

1850 – 1874

HOMESTEAD ACT SIGNED: WHO WERE THE SETTLERS?

ACTIVITIES

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LESSON PLANS

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RESOURCES

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Activity 1: Proving Up Form

Activity Grade Level:
4th - 8th Grades

Activity: Discussion

Have students read The Proving Up Form page in the Homestead Act Signed: Who Were the Settlers? section of the 1850-1874 timeline of Nebraska Studies.

http://nebraskastudies.org/0500/stories/0501_0204.html

Then, have them discuss the purpose of the Proving Up form.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will . . .

Standard 4.1.5. Describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.7. Use higher level thinking processes to evaluate and analyze primary sources and other resources.

By the end of eighth grade, students will . . .

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.7. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. Demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

By the end of fourth grade, students will . . .

Standard 4.1.3. Identify the basic facts and essential ideas in what they have read or viewed.

Standard 4.1.4. Locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.7. Identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 4.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 4.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

By the end of eighth grade, students will . . .

Standard 8.1.1. Identify the basic facts and essential ideas in what they have read or viewed.

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Activity 2: Homestead Act & Claim Requirements

Activity Grade Level:
8th – 12th Grades

Activity: Discussion

Have students read the following pages in the Homestead Act Signed section of the 1850-1874 timeline of Nebraska Studies.

Homestead Act Signed

http://nebraskastudies.org/0600/stories/0501_0100.html

How Do I Get My Free Land?

http://nebraskastudies.org/0600/stories/0501_0203.html

Did the Homestead Act Succeed?

http://nebraskastudies.org/0600/stories/0501_0206.html

Female Homesteaders

http://nebraskastudies.org/0600/stories/0501_0209.html

The Immigrant Experience

http://nebraskastudies.org/0600/stories/0501_0211.html

Then, use the following questions for discussion:

- What was the main purpose of the Homestead Act?
- What were the requirements to claim your own homestead under the terms of the Homestead Act?

For more advanced students:

- What was the key purpose and provisions of the Homestead Act?
- What were the weaknesses of the act?
- Was it successful?
- Could a Native American submit a claim? Why or why not?
- Compare and contrast the ease of filing claims for males and females under the terms of the various land acts. Is it easier for a male to acquire ownership of property today than a female? Why or why not?
- Did the Homestead Act impose any restrictions on immigrants who came to America and tried to file claims?

Nebraska State SOCIAL STUDIES Standards

By the end of eighth grade, students will . . .

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.4.2. Demonstrate skills for historical analysis.

Standard 8.1.7. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

By the end of twelfth grade, students will . . .

Standard 12.1. Locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.2. Analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. Analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.1.12. Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 12.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Standard 12.2.11. Demonstrate historical research and geographical skills.

Standard 12.4.3. Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7. Apply geography to interpret the past, understand the present, and plan the future.

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Standard 12.1.1. Identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.2. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.6. Read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 12.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Activity 3: Daniel Freeman & Beatrice

Activity Grade Level:
4th - 8th Grades

Activity: Draw a Map

Have students read the Daniel Freeman and the Homestead Act page of the Homestead Act Signed: Who Were the Settlers? section of the 1850-1874 timeline of Nebraska Studies.

http://nebraskastudies.org/0500/stories/0501_0201.html

Then, ask them these questions:

- Who was Daniel Freeman?
- How did Freeman decide where to locate his homestead?

Have students draw a map of Nebraska and indicate the location of Beatrice.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will . . .

Standard 4.1.1. Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.7. Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.10. Identify and use essential map elements.

Standard 4.1.12. Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will . . .

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. Demonstrate skills for historical analysis.

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Standard 4.1.3. Identify the basic facts and essential ideas in what they have read or viewed.

Standard 4.1.4. Locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.7. Identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 4.1.8. Identify similar ideas across a variety of narratives and stories.

Standard 4.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 4.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

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Standard 8.1.1. Identify the basic facts and essential ideas in what they have read or viewed.

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Standard 8.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Activity 4: Children's Daily Activities

Activity Grade Level:

4th - 8th - 12th Grades

Activity: Discussion

Have students read the following pages of the Homestead Act Signed: Who Were the Settlers? section of the 1850-1874 timeline of Nebraska Studies.

Pioneer Children http://nebraskastudies.org/0500/stories/0501_0207.html
 Games, Toys, Recreation http://nebraskastudies.org/0500/stories/0501_0208.html

Then, use the following questions to lead discussion:

- What did children living on the frontier do on a daily basis? Would their activities be different than your activities today?
- What toys did children living on the frontier have? How would your toys be different?

For more advanced students:

- Compare and contrast toys for boys and girls during the mid and late 1800s with toys for boys and girls today.
- What inferences could you draw about life on the frontier for children based on the primary source documents in this collection? Have students type "child" or "children" in the Search Box, and then click on Primary Source to search for original documents.
- Compare and contrast the chores of pioneer children with the chores of children in the 21st century.

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Standard 4.1.7. Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.1. Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.12. Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will . . .

Standard 8.1.2. Analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.7. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. Demonstrate skills for historical analysis.

By the end of twelfth grade, students will . . .

Standard 12.1. Locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.2. Analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. Analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.1.12. Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 12.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Standard 12.2.11. Demonstrate historical research and geographical skills.

Standard 12.4.3. Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7. Apply geography to interpret the past, understand the present, and plan the future.

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Standard 12.1. Locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.1. Identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.2. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.6. Read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

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Activity 5: Who were the Chrisman Sisters?

Activity Grade Level:
4th – 8th – 12th Grades

Activity: Discussion & Photograph / Written Document Analysis

Have students read The Chrisman Sisters page in the Homestead Act Signed: Who Were the Settlers? section of the 1850-1874 timeline of Nebraska Studies.

http://nebraskastudies.org/0500/stories/0501_0210.html

Then, ask the students:

Who were the Chrisman sisters, and why are they important?

For more advanced students:

How could the Chrisman sisters make twelve claims and acquire 1,920 acres?

For additional activities, have students use the National Archives *Photograph Analysis* Worksheet or the *Written Document Analysis* Worksheet in the Resources section at the end of this document to analyze the photo of the Chrisman sisters or letters on the above page.

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By the end of eighth grade, students will . . .

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Activity 6: Mattie Oblinger's Letters

Activity Grade Level:

4th - 8th - 12th Grades

Activity: Written Document Analysis

Have students read the Female Homesteaders page in the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of Nebraska Studies.

http://nebraskastudies.org/0500/stories/0501_0209.html

Have your students search for letters from Mattie Oblinger by typing her name in the Search box, and then clicking on Primary Source.

- Who was she?
- What did she like about living in Nebraska?
- What did she dislike?

For more advanced students:

Have students use the National Archives *Written Document Analysis* Worksheet located in the Resources section at the end of this document.

- Analyze the two accounts by Mattie Oblinger about life on the frontier.
- What specifically did she say about "equality" and "land ownership?"
- Are these concepts more relevant for people living in Nebraska today?

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Activity 7: Homesteaders & an Organ

Activity Grade Level:
4th - 8th Grades

Activity: Photo Analysis

Have students read the Games, Toys, and Recreation page of the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of Nebraska Studies.

http://nebraskastudies.org/0500/stories/0501_0208.html

Then, have students review the photograph of the homesteaders with the organ at the bottom of the page. Why would homesteaders want a photograph of their organ rather than their home?

Students may wish to use the National Archives *Photograph Analysis* Worksheet located in the Resources section at the end of this document.

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Activity 8: Railroad Poster

Activity Grade Level:

4th - 8th Grades

Activity: Draw Poster

Have students read the Czechs Move to Nebraska page of the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of Nebraska Studies.

http://nebraskastudies.org/0500/stories/0501_0212.html

Have students examine the railroad poster on the above page, and then have them draw their own railroad poster, including reasons why immigrants should settle in Nebraska. For more examples of posters, students may type “railroad poster” in the Search box in the upper left corner of Nebraska Studies, and then click on Primary Source.

Students may wish to use the National Archives *Poster Analysis Worksheet* located in the Resources section at the end of this document to analyze the poster on the above page.

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By the end of fourth grade, students will . . .

Standard 4.1.1. Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.5. Describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.6. Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.12. Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will . . .

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.7. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

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Activity 9: Why Do People Immigrate to the U.S.?

Activity Grade Level:

4th - 8th -12th Grades

Activity: Map Analysis & Discussion

Have students read the following pages of the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of Nebraska Studies.

The Immigrant Experience http://nebraskastudies.org/0500/stories/0501_0211.html
 Czechs Move to Nebraska http://nebraskastudies.org/0500/stories/0501_0212.html

- Have students compare and contrast a world map of Europe in 1890 with a world map of Europe today. Where was the Czechs' homeland? Why would they leave Europe? Here are some possible links for maps:
<http://www.sherlock-holmes.org/atlas/europe.html>
<http://antiquemapgallery.com/co18anmapofe.html>
<http://www.onlyglobes.com/PhotoGallery.asp?ProductCode=UM%2D30128>
http://www.yourchildlearns.com/europe_map.htm
http://www.ezilon.com/eu_map_europe.jpg
- Ask students where their ancestors originated. Why do the students think they came to America? (If students are unaware of their ancestry, have them explore possibilities from probable continents.)

For more advanced students:

- Who are the predominant ethnic groups living in your community today? Why do you think they selected your community in which to live?

When comparing the maps, students may wish to use the National Archives *Map Analysis* Worksheet located in the Resources section at the end of this document.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will . . .

Standard 4.1.2. Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.7. Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.1. Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.12. Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will . . .

Standard 8.1.2. Analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.7. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. Demonstrate skills for historical analysis.

By the end of twelfth grade, students will . . .

Standard 12.1. Locate, access, and evaluate resources to identify appropriate information.

- Standard 12.1.2.** Analyze and explain the events and ideas of the Early National Period.
- Standard 12.1.3.** Analyze the causes and effects of major events of the Civil War and Reconstruction.
- Standard 12.1.4.** By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.
- Standard 12.1.12.** Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.
- Standard 12.2.4.** Use a variety of forms to write for different audiences and purposes.
- Standard 12.2.5.** Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- Standard 12.2.11.** Demonstrate historical research and geographical skills.
- Standard 12.4.2.** Analyze how selected physical and ecological processes impact the earth's surface.
- Standard 12.4.3.** Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.
- Standard 12.4.7.** Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING & WRITING Standards

By the end of fourth grade, students will . . .

- Standard 4.1.3.** Identify the basic facts and essential ideas in what they have read or viewed.
- Standard 4.1.4.** Locate, access, and evaluate resources to identify appropriate information.
- Standard 4.1.7.** Identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- Standard 4.1.8.** Identify similar ideas across a variety of narratives and stories.
- Standard 4.2.4.** Use a variety of forms to write for different audiences and purposes.
- Standard 4.2.5.** Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

By the end of eighth grade, students will . . .

- Standard 8.1.1.** Identify the basic facts and essential ideas in what they have read or viewed.
- Standard 8.1.2.** Locate, access, and evaluate resources to identify appropriate information.
- Standard 8.2.4.** Use a variety of forms to write for different audiences and purposes.
- Standard 8.2.5.** Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

By the end of twelfth grade, students will . . .

- Standard 12.1.** Locate, access, and evaluate resources to identify appropriate information.
- Standard 12.1.1.** Identify the basic facts and essential ideas in what they have read or viewed.
- Standard 12.1.2.** By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.
- Standard 12.1.6.** Read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- Standard 12.2.4.** Use a variety of forms to write for different audiences and purposes.
- Standard 12.2.5.** Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Activity 10: Family Tree

Activity Grade Level:
12th Grade

Activity: Construct Family Tree

Have students construct a family tree that illustrates the origins of their family ancestors. (If students are unaware of their history, have them create a family tree for someone they admire.) Then, have students present their tree to the class and discuss what they discovered as they created the tree. Was there a lot of immigration in their tree? Why do the students think that did or did not happen?

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will . . .

Standard 12.1. Locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.2. Analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. Analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. Analyze the impact of immigration on American life, identifying factors.

Standard 12.1.12. Explain and demonstrate relationships between the geographical and the historical development of the United States by using **maps**, pictures, and computer databases.

Standard 12.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 12.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Standard 12.2.11. Demonstrate historical research and geographical skills.

Standard 12.4.2. Analyze how selected physical and ecological processes impact the earth's surface.

Standard 12.4.3. Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7. Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING & WRITING Standards

By the end of twelfth grade, students will . . .

Standard 12.1. Locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.1. Identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.6. Read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.1.2. Locate, access, and evaluate resources to identify appropriate information.

Standard 12.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 12.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Lesson Plan 1: Who Were the Settlers?

Lesson Grade Level:

3rd - 5th Grades

Lesson Objectives:

1. Students will analyze why people move from one country or area to another.
2. Students will analyze the culture and lifestyles of people pictured in designated Butcher photographs.
3. Students will examine and describe the daily experiences of the early settlers.



Introduction:

Emily is a poor young widow wishing to become a farmer in the area once identified as Czechoslovakia (part of that area is now designated the Czech Republic.) She and her family have heard about farming opportunities in the Nebraska Territory. Should Emily and her family move to Nebraska?

Luther and his family are struggling tenant farmers who would like to own farm land. They have heard about the opportunities to purchase cheap land in the Nebraska Territory. Should Luther and his family move to Nebraska?

Tell students that they will be selecting one member of a family from a photo of early settlers to Nebraska. They will then write an essay about what they suppose that person's experience was.

Nebraska State SOCIAL STUDIES Standards

By the end of the fourth grade, students will . . .

Standard 4.1.1. Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.5. Describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.7. Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Nebraska State READING & WRITING Standards

By the end of fourth grade, students will . . .

Standard 4.1.3. Identify the basic facts and essential ideas in what they have read or viewed.

Standard 4.1.4. Locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.7. Identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 4.1.8. Identify similar ideas across a variety of narratives and stories.

Standard 4.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 4.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Internet Resources:

Nebraska Studies 1850-1874. Homestead Act Signed: Who Were the Settlers? section.

http://nebraskastudies.org/0500/stories/0501_0200.html

Immigrant Experience http://nebraskastudies.org/0500/stories/0501_0211.html

Was Homestead Act Colorblind? http://nebraskastudies.org/0500/stories/0501_0205.html

Railroads and Settlements http://nebraskastudies.org/0500/stories/0505_0100.html

Land Grants for Railroads http://nebraskastudies.org/0500/stories/0505_0101.html

Why Buy Land When You Can Get it Free?

http://nebraskastudies.org/0500/stories/0505_0102.html

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

PBS. New Perspectives of the West.

<http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]
Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Have students access the Nebraska Studies website, and click on the 1850-1874 timeline. Have them read the following pages:

Who Were the Settlers? http://nebraskastudies.org/0500/stories/0501_0200.html

Immigrant Experience http://nebraskastudies.org/0500/stories/0501_0211.html

Was Homestead Act Colorblind? http://nebraskastudies.org/0500/stories/0501_0205.html

Railroads and Settlements http://nebraskastudies.org/0500/stories/0505_0100.html

Land Grants for Railroads

http://nebraskastudies.org/0500/stories/0505_0101.html

Why Buy Land When You Can Get it Free?

http://nebraskastudies.org/0500/stories/0505_0102.html

2. In the Search box in the upper left corner of the site, have students type in “Solomon Butcher or Moses Speese”. Then, click on the Primary Source button to access photos.
3. Have students select a photograph and enlarge it. Select and examine one individual from a photograph. Photos can be copied with teacher's assistance if desired.
4. Have students write an essay describing what they think 3-5 experiences of their selected family member were. Include how they knew about Nebraska, and why they settled there. Using prior knowledge and other available resources, have students tell about the person's daily life on the prairie, including hardships s/he experienced, and explain relationships with family members and other settlers.

Learning Advice:

Teachers may want to compare and contrast with students the many cultural groups that came to Nebraska. Maps and information are available from the Nebraska State Historical Society publications, like "Trailblazers" No. 7, 11, 24, and the "Nebraska History Magazine" (Fall/Winter 1993).

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Consult other resources for background information on the lives of settlers before they took the opportunity to move to the new land.

Teachers may want to teach a mini lesson on cutting and pasting photographs so they can be included in their written presentation. Encourage students to share family genealogy.

Conclusion:

The student will have studied about the railroad's reasons for expanding in the west and the reasons why immigrants from other cultures came to Nebraska. The student will have learned about the daily lives of the settlers. Students will have gained experience on how to analyze photographs.

Evaluation Activity:

Students will write an essay addressing 3-5 issues experienced by the family member they have chosen.

Use the Rubric located in the Resources section at the end of this document, or develop your own rubric to meet individual needs.

Lesson Plan 2: Comparing Family Photos

Lesson Grade Level:
4th Grade



Lesson Objectives:

1. Students will compare and contrast a past settler's photo (Rawding family) to a student's family photo.
2. Students will identify why historical family pictures contained different items than present-day family pictures.

Introduction:

As a class, define what a family is in their own words. Have students write their definitions in their notebooks.

Nebraska State SOCIAL STUDIES Standards

By the end of the fourth grade, students will . . .

Standard 4.1.1. Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.5. Describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.7. Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Nebraska State READING & WRITING Standards

By the end of fourth grade, students will . . .

Standard 4.1.3. Identify the basic facts and essential ideas in what they have read or viewed.

Standard 4.1.4. Locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.7. Identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 4.1.8. Identify similar ideas across a variety of narratives and stories.

Standard 4.2.4. Use a variety of forms to write for different audiences and purposes.

Standard 4.2.5. Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Internet Resources:

Nebraska Studies 1850-1874. Homestead Act Signed section.

http://nebraskastudies.org/0500/stories/0501_0100.html

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

PBS. New Perspectives of the West.

<http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]
Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. After you lead a discussion of what constitutes a family unit, students will bring in a family photo from home.
2. Students will compare their family photo to the Rawding family photo on the Analyze the Rawding Family Photo page in the Homestead Act Signed section of Nebraska Studies.
http://nebraskastudies.org/0500/stories/0501_0115.html
3. Students will identify how they are alike and how they are different.
 - Have students orally share their conclusions on the following:
 - Where were the pictures taken?
 - Why were certain items included in the picture?
 - How were they dressed? etc.
3. Have students record their information on a Venn diagram. There is a sample Venn Diagram in the Resources section at the end of this document.

Learning Advice:

1. Have students use Venn diagrams to organize their thoughts and observations. There is a sample Venn Diagram in the Resources section at the end of this document.

2. Option: Have students work in small groups because some students may not remember to bring family photos or have access to them.
3. Extension: Have students bring family pictures of their ancestors to compare and contrast to the Rawding Family photo and their own family photo.

Conclusion:

Family pictures of early settlers often showed the family possessions so that others could see how well the family was doing. Today, family pictures are usually taken to capture the moment and to create memories.

Evaluation Activity:

Use the Rubric located in the Resources section at the end of this document, or develop your own rubric to meet individual needs.

Lesson Plan 3: Games Children Play

Lesson Grade Level:
7th - 8th Grade

Lesson Objectives:

1. Students will recognize similarities and differences between games played by pioneer children and games played by children today.
2. Students will use the Internet to research children's games.
3. Students will plan a cooperative activity.



Introduction:

Challenge the class to learn how to play some new games because their Nintendo is broken. Because they are familiar with using the Internet, have them research several games pioneer children in Nebraska played between 1850 and 1874.

Task:

1. Have students learn how to play one game that a pioneer child might have played.
2. Have students research the rules of the game using the Internet.
3. Have students teach your classmates and/or younger students how to play the game.

Nebraska State SOCIAL STUDIES Standards

By the end of the eighth grade, students will . . .

Standard 8.1.2. Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.6. Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.4.2. Demonstrate skills for historical analysis.

Standard 8.4.3. Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.6. Improve their skills in historical research and geographical analysis.

Nebraska State READING & WRITING Standards

By the end of the eighth grade, students will . . .

Standard 8.1.1. Identify the main idea and supporting details in what they have read.

Standard 8.1.2. Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.3. Identify and classify different types of text.

Standard 8.1.5. Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. Demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.2. Write compositions with focus, related ideas, and supporting details.

Standard 8.2.3. Revise and edit descriptive compositions.

Standard 8.2.4. Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.3.2. Use multiple presentation styles for specific audiences and purposes.

Internet Resources:

Nebraska Studies 1850-1874. Homestead Act Signed: Who Were the Settlers? section.

http://nebraskastudies.org/0500/stories/0501_0200.html

Favorite Old Games, Cub Scout Pack # 114's Library, Fort Calhoun, NE

Old Games #1 <https://people.creighton.edu/~bjs74318/bluejay/pack114/library/old-games.html>

Old Games #2 <https://people.creighton.edu/~bjs74318/bluejay/pack114/library/old-games2.html>

Games Kids Play

<http://www.gameskidsplay.net>

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

PBS. New Perspectives of the West.

<http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]

Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.md12.org/instruction/curriculum/hsa/critical_thinking/soc_std rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Have students read the Games, Toys, & Recreation page of the Homestead Act Signed section of the 1850-1874 timeline on Nebraska Studies, paying special attention to the following pages:
http://nebraskastudies.org/0500/stories/0501_0208.html
2. Have students decide which game they would like to research, learn, and eventually teach. Then, have students teach each their classmates and/or younger students how to play the game.
3. For further information about the rules of the game consult the additional websites listed above.

Learning Advice:

- The teacher may wish to conduct a short discussion about similarities between games pioneer children played and playground games students play now.
- The teacher may also want to participate in the actual playing of the games.
- Students will locate materials needed to construct their own games. This experience will provide an opportunity for them to duplicate the process pioneer children might have used to construct their games. (Teachers may want to identify additional or alternate web sites for use with this activity).

Conclusion:

Students will have learned how to play a game played by pioneer children. They will have also taught their friends how to play this game, too. Students should answer the following questions:

1. How is this game the same as games you play today? How is it different?
2. As you see the games your classmates have learned, what conclusions did you make about what life was like for pioneer children?

Evaluation Activity:

Have students write a summary and/or do an oral presentation of their game experience in which they answer the following questions:

1. Why did they choose the games they did?
2. Was the game fun? Why or why not?
3. Do you think pioneer children would agree with your conclusions?

Use the Rubric located in the Resources section at the end of this document, or develop your own rubric to meet individual needs.

Lesson Plan 4: Homestead Act Pulls Settlers to Nebraska

Lesson Grade Level:
8th Grade

Lesson Objectives:

1. Students will access the Nebraska Studies website and evaluate how the Homestead Act fostered settlement in Nebraska after the Civil War.
2. Students will use the information gained from their research to write a newspaper headline and article, based on their interpretation of how the Homestead Act influenced settlement in Nebraska.

Introduction:

Inform students that a local newspaper editor has assigned them, as the ace newspaper reporters, the task of researching and writing a newspaper story answering the question:

Why were people willing to settle in Nebraska following the Civil War?

Nebraska State SOCIAL STUDIES Standards

By the end of the eighth grade, students will . . .

Standard 8.1.2. Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.6. Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.1.7. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. Demonstrate skills for historical analysis.

Standard 8.4.3. Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.6. Improve their skills in historical research and geographical analysis.

Nebraska State READING & WRITING Standards

By the end of the eighth grade, students will . . .

Standard 8.1.1. Identify the main idea and supporting details in what they have read.

Standard 8.1.2. Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.3. Identify and classify different types of text.

Standard 8.1.5. Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. Demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.2. Write compositions with focus, related ideas, and supporting details.

Standard 8.2.3. Revise and edit descriptive compositions.

Standard 8.2.4. Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.3.2. Use multiple presentation styles for specific audiences and purposes.

Internet Resources:

Nebraska Studies 1850-1874. Homestead Act Signed: Who Were the Settlers? section.

http://nebraskastudies.org/0500/stories/0501_0200.html

Favorite Old Games, Cub Scout Pack # 114's Library, Fort Calhoun, NE

Old Games #1 <https://people.creighton.edu/~bjs74318/bluejay/pack114/library/old-games.html>

Old Games #2 <https://people.creighton.edu/~bjs74318/bluejay/pack114/library/old-games2.html>

Games Kids Play

<http://www.gameskidsplay.net>

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

PBS. New Perspectives of the West.

<http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]

Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_std rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Instruct students to access and read two sections in the 1850-1874 timeline of the Nebraska Studies website.

Who Were the Settlers? http://nebraskastudies.org/0500/stories/0501_0200.html

African American Settlers http://nebraskastudies.org/0500/stories/0504_0100.html

Was the Homestead Act Colorblind? http://nebraskastudies.org/0500/stories/0501_0205.html

2. Lead a discussion with these questions:
 - Who were the homesteaders?
 - Why did they settle in Nebraska?
3. Have students accumulate information to support your position concerning the role the Homestead Act played in the settlement of Nebraska.
4. Indicate to students they are to create a newspaper story and headline based on their interpretations of how the Homestead Act influenced settlement in Nebraska, i.e. "African Americans Settle in Nebraska," etc.

Learning Advice:

- Tell students that when they create headlines, they should consider the importance of events leading to the enactment of the Homestead Act.
- Identify appropriate newspaper formats for students to follow. Students could research local newspaper files for sample formats of various time periods.
- Remind them to add their byline.
- Consider a cooperative activity with the Language Arts teacher.

Conclusion:

Facilitate a student discussion of the pros and cons of the role the Homestead Act played in the settlement of Nebraska. Based on the students' research and class discussion, have them chart or debate the pros and cons of the success of the Homestead Act in fostering settlement in Nebraska.

Evaluation Activity:

Have students analyze the role played by the Homestead Act on the settlement of Nebraska by writing a newspaper article with the appropriate headline.

Use the Rubric located in the Resources section at the end of this document, or develop your own rubric to meet individual needs.

Lesson Plan 5: Female Homesteaders

Lesson Grade Level:

8th – 12th Grades

Lesson Objectives:

1. Students will analyze the role females played in the settlement of Nebraska.
2. Students will evaluate the difficulties women faced in homesteading in Nebraska.
3. Students will develop skills to analyze primary resources such as letters and photographs.

Introduction:

Introduce the lesson by providing students with a handout located in the Resources section of this document, projecting the following quotation on an overhead transparency, or writing the information on a chalkboard:

"After carefully thinking the matter over, we both came to the conclusion that we could make a better living for ourselves in raising cattle and operating a ranch than in any vocation presenting itself to us in this whole western country. Women had made a success of many things that men supposed they could know nothing about, and we didn't see why we couldn't succeed as ranchers. Both of us had taught in the public schools, and there was nothing to that field to make us as independent as we wished."

Source: Lock, William D. "As Independent As We Wished" Quote by Elizabeth Scott and Alice Fish of Blaine County, Nebraska." Nebraska History. Vol. 82. No. 4. Winter 2001. P. 138.

Nebraska State SOCIAL STUDIES Standards

By the end of the eighth grade, students will . . .

Standard 8.1.2. Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.5. Describe growth and change in the United States from 1801-1861.

Standard 8.1.6. Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.1.7. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. Demonstrate skills for historical analysis.

Standard 8.4.3. Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.5. Interpret economic and political issues as expressed in various visuals.

Standard 8.4.6. Improve their skills in historical research and geographical analysis.

By the end of twelfth grade, students will . . .

Standard 12.1. Locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.4. Analyze the impact of immigration on American life, identifying factors.

Standard 12.1.12. Explain and demonstrate relationships between the geographical and the historical development of the United States by using **maps**, pictures, and computer databases.

Standard 12.1.13. Develop skills for historical analysis.

- Standard 12.1.14.** Demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.
- Standard 12.2.4.** Use a variety of forms to write for different audiences and purposes.
- Standard 12.2.5.** Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- Standard 12.2.11.** Demonstrate historical research and geographical skills.
- Standard 12.3.5.** Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.
- Standard 12.4.2.** Analyze how selected physical and ecological processes impact the earth's surface.
- Standard 12.4.3.** Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.
- Standard 12.4.7.** Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State **READING & WRITING** Standards

By the end of the eighth grade, students will . . .

- Standard 8.1.1.** Identify the main idea and supporting details in what they have read.
- Standard 8.1.2.** Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Standard 8.1.3.** Identify and classify different types of text.
- Standard 8.1.5.** Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.
- Standard 8.1.6.** Identify similarities and differences across a variety of eighth grade reading selections.
- Standard 8.1.7.** Demonstrate the ability to analyze literary works, nonfiction, films, or media.
- Standard 8.2.2.** Write compositions with focus, related ideas, and supporting details.
- Standard 8.2.3.** Revise and edit descriptive compositions.
- Standard 8.2.4.** Demonstrate the use of multiple forms to write for different audiences and purposes.
- Standard 8.2.5.** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.
- Standard 8.3.2.** Use multiple presentation styles for specific audiences and purposes.

By the end of twelfth grade, students will . . .

- Standard 12.1.** Locate, access, and evaluate resources to identify appropriate information.
- Standard 12.1.1.** Identify the basic facts and essential ideas in what they have read or viewed.
- Standard 12.1.2.** Locate, access, and evaluate resources to identify appropriate information.
- Standard 12.1.3.** Identify and use characteristics to classify different types of text.
- Standard 12.1.6.** Read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- Standard 12.2.1.** Write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Standard 12.2.4.** Use a variety of forms to write for different audiences and purposes.
- Standard 12.2.5.** Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- Standard 12.3.2.** Make oral presentations that demonstrate consideration of audience, purpose, and information.

The Resources:**Books:**

Naugle, Ronald C. and Olson, James. **History of Nebraska**. 3 rd edition. Lincoln: University of Nebraska Press, 1997.

Magazines:

Funderburk, Jane A. "How Fashionable were Women Settlers in Custer County, Nebraska? Maternity Wear on the Nebraska Frontier, 1886-1892. **Nebraska History**. Vol. 81. No. 2. Summer 2000. Pp. 56-66.

Lock, William D. "As Independent as We Wished: Elizabeth Scott and Alice Fish of Blaine County, Nebraska." **Nebraska History**. Vol. 82. No. 4. Winter 2001. Pp. 138-151.

Utley, Robert M. "Remarks at the Symposium" "The Way West" " Lincoln, Nebraska." **Nebraska History**. Vol. 77. No. 2. Summer 1996. Pp. 62-66.

Internet Resources:

Nebraska Studies 1850-1874. Homestead Act Signed: Who Were the Settlers? section.

http://nebraskastudies.org/0500/stories/0501_0200.html

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

PBS. New Perspectives of the West.

<http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.md12.org/instruction/curriculum/hsa/critical_thinking/soc_std rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Introduction Activity: Engage students in a discussion of the quotation from Elizabeth Scott and Alice Fish, using the following questions as discussion guidelines:
 - In what time period and where do you think these women engaged in ranching? [1902] How did you reach your conclusions?
 - What does the comment about men indicate about men's views of women during this time period?
 - What did the women mean by the comment, "Both of us had taught in the public schools, and there was nothing to that field to make us as independent as we wished."
 - What challenges would females face engaging in ranching or homesteading from the 1860s-1920s?
 - Would females face similar challenges today? Why or why not?
2. Instruct students to access and read the following pages in the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of the Nebraska Studies website.
 - How Do I Get My Free Land? http://nebraskastudies.org/0500/stories/0501_0203.html
 - The Proving Up Form http://nebraskastudies.org/0500/stories/0504_0204.html
 - Female Homesteaders http://nebraskastudies.org/0500/stories/0504_0209.html
 - The Chrisman Sisters http://nebraskastudies.org/0500/stories/0504_0210.html
3. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:
 - What are the provisions of the Homestead Act?
 - What is a "Proving Up" form? What are the provisions? Why do you think such a form was necessary?
 - Were females qualified to acquire land by the Homestead Act? Explain.
4. Hand out copies of the National Archives *Written Document Analysis* and *Photograph Analysis* Worksheets in the Resources section at the end of this document and review with students how primary resources are analyzed.
5. Assign individual students or groups of students to use the National Archives *Photograph Analysis* Worksheet in the Resources section at the end of this document to analyze one or more of the following photographs located on the two pages under Female Homesteaders in the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of the Nebraska Studies website.
 - Mary Longfellow http://nebraskastudies.org/0500/stories/0504_0209.html
 - The Chrisman Sisters http://nebraskastudies.org/0500/stories/0504_0210.html
6. Assign individual students or groups of students to use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document to analyze one or more of the following letters located on the two pages under Female Homesteaders in the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of the Nebraska Studies website.
 - Mattie Oblinger's letter, April 12, 1874
http://nebraskastudies.org/0500/stories/0504_0209.html
 - Ruth Chrisman's letters, 1935 and Estelle Chrisman Laughlin's letter, 1951
http://nebraskastudies.org/0500/stories/0504_0210.html

More advanced students may wish to access Mattie's full letter by typing **Mattie Oblinger April 12, 1874** in the Search box in the upper left corner of Nebraska Studies, and then by clicking on Primary Source.

7. Use the magnifier to analyze the photograph of the Rawding Family females located on the Analyze the Rawding Family Photo page in the Homestead Act Signed: Who Were the Settlers? in the 1850-1874 timeline on the Nebraska Studies website:
http://nebraskastudies.org/0500/stories/0501_0115.html
 Use the following questions to encourage students to make inferences about the photograph:
 - What is the relationship between the two females?
 - Do both females have shoes on their feet? Why or why not?
 - What daily living activities do you think the females engaged in that could be inferred from viewing the photograph? Cite evidence from the photograph to support your conclusions.
 - Is there any evidence included in the photograph to indicate the role females played in homesteading, other than performing the typical household chores?
8. Conclude this lesson with a question and answer session with the students on how homesteading was conducted on the plains of Nebraska. Use the following questions as a guide for your review:
 - What were the provisions of the Homestead Act and the "Proving Up" form?
 - What were the challenges women faced in an attempt to acquire ownership of land?
 - Cite some examples of women who managed and/or owned homesteads and ranches.
 - What provision (s) in the Homestead Act made it possible for women to acquire land?
 - Why was it difficult for women to acquire land ownership in the late 19th and early 20th century?

Learning Advice:

- Review with students the provisions of the Homestead Act and the causes and effects of the act.
- Encourage students to identify the many roles played by female homesteaders, and the hardships they faced living on the frontier. Stress the obstacles women faced in their attempts to acquire ownership of ranches or homesteads. Compare and contrast the problems they faced to achieve equality in the late 19th century and early 20th century with the problems they face today. Emphasize the attempts to own land and hold management positions.
- Require students to identify or define the following:

Chrisman sisters	Mattie Oblinger	Mary Longfellow
"Proving Up" form	the Homestead Act	
- Acquaint students with the Library of Congress American Memory Collection located at:
<http://memory.loc.gov/ammem/amhome.html>
 Emphasize the collection titled "Prairie Settlement: Nebraska Photographs and Family Letters"
<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>
- Require all students to become familiar with the National Archives *Written Document Analysis* and *Photograph Analysis* Worksheets in the Resources section at the end of this document. To demonstrate to students how to do analysis, show the students how to use the latter with the photograph of Sadie Austin located in the Library of Congress American Memory Collection at
<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>
 Click above, and then do a search for Sadie Austin.

- Review with students the mechanics of navigating the Nebraska Studies website.

Conclusion:

Students will have learned the process involved in procuring land through the provisions of the Homestead Act and the "Proving Up" form and what the causes and effects were of the Homestead Act. Students will become acquainted with the challenges females faced in settling the state of Nebraska. Students will also become aware of the many roles women played, including the roles of acquiring land in their own right as ranchers and homesteaders. In conclusion, students will become familiar with the analytical tools provided by the Library of Congress and the National Archives to assist them in developing skills to analyze primary resources such as letters and photographs.

Assessment Activity:

One or both of the following activities could be used to assess student knowledge.

Activity # 1: Analytical Essay:

Instruct students to do a written analysis of a minimum of 500 words about the challenges women faced in their attempt to acquire land in the late 19th and early 20th century in Nebraska. Students should include the following in their analysis:

- How provisions in the Homestead Act made it possible for women to own land
- Typical role played by women living on homesteads
- Two examples of females who owned a homestead or ranch

Include documentation, a bibliography, etc. Use a rubric to assess student knowledge. Teachers can create their own rubric or use mentioned in the above resources.

Activity # 2: Multiple-choice assessment.

Make copies for all students of the Multiple Choice worksheet in the Resources section at the end of this document.

Answers to the Multiple Choice assessment activity:

1. A 2. D 3. B 4. C 5. B 6. D 7. C

Extension Activities:

1. Acquire a copy of the **Nebraska History** Magazine issue dated Winter 2001 either from your local library and/or order a copy from the Nebraska State Historical Society

<http://www.nebraskahistory.org/>

Read the article titled "As Independent as We Wished: Elizabeth Scott and Alice Fish of Blaine County, Nebraska" pages 138-151. Provide students with copies of the photographs on pages 139, 141, and 143. Have students individually or in groups use the National Archives *Photo Analysis* Worksheet located in the Resources section at the end of this document to analyze one or more of the photographs.

2. Acquire a copy of the **Nebraska History** Magazine issue dated Summer 1996 either from your local library and/or order a copy from the Nebraska State Historical Society

<http://www.nebraskahistory.org/index.htm>

Provide students with copies of the photographs on page 72 of the article titled "Something Old, Something New: Understanding the American West" and have students answer the following questions in oral or written form:

- Who are the two women photographed? What are they doing?
- Compare and contrast the two photographs.

3. Acquire a copy of the **Nebraska History** Magazine issue dated Summer 2000 either from your local library and/or order a copy from the Nebraska State Historical Society

<http://www.nebraskahistory.org/>

Provide students with copies of the photographs of the following pages 56, 58, 59, 63, 64, and 65 of the article titled "Maternity Wear." Have students engage in cooperative learning by analyzing the photographs. Use the following questions as a guide for the analysis:

- What are the commonalities depicted in all the photographs?
- How do individual photographs illustrate the challenges females faced living on the frontier? Cite specific examples from the photographs.
- Can you make any inferences as to what roles women played living on the frontier? Why or why not?
- Do the photographs depict the typical view of females who lived in Nebraska on homesteads from 1886-1892? Cite evidence from the photographs to illustrate your answer.

4. Have students access Prairie Settlement: Nebraska Photographs and Family Letters at

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Instruct students to select one of the following photographs and use the National Archives *Photo Analysis* Worksheet in the Resources section at the end of this document as a guide. Students can do a search of the Prairie Settlement for a photograph of the following females:

Chrisman sisters
Mattie Lucas
Sadie Austin
Mary Longfellow (3 different photographs)

5. Access the Homestead Act of 1862 document at

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

Provides students with a copy of the document or have students access the website. This document is part of the website titled "100 Milestone Documents" located at

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

Instruct individual or groups of students to analyze the document and cite specific quotes from the document that would make it possible for a female to acquire ownership of a homestead.

1850 – 1874

HOMESTEAD ACT SIGNED: WHO WERE THE SETTLERS? RESOURCES

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Poster Analysis Worksheet	39
Written Document Analysis Worksheet	40
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Female Homesteaders Multiple Choice	47

Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES**National Archives
Map Analysis Worksheet**

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

--	--	--

6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this map.

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Poster Analysis Worksheet

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
 - a. clear (easy to interpret)? _____
 - b. memorable? _____
 - c. dramatic? _____
4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
<http://www.archives.gov>

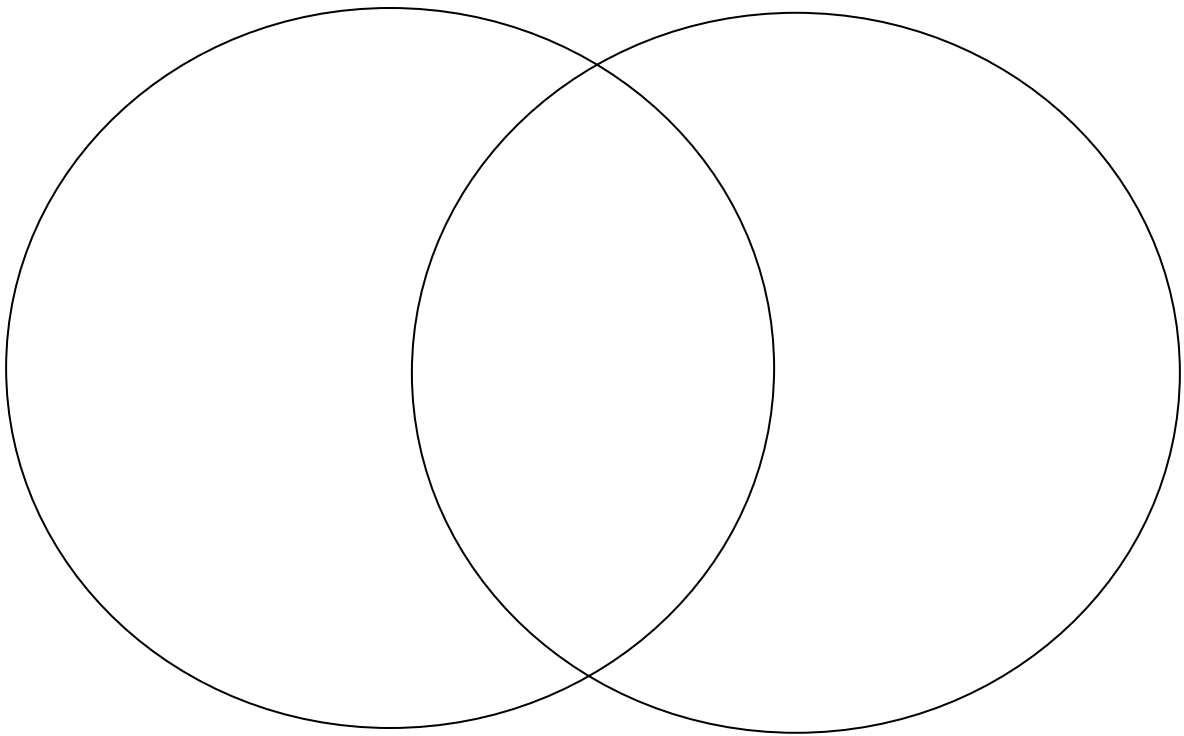
RESOURCES

Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.



RESOURCES

Rubric for Lesson 1: Who Were the Settlers?

Name _____

Competency	Advanced 3 points	Intermediate 2 points	Beginner 1 point	Sub-Total Points
Content	Clearly relates information	Provides some information	An attempt is made	
Organization	Well organized	Organized & coherent	Partially organized	
Mechanics	Uses correct mechanics	Few errors	Some errors	
Total Points				

RESOURCES

Rubric for Lesson 2: Comparing Family Photos

Name _____

Competency	Excellent	Satisfactory	Needs Improvement
Oral Discussion			
Written Presentation			
Venn Diagrams			

RESOURCES

Rubric for Lesson 3: Games Children Play

Name _____

Competency	Excellent	Satisfactory	Needs Improvement
Written or Oral Discussion			
Student's Research, i.e. rules and equipment			
Team Cooperation			

RESOURCES

Rubric for Lesson 4: Games Children Play

Name _____

Competency	Excellent	Satisfactory	Needs Improvement
Newspaper Article			
Oral Class Discussion			
Charting or Debating the Effects of the Homestead Act			

RESOURCES

Female Homesteaders

"After carefully thinking the matter over, we both came to the conclusion that we could make a better living for ourselves in raising cattle and operating a ranch than in any vocation presenting itself to us in this whole western country. Women had made a success of many things that men supposed they could know nothing about, and we didn't see why we couldn't succeed as ranchers. Both of us had taught in the public schools, and there was nothing to that field to make us as independent as we wished."

Source: Lock, William D.

"As Independent As We Wished"

Quote by Elizabeth Scott and

Alice Fish of Blaine County, Nebraska.

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RESOURCES

Female Homesteaders Multiple Choice

Name _____

Directions: Circle the best answer.

1. Which of the following statements is correct concerning the provisions of the Homestead Act?
 - A. You could apply for a homestead if you were a Confederate soldier.
 - B. You could apply for a homestead if you were 21 years of age.
 - C. You could apply for citizenship if you were a citizen or declared your intention to do so.
 - D. You paid a \$10 fee.
2. Which of the following was *not* a provision of the "Proving Up" form?
 - A. A person had to swear they had known the homesteader for five years.
 - B. The homesteader was head of a household.
 - C. The homesteader built a house on the homestead property.
 - D. The homesteader fought in the U.S. Civil War.
3. The Homestead Act was passed in what year?
 - A. 1860
 - B. 1862
 - C. 1872
 - D. 1962
4. Which of the following women did not acquire ownership of a homestead as head of a household?
 - A. Lizzie Chrisman
 - B. Mary Longfellow
 - C. Mattie Oblinger
 - D. Alice Fish
5. Which of the following women lived in Fillmore County in 1874 and lived on a homestead with her husband Uriah?
 - A. Mary Longfellow
 - B. Mattie Oblinger
 - C. Elizabeth Scott
 - D. Sadie Austin
6. Which of the following was not a typical activity that female homesteaders performed?
 - A. milking cows
 - B. planting gardens
 - C. making quilts (sewing)
 - D. surveying land
7. Which of the following sisters acquired a homestead?
 - A. Longfellow
 - B. Oblinger
 - C. Chrisman
 - D. Scott