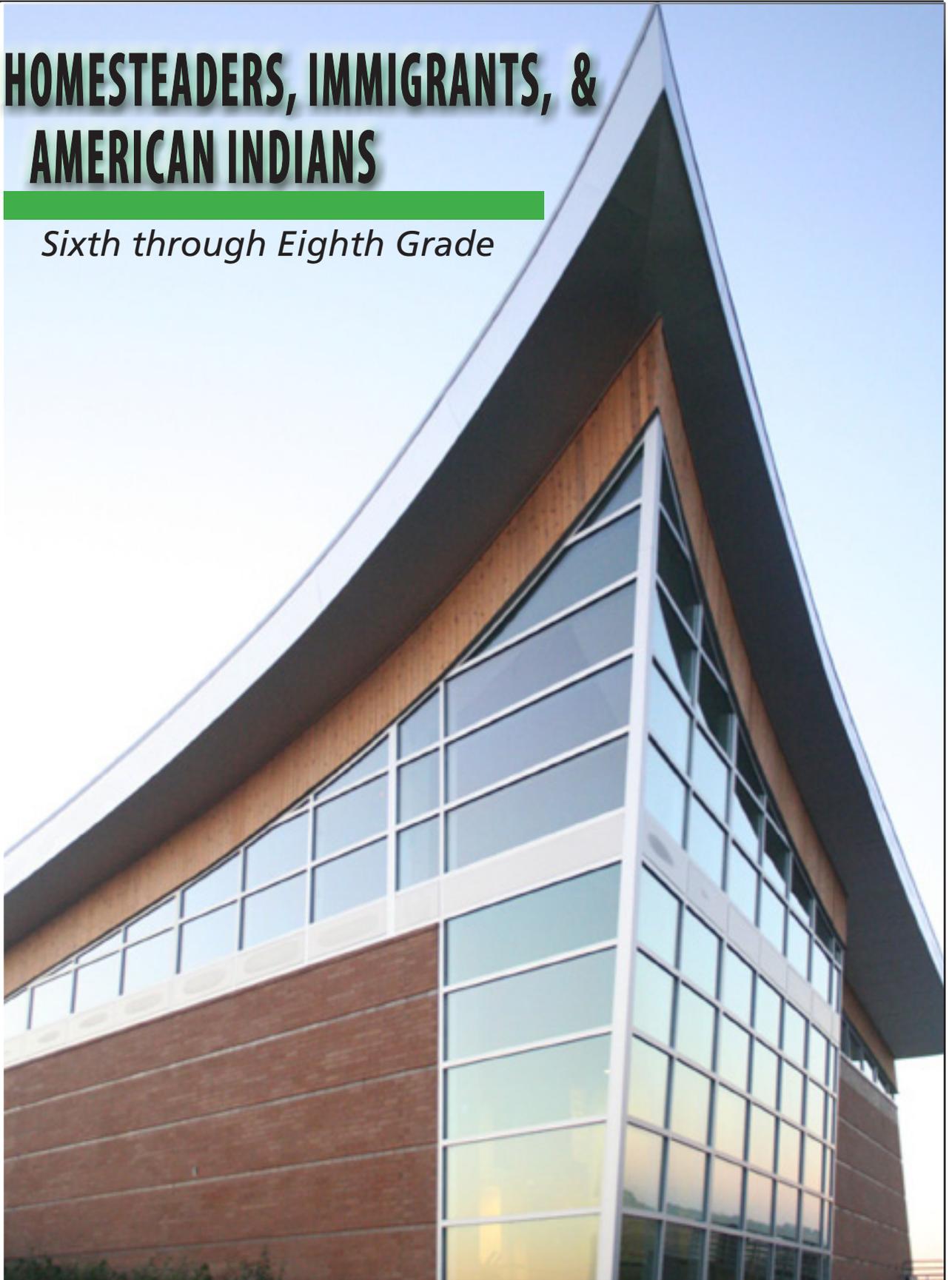


Free Land was the Cry!

HOMESTEADERS, IMMIGRANTS, & AMERICAN INDIANS

Sixth through Eighth 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 at Louisville, NE
Craig Rafert, Social Studies Teacher at Sutton, NE

Curriculum Interns

Sasha Denton, History major at Doane College
Andy Fuxa, Communications major at Nebraska 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: Territorial Range	Pages 8, 9
Pre-Visit Activity #3: Land Use	Pages 10, 11
Ranger-Led Experience	Pages 12-14
Post-Visit Activity #1: Homestead Shelters	Page 15
Post-Visit Activity #2: Dawes Act	Pages 16, 17
Post-Visit Activity #3: American Indian Reservations.....	Page 18
Character Education.....	Page 19
Additional Resources	Pages 20-24

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 task 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 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

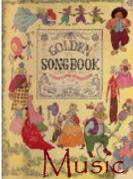
CURRICULUM OBJECTIVES

- Students will examine the role of technology and innovation in the lives of homesteaders.
- Students will develop research 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 variety of ethnic groups that took advantage of the Homestead Act.
- Students will analyze the push—pull factors that influenced the diverse groups that migrated.
- Students will make inferences as to the contributions of different cultures to the collective culture that is the United States.
- Students will immerse themselves in American Indian cultures and customs.
- Students will examine the connection between geography and American Indian cultures.
- Students will investigate the sustainability of American Indian use of resources.

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?

Procedure

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

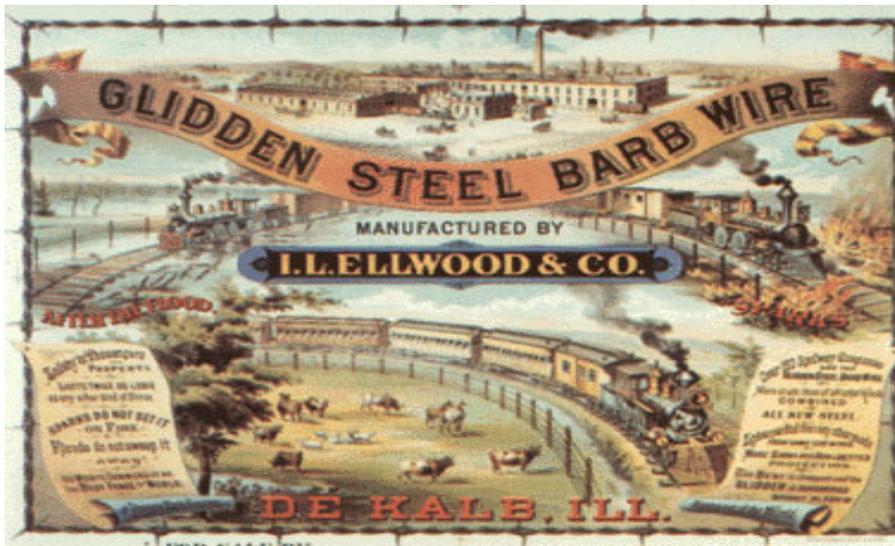
A portion of the Osage Orange Hedgerow at Homestead National Monument of America.



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)

TERRITORIAL RANGE

Introductory Set

Ask students to stand up if they were born in the town in which they now live; stand up if they were born in the state they now live in; stand up if their parents were also born there; etc. Then discuss why people move.

Procedure

Listed below are some good questions to start off a discussion with your students to see what they know before you begin.

- Who were the first Americans?
- Where did they come from?
- How did they get here?
- Where in the Americas did they live?
- Are all American Indians alike?
- What makes American Indian groups unique from one another?
- How many tribes were there? How many can you name?

Using a Smartboard or other device, go to the Native Languages website: <http://lb.vg/dFB4k>. Have each student click on a state to reveal the names and locations of the tribes that originally inhabited each state. Give each student a blank map of the United States. One is available in the Additional Resources section. Have students locate the homeland of the tribes you investigate on the website on the map.

Then go to the Library of Congress webpage <http://bit.ly/abNzgD>. Compare this map to the map you previously examined. Have each student discuss with a partner the differences and why they occur. Discuss as a class the fluidity of tribal range as well as the lack of maps until much later as well as the fact that many American Indian groups were forced off their land.

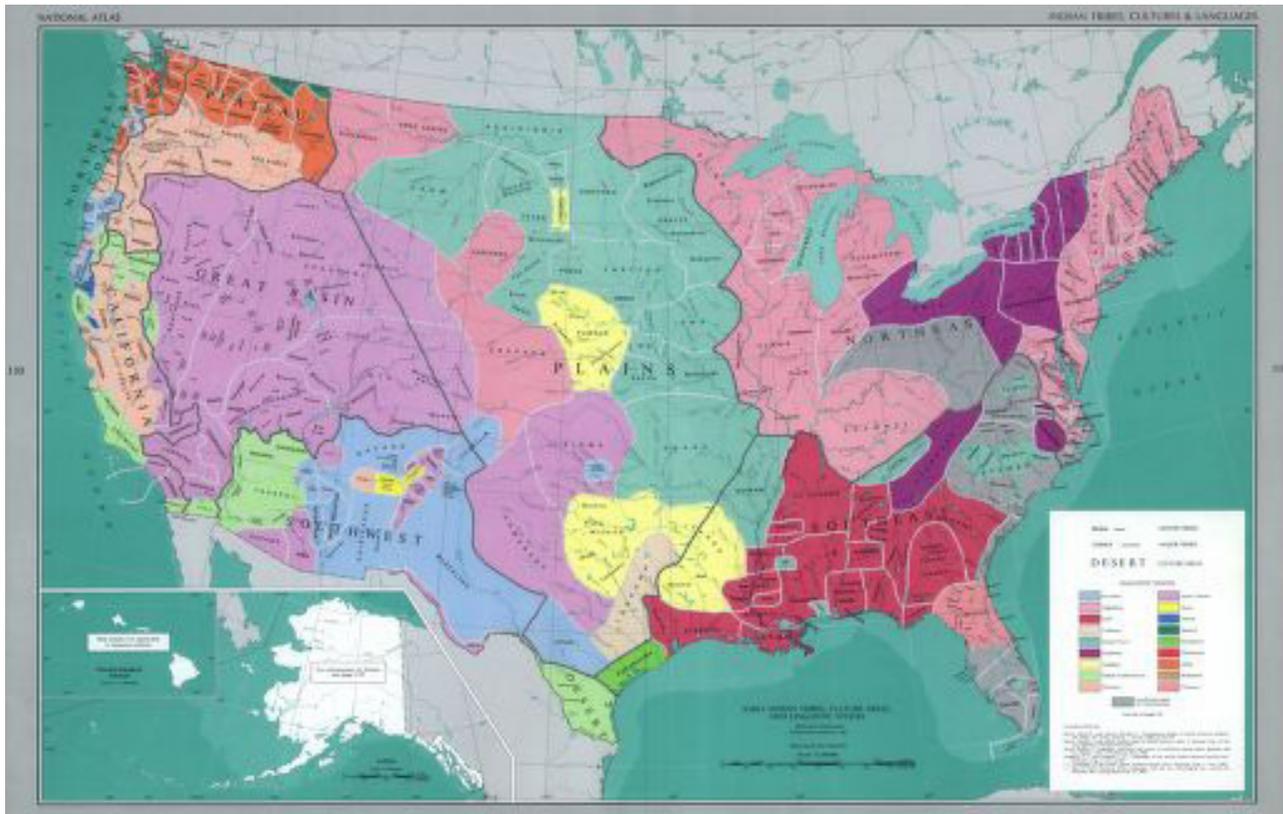
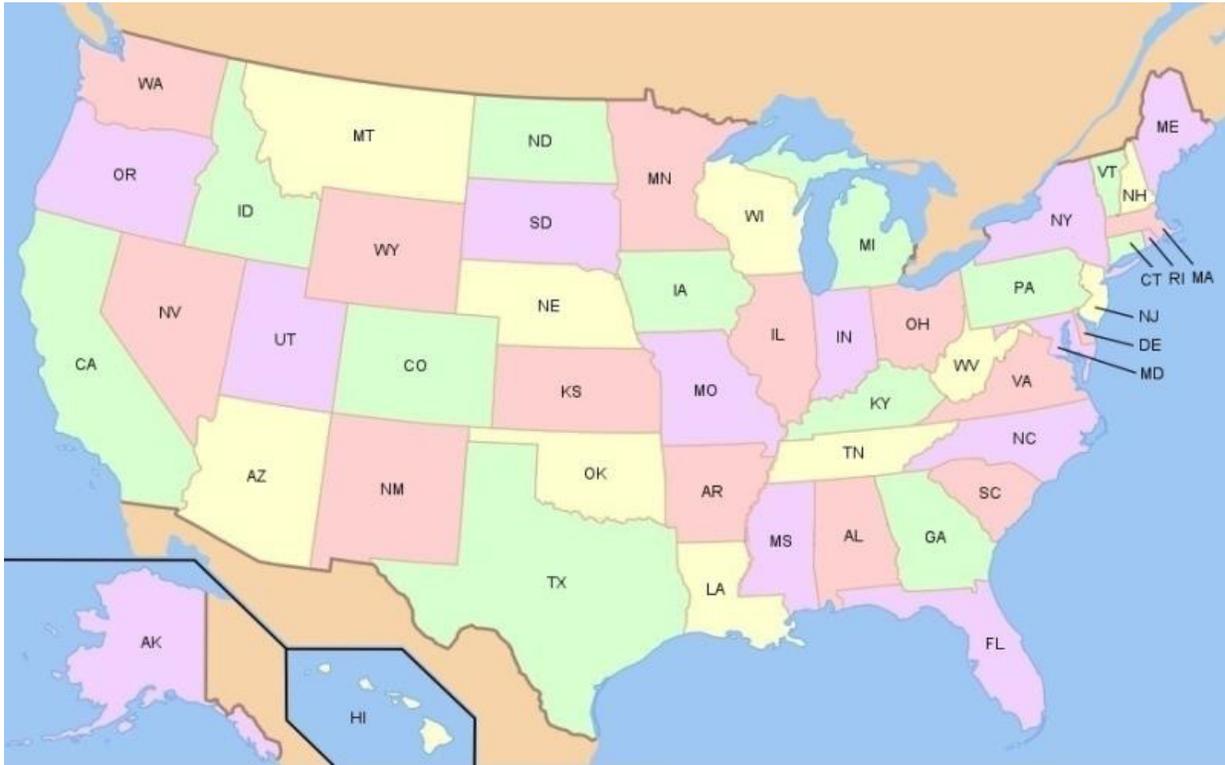
Enrichment Activities



Have students map a road trip that goes through at least 4 states. They should write a fictional story about the people they will encounter as well as what the land is like. This could either be a fictional story that requires students to use their knowledge of where tribes lived that allows them to make up a fictional lifestyle for each tribe or students could do research on each of the tribes to make their story more accurate. The Native Languages website (above) has good information that could be used for this.

TERRITORIAL RANGE

Pre-Visit
Activity #2
(suggested)



**Pre-Visit
Activity #3
(suggested)**

LAND USE



Introductory Set

Put each of the following words on a small slip of paper. Divide students into groups and give each group a set of words.

- Fisherman
- Ocean
- Desert
- Irrigation
- Arctic
- Forest
- Log cabin
- Canoe
- River

Ask students to put the words into whatever groups they want. Then, as a class discuss what groups they created and why they chose those groups.

These words all have one thing in common. They compare the environment in which people live and the ways in which they survive.

Procedure

We know that American Indians lived in every climate region in the Americas and because of this, the tribes in different areas developed cultures that were distinct from American Indians from other regions. What aspects of life would be affected by the environment? For example: food, shelter, clothing, transportation, etc.

Using the website <http://www.native-languages.org/home.htm#list>, have each student select a tribe. They should research the tribe, its customs, culture, and the environment in which the tribe lived. Students will use this information to explain the link between geography and lifestyle, as well as to provide a comparison to life in the U.S. today. This can be achieved using any of the following options for projects: Students could write a song, create a play/movie, build a diorama, create museum artifacts, or make a sketchbook or PowerPoint presentation demonstrating how American Indian groups adapted their lifestyles to the environment in which they lived. Students should cover why they did this? In what ways does this allow them to best utilize and preserve their resources? Students should present their projects to the class and discuss these issues.

Then, as a class, compare what you know about these tribes to Americans today.

Do we adapt to our environment or do we attempt to change our environment to fit our needs? Which method is more sustainable?

Enrichment

Activities



Have students write a paragraph about what they can do in their own lives to adapt to their environment.

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 following websites 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. 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 avail-



(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

Post-Visit Activity #2 (suggested)

DAWES ACT

Introductory Set

Have students read the following quote. Discuss what it means and what it says about the United States as a country.

“The mission of the United States is one of benevolent assimilation.” --William McKinley

Procedure

Use the following links to the Homestead Act and the Dawes Act. Have students read and analyze each document. Then they should create a Venn diagram that compares and contrasts the two documents.

Homestead Act, 1862

<http://www.ourdocuments.gov/doc.php?flash=true&doc=31&page=transcript>

Dawes Act, 1887

<http://www.ourdocuments.gov/doc.php?doc=50&page=transcript>

Have students answer the following questions about the Dawes Act:

- What was the purpose of the Dawes Act?
- What did the Dawes Act do?
- How would it have affected American Indians?
- How would this have been beneficial to the United States?

Enrichment Activities



Students will assume the role of United States Congressman and use the text of the Dawes Act, the following quotes and other sources to debate the necessity of the Dawes Act. Finally, they will vote on the passage of the bill.

Divide students into two groups. One group will be in support of the Dawes Act and one will oppose it. Give students time to do additional research and prepare arguments in defense of their positions. Assist students with incorporating the information they gather into their arguments.

DAWES ACT

Post-Visit Activity #2 (suggested)

"The Indian may now become a free man; free from the thralldom of the tribe; free from the domination of the reservation system; free to enter into the body of our citizens. This bill may therefore be considered as the Magna Carta of the Indians of our country."

Alice Fletcher

"The Dawes Act was a way to break up the whole tribal structure of Native American nations. Instead of saying you are a group of people, all of a sudden you are individual landowners — you are Americans. And so it was designed to break up community, to civilize people, make us farmers, and also break up our tribal structure."

Charlotte Black Elk

"Alice explained... the land allotment... and her wish that the whole people would see the wisdom of the great change... At length one man stood up, a tall, broad-shouldered fellow... He said, 'We do not want our land cut up in little pieces...' A groan of assent ran along the dark line of Sphinxes... 'We must come together and decide whether we will have this law...' She told them that there is nothing for them to decide... The law must be obeyed."

Jane Gay



The Dawes Act: <http://www2.csusm.edu/nadp/asubject.htm>

Teaching With Documents: Maps of Indian Territory, the Dawes Act, and Will Rogers' Enrollment Case File:

<http://www.archives.gov/education/lessons/fed-indian-policy/>

The Dawes Act-Indian Ownership of the Land: <http://bit.ly/audSOM>

The Reservation System: Native American Lands Sold under the Dawes Act
<http://bit.ly/9pjf7U>



Have students write a page summary that explains how they think we should remember the Dawes Act. Was it successful or a failure? Was it good or bad?

**Post-Visit
Activity #3
(suggested)**

AMERICAN INDIAN RESERVATIONS



Introductory Set

Using a farm as an example, ask students who owns it—the farmer? the community? the country? How do we determine who owns land? Historically how have countries gained or lost territory?

Explain to students that most American Indian groups did not believe people owned land and thus you could not buy or sell it; it was just yours to use. They were merely stewards of the land, much like students and their desks. They do not own the desks, but they are theirs to use.

Lesson

Have students examine the map of American Indian reservations. Then compare it to the map at <http://bit.ly/b2vB8o>

Discuss as a class what reservations are and why they were created. Then ask students to look at the map of the reservations again. Using their knowledge of U.S. geography, why were the reservations created where they were? (It was land with few natural resources and poorly suited for farming.)

Divide students into groups. Assign each group one of the primary documents about life on reservations found at <http://www.pbs.org/weta/thewest/resources/archives/eight/wkmiles.htm>.

As a class, discuss what living conditions were like on reservations at the turn of the century. Finally, have each student assume the role of an American Indian living on a reservation in 1890. Have them write a diary entry about what their life is like.

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.

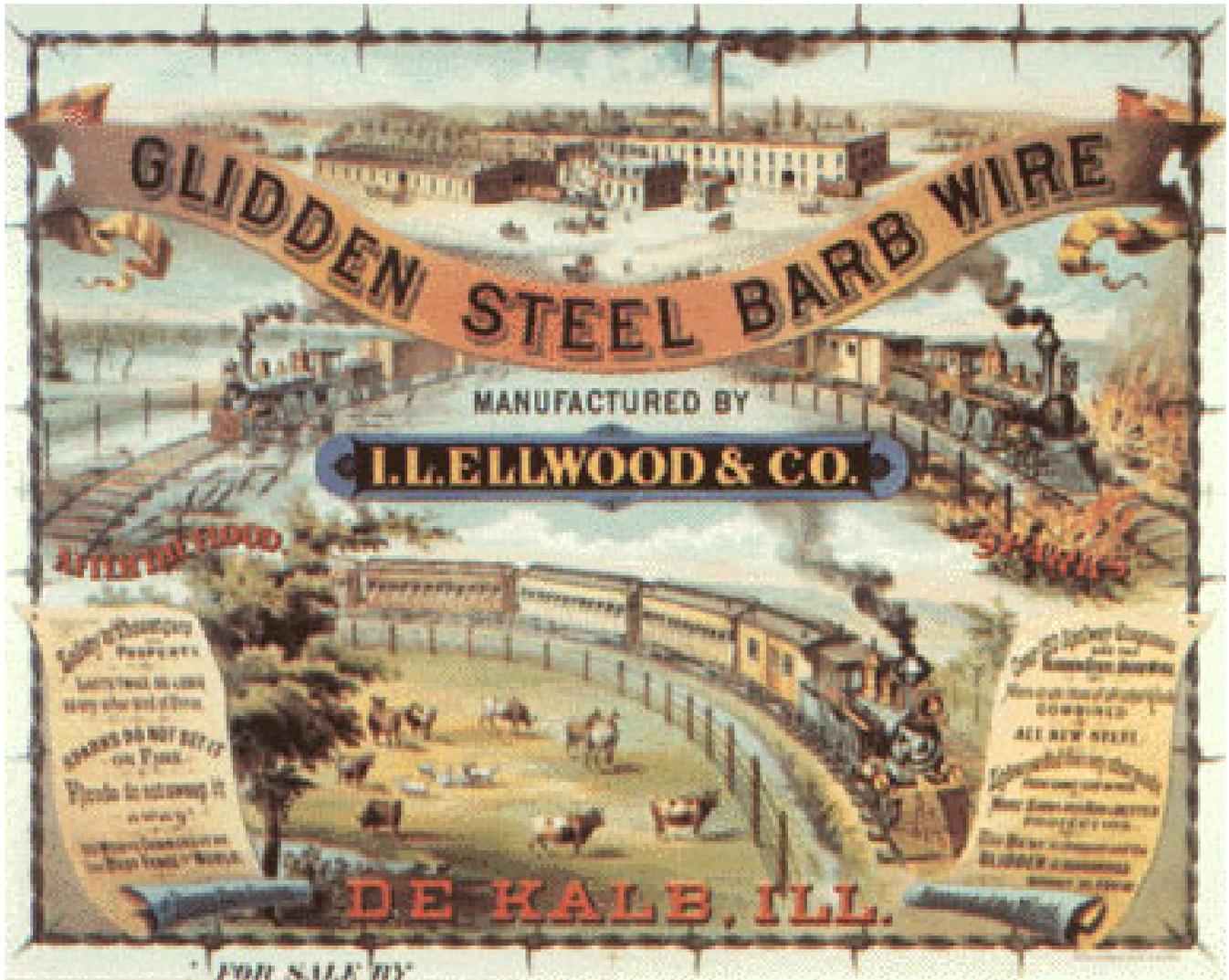
5 Minute Focus

Ross' Story

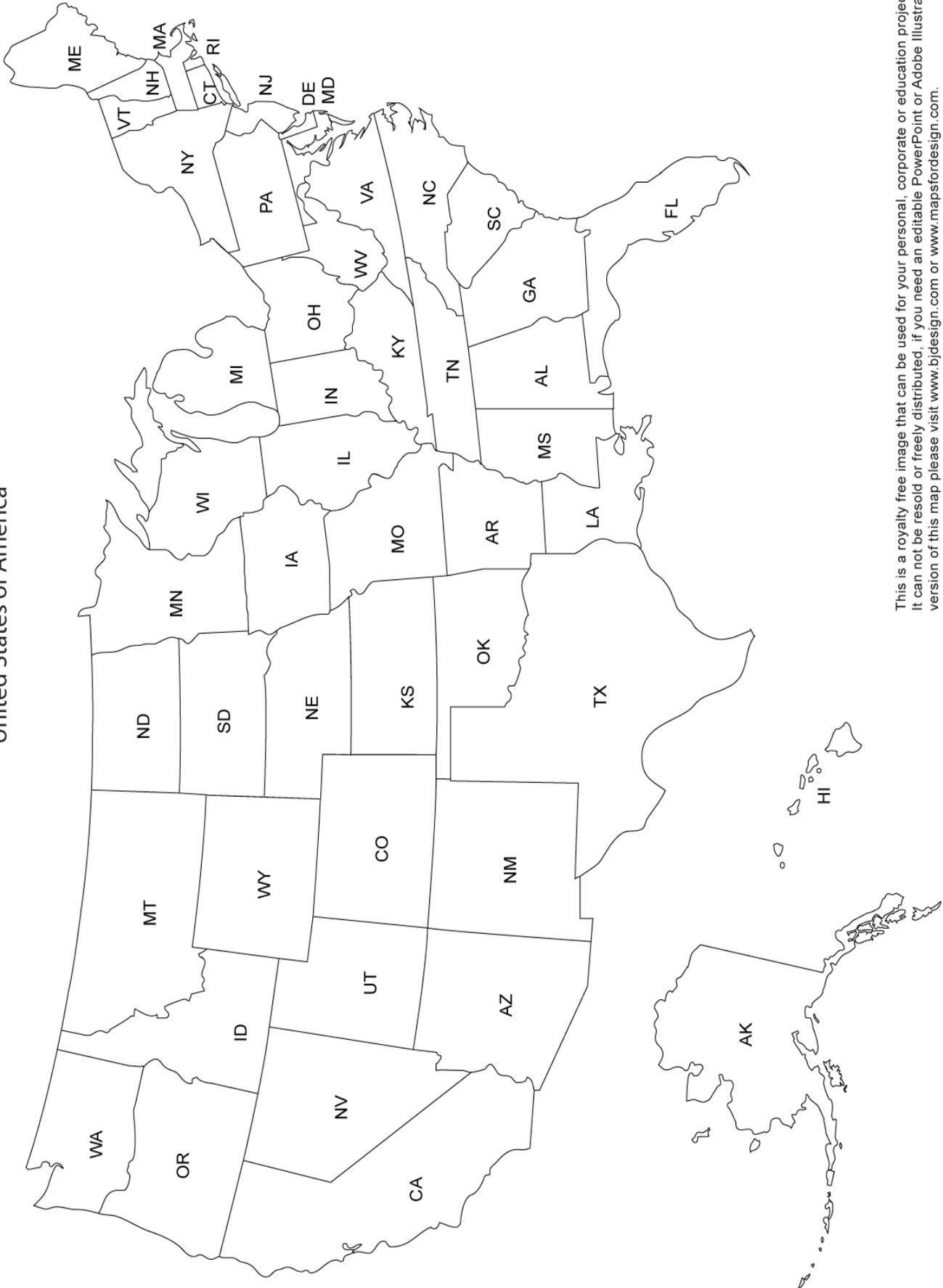
“At our one-room school, all 18 kids from Kindergarten through 8th grade worked and played together. We didn't make fun of anyone and everyone was accepted. No one was ever left out. We didn't think about it if our clothes were different or we brought different things for lunch. At recess we all played 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



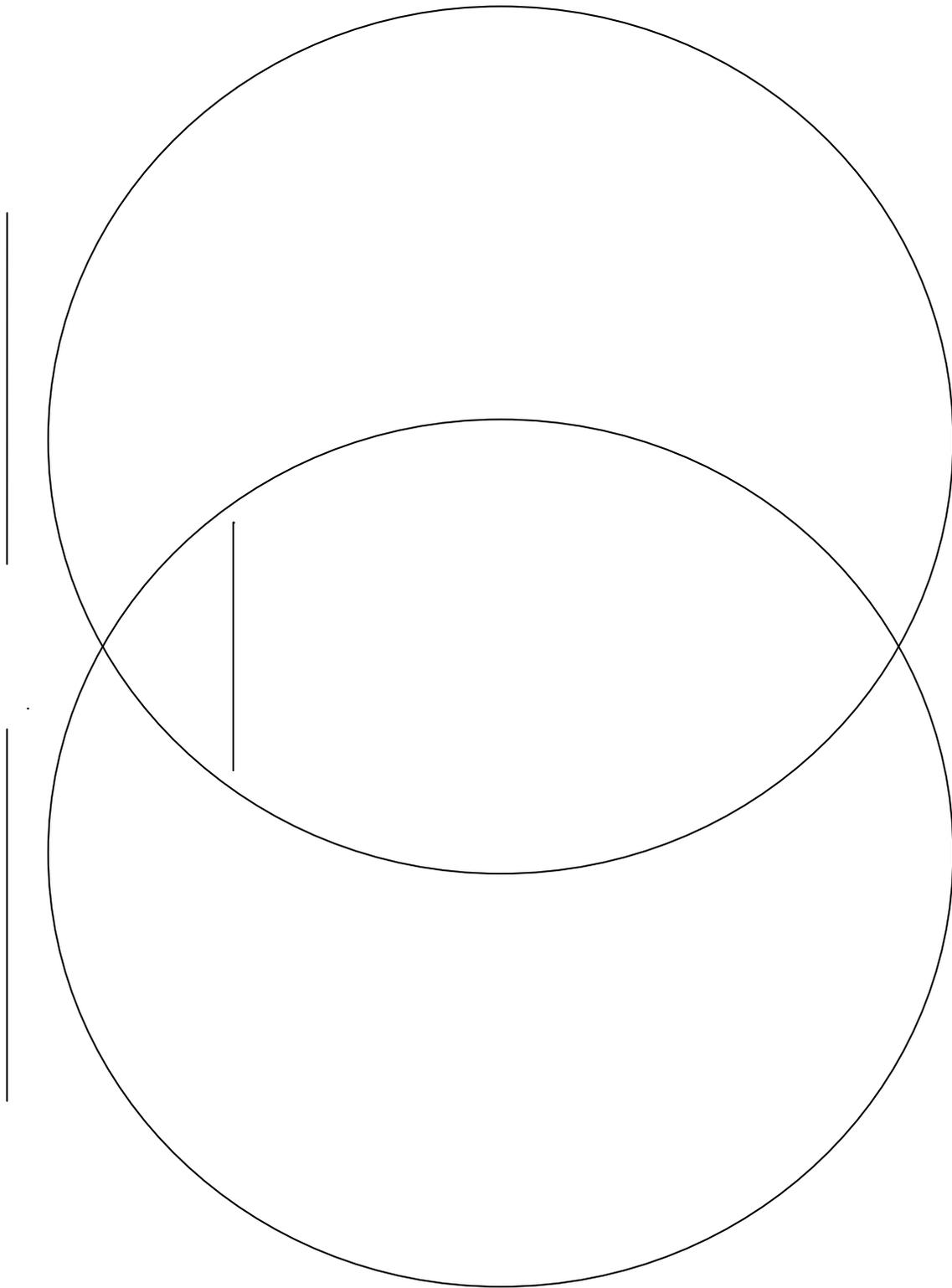
United States of America



This is a royalty free image that can be used for your personal, corporate or education projects. It can not be resold or freely distributed, if you need an editable PowerPoint or Adobe Illustrator version of this map please visit www.bjdesign.com or www.mapsfordesign.com. This text can be cropped off. © Copyright Bruce Jones Design Inc. 2009

Venn Diagram

Name _____



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