



# 1850-1874 African American Settlers

## activities

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## 1

## African American Settlers in Nebraska

Activity Grade Level

4 8



### ■ activity

## Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

Then, have students discuss the following questions:

What were the pull factors for African Americans to migrate to Nebraska?

What were the push factors for African Americans to leave their homes?

Which of these factors are social, which environmental, and which economic? Explain.

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.1; SS 8.4.2; SS 8.4.4; SS 8.4.5

**Language Arts:** LA 4.1.6 Comprehension; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

## 2

## Shores Family Photo

Activity Grade Level

HS



### ■ activity

## Photo Analysis

Have students read the African American Settlers page in the Nebraska Studies 1850-1874 timeline.

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

Have students use the [National Archives Photograph Analysis Worksheet](#) in the Resources section at the end of this document to analyze the photograph of the Shores family.

What inferences can you make?

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

**Language Arts:** LA 12.1.6 Comprehension; LA 12.2.1 Writing Process

## 3

## African Americans of Nebraska

Activity Grade Level

HS



### ■ activity Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

Have students identify the following African Americans and indicate their connection to Nebraska:

- Speese family
- Sally Bayne
- Robert Anderson

Identify each African American who moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the [Nebraska county outline map](#) included in the resources, mark the towns with a dot and the corresponding name of the town. Mark the names of the African American settlers as well.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

**Language Arts:** LA 12.1.6 Comprehension; LA 12.2.1 Writing Process

## 4

## Exodusters & the Civil War

Activity Grade Level

HS



### ■ activity

## Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

Have students assess the significance of Exodusters and the Civil War with reference to African Americans settling in Nebraska.

Identify each African American who moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the [Nebraska county outline map](#) included in the resources, mark the towns with a dot and the corresponding name of the town. Mark the names of the African American settlers as well.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

**Language Arts:** LA 12.1.6 Comprehension; LA 12.2.1 Writing Process

## 5

### African Americans in Western Nebraska

Activity Grade Level

HS



#### ■ activity

### Discussion

Have students read the African American Settlers page in the Nebraska Studies 1850-1874 timeline.

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

Then have students discuss why many of the African American settlers moved to western Nebraska rather than to the eastern part of the state.

Identify each African American who moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the [Nebraska county outline map](#) included in the resources, mark the towns with a dot and the corresponding name of the town. Mark the names of the African American settlers as well.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

#### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** [SS HS.1.1](#); [SS HS.3.1](#); [SS HS.3.2](#); [SS HS.3.4](#); [SS HS.3.5](#); [SS HS.4.1](#); [SS HS.4.2](#); [SS HS.4.4](#); [SS HS.4.5](#)

**Language Arts:** [LA 12.1.6 Comprehension](#); [LA 12.2.1 Writing Process](#); [LA 12.2.2 Writing Modes](#)

## L1

### LESSON PLAN African American Homesteaders

Activity Grade Level

8 HS



#### Lesson Objectives

1. Students will analyze why African Americans settled in Nebraska and what challenges they faced.
2. Students will compare and contrast the growth and distribution of African Americans in the latter part of the 19th century and early part of the 20th century with the 21st century in Nebraska.
3. Students will develop skills to analyze primary documents and images.

#### Introduction

Provide students with the [handout on Robert Ball Anderson](#) located in the Resources section at the end of this document. After students have had the opportunity to read the information, conduct a classroom discussion based on the questions that follow the information contained in the handout.

#### Nebraska Department of Education Content Area Standards

**Social Studies:** SS 8.4.1; SS 8.4.2; SS 8.4.4; SS 8.4.5 | SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

**Language Arts:** LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.3.1 Speaking | LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.3.1 Speaking

## L1

### LESSON PLAN African American Homesteaders

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

#### The Resources

##### Books

Bish, James. "The Black Experience in Selected Nebraska Counties," 1854-1920. Master's thesis, University of Nebraska at Omaha, 1989.

Cottrell, Barbara J. and Laresen, Lawrence H. *The Gate City A History of Omaha*. Lincoln: University of Nebraska Press, 1997. <https://tinyurl.com/y7779wfa>

Naugle, Ronald C. and Olson, James. *History of Nebraska*. 3rd edition. Lincoln: University of Nebraska Press, 1997. <https://tinyurl.com/ybvs8j7f>

##### Magazines

Kennedy, Patrick. "Nemaha County's African American Community. Nebraska History." Vol. 82. No. 1. Spring 2001. Pp. 11-25.

Schubert, Frank N. "Ten Troopers: Buffalo Soldier Medal of Honor Men Who Served at Fort Robinson". Nebraska History. Vol. 78. No. 4. Winter 1997. Pp. 151-157.

##### Internet Resources

African American Mosaic. Nicodemus, Kansas. Library of Congress. <https://www.loc.gov/exhibits/african/afam010.html>

African American Mosaic. Western Migration and Homesteading. Library of Congress. <http://www.loc.gov/exhibits/african/afam009.html>

The Exodusters. PBS. New Perspectives on the West. African Americans in the West. <http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm>

Nebraska Studies 1850-1874. Homestead Act Signed section. <http://www.nebraskastudies.org/1850-1874/homestead-act-signed/>

Nebraska Studies 1850-1874 website, African American Settlers section. <http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

100 Milestone Documents, National Archives. <http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

## L1

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8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

#### The Resources

##### Internet Resources

PBS. New Perspectives of the West. <http://www.pbs.org/weta/thewest/program/>

PBS. New Perspectives on the West. African-Americans in the West.  
[http://www.pbs.org/weta/thewest/lesson\\_plans/lesson04.htm](http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm)

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>

Nebraska Dept. of Education Academic Standards.  
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies Standards  
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

History Nebraska.<https://history.nebraska.gov/>

History Nebraska: Nebraska History magazine  
<https://history.nebraska.gov/publications/nebraska-history-magazine>

History Nebraska: Nebraska Trailblazer  
<https://history.nebraska.gov/education/trailblazers>

Rubrics: General Rubric <http://www.socialstudieshelp.com/rubric.htm>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources. "Questions for Analyzing Primary Sources."  
<https://www.loc.gov/search/?in=&q=Lesson+Plans&new=true&st=>

### LESSON PLAN

## African American Homesteaders

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

### The Process

1. Have students read the How Do I Get My Free Land? page in the Homestead Act Signed section of the 1850-1874 timeline on Nebraska Studies.

How Do I Get My Free Land?

<http://www.nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/how-do-i-get-my-free-land/>

2. Then, have students read the African American Settlers section of the 1850-1874 timeline on Nebraska Studies:

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

3. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:

- a. What are the provisions of the Homestead Act?
- b. What is a "Proving Up" form? What are the provisions? Why do you think such a form was necessary?
- c. Were African Americans qualified to acquire land under the provisions of the Homestead Act? Explain.
- d. Were Black homesteaders in the Nebraska area more likely to be treated as equals than in southern cities in the United States? Why or why not?

4. Have students access the [National Archives Document Analysis Worksheet](#) in the Resources section at the end of this document, and review with them how primary resources are analyzed.

5. Assign individual students or groups of students the [National Archives Photo Analysis Worksheet](#) located in the Resources section at the end of this document. Have them analyze one or more of the photographs located in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline.

The Shores and Speese Family

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

## L1

### LESSON PLAN African American Homesteaders

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

#### The Process

6. Tell students to compare and contrast the two photographs of the Shores and Speese families in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline using a **Venn diagram** located in the Resources section at the end of this document to illustrate their conclusions.

The Shores and Speese Families

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

Students should also be able to answer the following questions orally or in written form:

- a. How is the clothing between the two families different? Why?
- b. What are the differences in the number of horses and wagons? For what would the wagons be used?
- c. Are the buildings different in structure and number? Explain.
- d. Are there the same numbers of people, and are they of the same sex in each photograph? If not, how are they different?

7. Instruct students, in a cooperative endeavor or individually, to compare and contrast the following photographs located in the segment African American Settlers:

- Jim Shores
- Men in front of Kilpatrick Bros. Groceries & Railroad Supplies store
- Bunch of genuine old time cowboys

Students should include answers to the following questions:

- a. What was the time period for each photograph?
- b. Are different occupations indicated?
- c. Did the same photographer take the photographs?
- d. Which of the occupations inferred by the photographer was the occupation most African Americans chose during this time period? Why?
- e. Were all the photographs taken of Black Americans living in Nebraska? Explain.
- f. Are there any indications in the photographs that the photographer was prejudiced against Black Americans?

## L1

### LESSON PLAN African American Homesteaders

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

#### The Process

8. Instruct selected students to read the link to Robert Ball Anderson included in the African American Settlers section of the 1850-1874 timeline:

<http://www.nebraskastudies.org/1850-1874/african-american-settlers/>

Then, have them discuss these questions:

- a. Who was Robert Ball Anderson?
- b. Why did he leave Kansas to settle in Nebraska?
- c. What is the Timber Culture Act?
- d. Why did he settle in Box Butte County?
- e. Did the other county residents accept him?
- f. Was he successful?
- g. How did the Nebraska Constitution and the laws of Nebraska of that time period both treat Anderson as an equal to whites and not as an equal to whites?

9. Conclude the discussion of African American homesteaders by engaging students in an oral discussion of the following questions:

- a. Why did Black settlers tend to settle on homesteads rather than in urban areas?
- b. Were white settlers prejudiced against African American settlers? Why or why not?
- c. Name at least three African American homesteaders and indicate where they settled.
- d. Has the number of African Americans living in Nebraska on farms or ranches increased or decreased in the 21st century? Why or why not? Is the same true for European Americans?

## L1

### LESSON PLAN African American Homesteaders

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8 HS

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#### Learning Advice

1. Review the History Nebraska website at <https://history.nebraska.gov/> and familiarize students with the Nebraska History magazine located at:

<https://history.nebraska.gov/publications/nebraska-history-magazine>

Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.

2. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <https://www.education.ne.gov/socialstudies/>

3. Review the following people with students and define any terms that are included:

Robert Ball Anderson	Speese family	first Nebraska Constitution
Sally Bayne	13th /14th/15th Amendments	Nebraska becomes a state
S. Butcher	Black Codes	“Proving Up” form
Bertha Calloway	Exodusters	Reconstruction
Ava Speese Day	Kansas Nebraska Act	sharecroppers
Oblinger family and letters	Homestead Act provisions	Timber Culture Act
Shores family	Ku Klux Klan	Venn diagram
Benjamin Singleton		

## L1

### LESSON PLAN African American Homesteaders

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

#### Learning Advice

4. Have students access the following websites and review with them the contents of each website:

- Prairie Settlement Nebraska Photographs and Letters.  
[Butcher photographs and Oblinger letters]  
<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>
- PBS. New Perspectives on the West. African-Americans in the West.  
[http://www.pbs.org/weta/thewest/lesson\\_plans/lesson04.htm](http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm)
- Teaching with Documents. The Homestead Act of 1862. National Archives. Digital Classroom.  
<https://www.docsteach.org/>

Emphasize the following:

- a. Where were African Americans most likely to settle in Nebraska and why?
- b. What was the connection between the Homestead Act provisions and African Americans?
- c. What is the distribution of the African American population in Nebraska today as compared/contrasted with their distribution in the latter part of the 19th century and the earlier part of the 20th century?
- d. Differentiate between African American homesteaders and African Americans who came to Nebraska cities in the early 20th century to work in packing houses, factories, etc.

#### Conclusion

Students will have learned why African Americans settled in Nebraska and what challenges they faced. They will understand how the Homestead Act affected African Americans, and why they tended to settle in western Nebraska. In conclusion, they will develop skills to analyze primary resources such as letters and photographs, and become familiar with a variety of websites related to Nebraska Studies.

# L1

## LESSON PLAN

# African American Homesteaders

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

## Assessment Activity

### Activity # 1: Analytical Essay

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

1. How provisions in the Homestead Act made it possible for Black people to own land
2. Where Black homesteaders tended to homestead in Nebraska and why
3. Reception the Black homesteaders received from white homesteaders
4. Two examples of Black people who owned a homestead or ranch

Have students include documentation, a bibliography, etc.

Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:

Rubrics: General Rubric <http://www.socialstudieshelp.com/rubric.htm>

# L1

## LESSON PLAN African American Homesteaders

Activity Grade Level

8 HS

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### Assessment Activity

#### Activity #2: Multiple Choice Assessment

Make copies of the [Multiple Choice worksheet](#) in the Resources section for all students.

Answers to the Multiple Choice assessment activity	1. D	2. B	3. A	4. C	5. C	6. A	7. B
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### LESSON PLAN

## African American Homesteaders

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

### Assessment Activity

#### Possible Extension Activities

- Instruct students to use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide to analyze the photograph of the Jerry Shores family located on the PBS Archives of the West website:

[http://www.pbs.org/weta/thewest/resources/archives/seven/w67i\\_shores.htm](http://www.pbs.org/weta/thewest/resources/archives/seven/w67i_shores.htm)

- Have students access the Prairie Settlement Nebraska Photographs and Letters [Butcherphotographs and Oblinger letters] from the Library of Congress American Memory Collection located at <http://memory.loc.gov/ammem/award98/nbhtml/pshome.html>

Then have students do a search for the photograph titled, "African American rancher and two other men on a ranch near Goose Creek, Cherry County, Nebraska." Instruct students to use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph.

- Direct students to do a search for Afro-Americans from the Library of Congress American Memory Collect "Prairie Settlement: Nebraska Photographs and Family Letters, 1862-1912" at <http://memory.loc.gov/ammem/award98/nbhtml/pshome.html>

Then instruct students to do one or more of the following activities:

1. Compare and contrast the two photographs titled:
  - a. "Group in front of the printing office of the Overton herald newspaper Supplies store, Broken Bow, Nebraska"
  - b. "Group in front of the printing office of the Overton Herald newspaper"
2. Use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph titled "Bunch of genuine old time cowboys and bronco busters at Denver Colorado" (2 photographs). Ask students if they think there were similar Black cowboys in Nebraska and indicate why or why not.

- Direct students to access the PBS website titled "the West: the Geography of Hope" <http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm>

Have students read the information listed and answer the following questions:

1. Who was Benjamin Singleton?
2. What were Singleton's key goals?
3. Who is Bertha Calloway?
4. Who were the Exodusters and how did they get that name?
5. Compare the Black settlers in Kansas with the Black settlers in Nebraska.
6. How did the movement of Exodusters to Kansas affect Black settlement in Nebraska?



# 1850-1874

## African American Settlers

### resources

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National Archives: Photograph Analysis Worksheet	19
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Nebraska Department of Education Academic Standards  
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies Standards  
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

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

Library of Congress Learning Page Lesson Plans  
<https://www.loc.gov/search/?in=&q=Lesson+Plans&new=true&st=>

# Analyze a Photograph

## Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait       Landscape       Aerial/Satellite       Action       Architectural  
 Event       Family       Panoramic       Posed       Candid  
 Documentary       Selfie       Other

Is there a caption?  yes  no

## Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

## Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

## Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



# Analyze a Written Document

## Meet the document.

Type (check all that apply):

- |   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter                 | <input type="checkbox"/> Speech    | <input type="checkbox"/> Patent                  | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Court document        |
| <input type="checkbox"/> Chart                  | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement           | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum            |
| <input type="checkbox"/> Report                 | <input type="checkbox"/> Email     | <input type="checkbox"/> Identification document |  | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document |                                    | <input type="checkbox"/> Other                   |  |  |

Describe it as if you were explaining to someone who can't see it.

*Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?*

## Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

## Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

## Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?

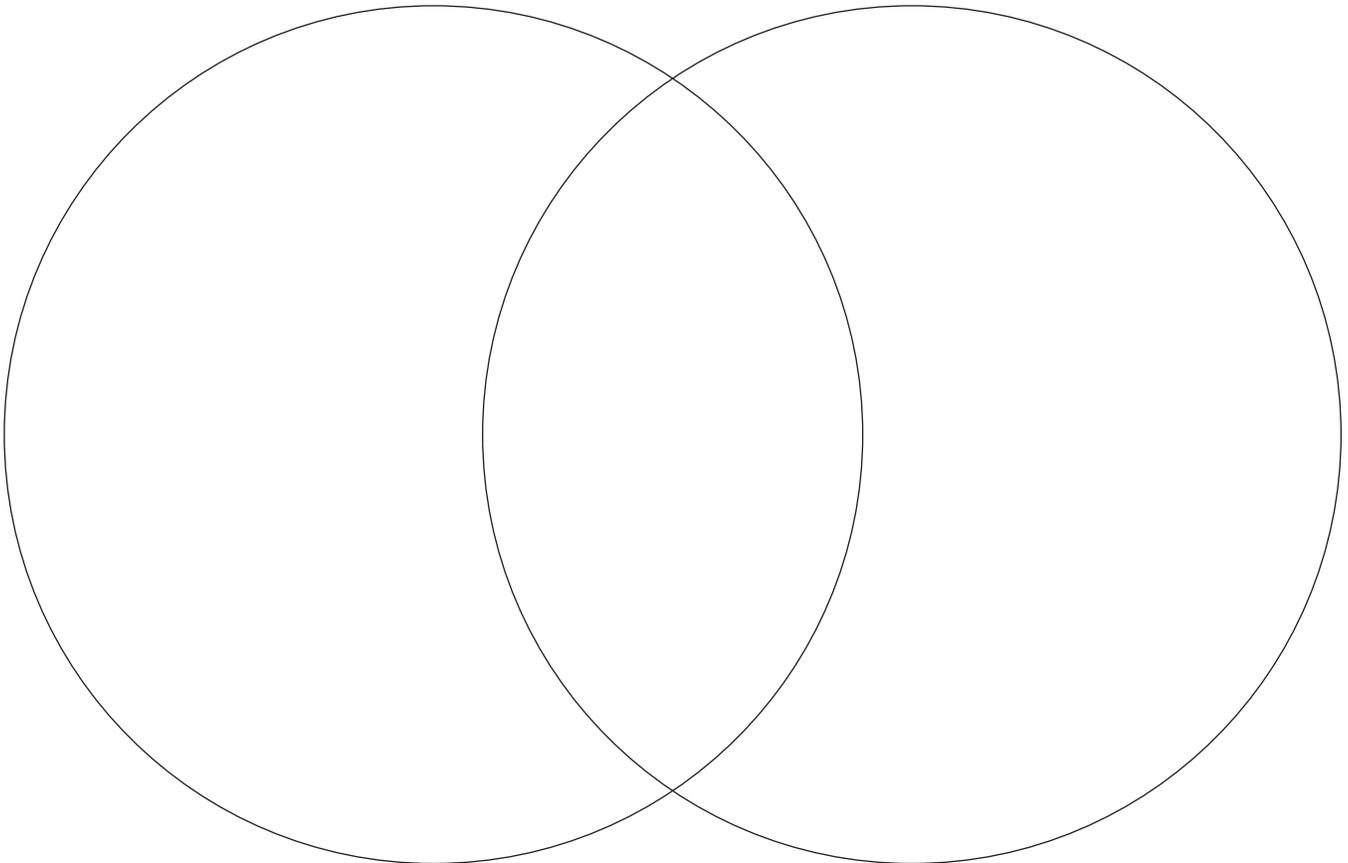


## Venn Diagram

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.





## Robert Ball Anderson

Robert Ball Anderson was born into slavery in 1843 in Kentucky. Eventually, Robert Anderson arrived in eastern Nebraska. In 1884, he headed for western Nebraska, and by 1886, he took up a tree claim under the provisions of the Timber Culture Act. Anderson suffered through some financial disasters, but was eventually able to add to his land holdings. By 1918, he was the owner of 2,080 acres of land.

Anderson escaped the racial prejudice of the South, but found he still lived in a society influenced by racist ideas. Nebraska prohibited slavery in the State Constitution of 1875, but had laws that did not recognize mixed marriages and required that the “color” of voters be indicated on registration cards. The white community, however, generally accepted Anderson as he was one of the few black men living in Box Butte County, had a good military record, and was a successful rancher and farmer. As one man stated, “If there was ever a gentleman — if I’ve ever known one — it was Robert Anderson”.

### Discussion Questions

1. Who was Robert Anderson?
2. Why do you think he came to Nebraska?
3. What is the Timber Culture Act?
4. Why do you think the Nebraska State Constitution of 1875 prohibited slavery, yet had laws that did not recognize mixed marriages and required that the “color” of voters be indicated on registration cards?
5. What dates were the 13th, 14th, and 15th US Constitutional Amendments passed, and would there be any connections between them and the Nebraska State Constitution of 1875?
6. How was Robert Anderson received by other Nebraskans?

## Multiple Choice Worksheet

Name: \_\_\_\_\_

**Directions: Circle the best answer.**

1. Which of the following was not a Black homesteader and/or rancher?
  - A. Robert Bell Anderson
  - B. Speese
  - C. Shore
  - D. S. Butcher
2. In the 19th century, Black settlers in Nebraska were most likely to settle in which of the following locations?
  - A. eastern Nebraska
  - B. western Nebraska
  - C. western Nebraska urban areas
  - D. eastern Nebraska urban areas
3. Which of the following statements is accurate?
  - A. Former Black slaves acquired homesteads in Nebraska.
  - B. Ex slaves could not own land in Nebraska.
  - C. African Americans were unable to obtain land in western Nebraska.
  - D. African Americans acquired homesteads but could not own ranches.
4. The Homestead Act...
  - A. Prohibited all Black settlers from owning land.
  - B. Prohibited all Black settlers from living in Nebraska.
  - C. Allowed Black settlers to acquire land if they met the requirements of the Homestead Act.
  - D. Allowed Black settlers to own ranches, but did not allow them to own farms.
5. Which of the following encouraged African Americans to settle in Nebraska in the 19th century?
  - A. the easy modes of transportation
  - B. the absence of Native Americans
  - C. the potential for acquiring free land
  - D. the ability to acquire free seed and farm equipment
6. Which of the following occurred first?
  - A. Homestead Act
  - B. 13th Amendment
  - C. First Nebraska state constitution was written
  - D. Kansas Nebraska Act
7. In which of the following time periods would you find information about the Speese and Shores families on the Nebraska Studies website?
  - A. 1800-1849
  - B. 1850-1874
  - C. 1875-1899
  - D. 1900-1924

## Nebraska Department of Education Content Area Standards

### Social Studies Standards

4

**SS 4.3.1** Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

**SS 4.3.2** Compare the characteristics of places and regions and their impact on human decisions.

**SS 4.3.3** Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

**SS 4.3.4** Compare and contrast the characteristics of culture statewide.

**SS 4.3.6** Use geographic skills to make connections to issues and events.

**SS 4.4.2** Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

**SS 4.4.3** Analyze past and current events throughout Nebraska history.

**SS 4.4.4** Develop historical inquiry and research skills.

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**SS 8.4.1** Analyze patterns of continuity and change over time in the United States history.

**SS 8.4.2** Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

**SS 8.4.4** Evaluate and interpret sources for perspective and historical context.

**SS 8.4.5** Apply the inquiry process to construct and answer historical questions.

HS

**SS HS.1.1** Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

**SS HS.3.1** Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

**SS HS.3.2** Evaluate how regions form and change over time.

**SS HS.3.4** Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

**SS HS.3.5** Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

**SS HS.4.1** Analyze and evaluate patterns of continuity and change over time in history.

**SS HS.4.2** Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

**SS HS.4.4** Evaluate sources for perspective, limitations, accuracy, and historical context.

**SS HS.4.5** Apply the inquiry process to construct and answer historical questions.

## Nebraska Department of Education Content Area Standards

### Language Arts Standards

4

**LA 4.1.5** Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary; LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

**LA 4.1.6** Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

**LA 4.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

**LA 4.2.2** Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

**LA 4.3.1** Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

**LA 4.3.2** Listening: Students will develop and demonstrate active listening skills across a variety of situations.

**LA 4.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

**LA 4.4.1** Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

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**LA 8.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

**LA 8.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

**LA 8.3.1** Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

**LA 8.3.2** Listening: Students will develop and demonstrate active listening skills across a variety of situations.

**LA 8.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

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**LA 12.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

**LA 12.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

**LA 12.3.1** Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

**LA 12.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.