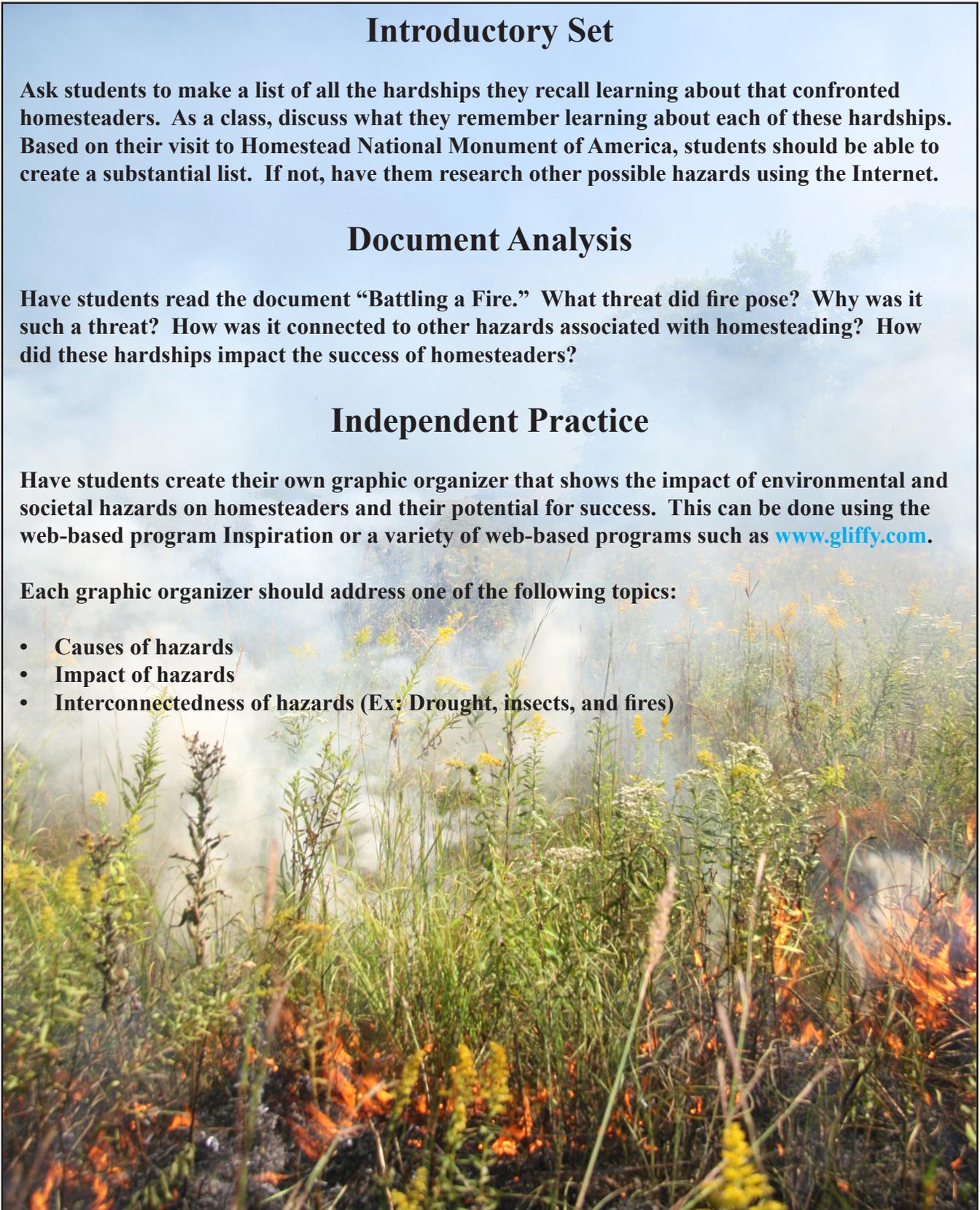
Have students read the document “Battling a Fire.” What threat did fire pose? Why was it such a threat? How was it connected to other hazards associated with homesteading? How did these hardships impact the success of homesteaders?

Independent Practice

Have students create their own graphic organizer that shows the impact of environmental and societal hazards on homesteaders and their potential for success. This can be done using the web-based program Inspiration or a variety of web-based programs such as www.gliffy.com.

Each graphic organizer should address one of the following topics:

- Causes of hazards
- Impact of hazards
- Interconnectedness of hazards (Ex: Drought, insects, and fires)



Iowa Farm Letters - John and Sarah Kenyon

John Kenyon wrote:

“... and now for the prairie fire we had a week ago yesterday. I went to the window and looked out. A prairie fire was about one and a half miles off. I could see nothing but smoke and it looked awful dark.

I grabbed the hoe and scythe and started for our south road about twenty rods from the house. When I got there the fire had just reached the road. It came in the shape of a V and the flames rolled higher than the waves on the ocean. It looked awful to me.

I was so frightened that I shook like a dog. It had crossed the road. I ran for my life and put it out and followed it up the road ten rods or so until it was past our land. I hurried back but it had crossed the road in another place and was within ten feet of the fence.

Father Ellis and Mother and Ann were fighting it like mad (as the English say) with foot mats, rugs, old pieces of carpet, coats and petticoats, etc. We fought it to the cornfield then it had to side burn about 20 rods then it had a clean sweep for the hay. The stables, chicken coops, hog sties are all made of hay and poles, all but the house.

Father and I stayed and fought it and the women folks cut it for the stacks and raked up all the old stalks they could. Mary came just as the fire was coming around the fields. She grabbed bed clothes off the bed, carpeting, anything she could lay her hands on. She had all of them wet and ready for action.

On came the fire and how they kept it off the stock the Lord only knows. I was so frightened that I dare not look that way. If it had not been for the female department everything would burn. They fought like heroes.

The Beaches and Joneses fought so hard they would come out of the fire and smoke and throw themselves on the ground. They thought they were going up. I did not fight as hard as that but I fought hard enough to burn off my whiskers and hair so I had to have them cut. I looked rather red around the jaws.”

Originally published in the Iowa Journal of History, Vol. 58, No. 1 (January 1960).
Copyright 1960, State Historical Society of Iowa.
Excerpt reprinted by permission of the publisher.

<http://www.campsilos.org/mod2/teachers/r2.shtml>

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.

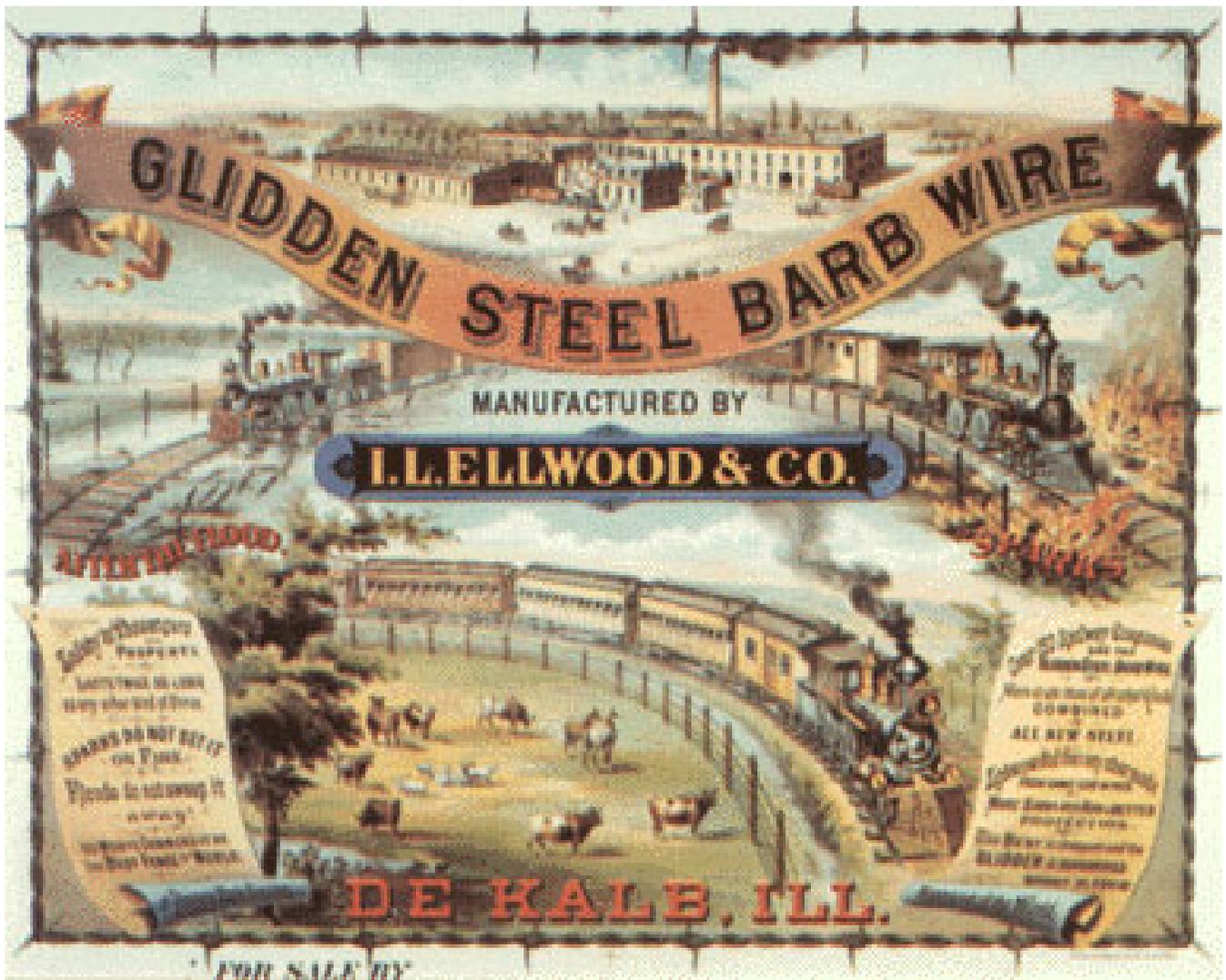
5 Minute Focus

Ross' Story

At our one-room school, all 18 kids from Kindergarten through 8th grade worked and played together. We didn't make fun of anyone and everyone was accepted. No one was ever left out. We didn't think about it if our clothes were different or we brought different things for lunch. At recess we all played games together and there was no fighting. We worked hard on school programs and everyone's ideas were respected. We had minor disagreements but they were always worked out peacefully. We were taught to behave that way at home and were expected to act the same way at school.

- In what ways did these students show respect for each other?
- Why were they able to treat others with respect?
- How did these students respect others' points of view?
- Give examples of when this happens at your school.

ADDITIONAL RESOURCES



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