1850-1874
Homestead Act
Signed: Who were the Settlers?

activities

1. DISCUSSION
   The Proving Up Form
   grade level: 4 8
   page: 3

2. DISCUSSION
   Homestead Act & Claim Requirements
   grade level: 8 12
   page: 4

3. DRAW A MAP
   Daniel Freeman & Beatrice
   grade level: 4 8
   page: 5

4. DISCUSSION
   Children's Daily Activities
   grade level: 4 8 12
   page: 6

5. DISCUSSION & PHOTO/Written Analysis
   Who Were the Chrisman Sisters?
   grade level: 4 8 12
   page: 7

6. Written Document Analysis
   Mattie Oblinger’s Letters
   grade level: 4 8 12
   page: 8

7. PHOTO Analysis
   Homesteaders & an Organ
   grade level: 4 8
   page: 9

8. DRAW POSTER
   Railroad Poster
   grade level: 4 8
   page: 10

9. MAP ANALYSIS
   Why Do People Immigrate to the U.S.?
   grade level: 4 8 12
   page: 11

10. CREATE A FAMILY TREE
    Family Tree
    grade level: 12
    page: 12

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nebraska studies.org
1850-1874
Homestead Act Signed: Who Were the Settlers?

LESSON PLAN
Who Were the Settlers?
by Pam Bornemeier, Lincoln & Susan Rice, Nehawka

LESSON PLAN
Comparing Family Photos
by John Hauser, Grand Island & Celeste Merchant, So. Sioux City

LESSON PLAN
Games Children Play
by Lisa Krieser, Omaha & Ellen Kohtz, Albion

LESSON PLAN
Homestead Act Pulls Settlers to Nebraska
by Greg Hobza, Crete & Joe Heckenlively, Kenesaw

LESSON PLAN
Female Homesteaders
by Michael Young, Omaha

Resources

Nebraska Department of Education Content Area Standards
1850-1874 Homestead Act Signed: Who Were the Settlers?

Proving Up Form

activity
Discussion

Have students open the Homestead Proof of Almanzo Wilder and match the questions that go with the following requirements:

- First, your neighbors had to swear they had known you for five years.
- Then that you were the head of a household and a citizen.
- That you were living on and farming the land being claimed for all five years.
- That you built a house, and what kind of house it was.

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

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

Nebraska Department of Education Content Area Standards

Social Studies: SS 4.3.6; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US)
Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process
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/1850-1874/homestead-act-signed/

How Do I Get My Free Land?
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/how-do-i-get-my-free-land/

Did the Homestead Act Succeed?
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/colorblind-homestead-act/

Female Homesteaders
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/

The Immigrant Experience
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/

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 Department of Education Content Area Standards

Social Studies: SS 8.4.2(US) | SS 12.1.1; SS 12.3.1; SS 12.3.2; SS 12.3.4; SS 12.3.6; SS 12.4.1(US); SS 12.4.5(WLD)
Language Arts: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process | LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/

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 Department of Education Content Area Standards

Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US)
Language Arts: SS 4.3.1; SS 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US)
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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/pioneer-children-school-games-toys-recreation/

Games, Toys, Recreation
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/pioneer-children-school-games-toys-recreation/

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.

Nebraska Department of Education Content Area Standards

Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US) | SS 12.1.1; SS 12.3.1; SS 12.3.2; SS 12.3.4; SS 12.3.6; SS 12.4.1(US); SS 12.4.5(WLD)

Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process | LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
Who were the Chrisman Sisters?

activity
Discussion & Photograph/Written Document Analysis

Have students click on the letter from Ruth Chrisman at the bottom. They should read the letter and answer these questions:

1. Who wrote this letter?
2. How many years after the move to Custer County was the letter written?
3. Would this be a reliable document for understanding life for early settlers in rural Custer County? Why or why not?
4. What business assets did Mr. Chrisman possess when the family moved to Custer County?
5. Thinking about your response in question 4, why would it be important for the Chrisman family to obtain more than just one homestead (160 acres)?
6. What simple pleasures of life does the writer remember?
7. What were some of the greatest hardships of living in Custer County?
8. What evidence did the writer present that showed she believed that the climate had changed over the years?

http://nebraskastudies.org/1850-1874/who-were-the-settlers-
who-was-daniel-freeman/female-homesteaders/

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 National Archives 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.

Nebraska Department of Education Content Area Standards

Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.5; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US) | SS 12.3.1; SS 12.3.2; SS 12.3.4; SS 12.3.6; SS 12.4.1(US); SS 12.4.5(WLD)

Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process | LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.
Mattie Oblinger’s Letters

activity

Written Document Analysis

Have students read the Female Homesteaders page in the Homestead Act Signed: Who Were the Settlers? Homestead Act Signed: Challenges on the Plains section in the 1850-1874 timeline of Nebraska Studies. Have your students read the letters from Mattie Oblinger and discuss the following:

1. What are some of things that concern her?

2. What is an example of how she has learned to adapt in life in Nebraska compared to what her life was like in Indiana?

3. What does she mean by, “do up your hair”? What would you say instead? What are some other phrases you have heard for that same process?

4. What is one example that, in spite of hardships, Mattie has not lost her sense of humor?

http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders

http://nebraskastudies.org/1850-1874/the-challenges-of-the-plains/living-in-a-sod-house/

Nebraska Department of Education Content Area Standards

Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US) | SS 12.1.1; SS 12.3.1; SS 12.3.2; SS 12.3.4; SS 12.3.6; SS 12.4.1(US); SS 12.4.5(WLD)

Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process | LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/pioneer-children-school-games-toys-recreation/

Then, have students review the photograph of the homesteaders with the organ at the bottom of the page.

1. From studying the three photographs, what are at least five ways that children found as entertainment or fun growing up in rural Nebraska?

2. From studying the photograph at the bottom of the page, why would this family choose to have their organ in the picture instead of their home?

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

Nebraska Department of Education Content Area Standards

Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.3.6; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US)

Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process
Have students examine the railroad poster on the page (included in Lesson Plan resources - 4_Czech_Poster_for_Homesteads.original.jpg), and then have them draw their own railroad poster, including reasons why immigrants should settle in Nebraska. For more examples of posters, students may search the web or at the media resources on the Nebraska Studies site.

**Nebraska Department of Education Content Area Standards**

**Social Studies:** SS 4.3.1; SS 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.3.6; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US)

**Language Arts:** LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process
9 Why Do People Immigrate to the U.S.?

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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/

Czechs Move to Nebraska
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/

Have students study a map of 1890 Europe, Post World War I Europe, and 2018 Europe and do the following:

1. In 1890, the Czech Republic was part of what empire?
2. After World War I, the Czech Republic was part of what country?
3. Record at least five other changes to the map of Europe from 1890 to post-WWI.
4. Record at least five other changes to the map of Europe from post-WWI to 2018.
5. What are two possible reasons for so many changes to the map of Europe over the years?
6. From the reading, what are four possible push factors to leaving Bohemia?
7. From the reading, what on the poster about Nebraska would have made it so attractive to Czechs?

The following are suggested sites for finding political maps of Europe for this activity:
http://omniatlas.com/maps/europe/18940104/
http://dhammamedicine.info/post-world-war-1-map.html/world-war-1-map-of-europe-throughout-post
http://www.youreuropeanmap.com/europe_map_5.html

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.

1. In 1890, the Czech Republic was part of what empire?
2. After World War I, the Czech Republic was part of what country?
3. Record at least five other changes to the map of Europe from 1890 to post-WWI.
4. Record at least five other changes to the map of Europe from post-WWI to 2018.
5. What are two possible reasons for so many changes to the map of Europe over the years?
6. From the reading, what are four possible push factors to leaving Bohemia?
7. From the reading, what on the poster about Nebraska would have made it so attractive to Czechs?

Nebraska Department of Education Content Area Standards

Social Studies: SS 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US) | SS 12.1.1; SS 12.3.1; SS 12.3.2; SS 12.3.4; SS 12.3.6; SS 12.4.1(US); SS 12.4.5(WLD)

Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process | LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
1850-1874 Homestead Act Signed: Who Were the Settlers?

10 Family Tree

activity

Create A 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?

For more advanced students

Have students interview someone that has an immigration story and then produce a booklet, poster or electronic presentation.

The student will write the basic account of the person’s immigration experience. This could be in story form or in a question-answer interview form.

The student will then write a paragraph analyzing the push and pull factors for the person’s migration—stating if the factors were economic, cultural, or environmental and statements of defense for the categorization. Finally, the student should complete the project with a map tracing the route of the migration.

Nebraska Department of Education Content Area Standards

Social Studies: SS 12.1.1; SS 12.3.1; SS 12.3.2; SS 12.3.4; SS 12.3.6; SS 12.4.1(US); SS 12.4.5(WLD)

Language Arts: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
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 Department of Education Content Area Standards

Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.5; SS 4.3.6; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5
Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency
1850-1874 Homestead Act Signed: Who Were the Settlers?

LESSON PLAN
Who Were the Settlers?

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

Internet Resources


Immigrant Experience
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/

Was Homestead Act Colorblind?
http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/colorblind-homestead-act/

Railroads and Settlements http://nebraskastudies.org/1850-1874/railroads-settlement/

Land Grants for Railroads
http://nebraskastudies.org/1850-1874/railroads-settlement/land-grants-decline-railroads/

Why Buy Land When You Can Get it Free?
http://nebraskastudies.org/1850-1874/railroads-settlement/land-grants-decline-railroads/

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/

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

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

Nebraska Dept. of Education State Social Studies/History Standards.
https://tinyurl.com/ycuox8sh


Nebraska State Historical Society: Nebraska History magazine
https://history.nebraska.gov/publications/nebraska-history-magazine

Nebraska State Historical Society: Nebraska Trailblazer
http://www.nebraskahistory.org/museum/teachers/material/trailist.htm
Internet Resources, continued

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


1850-1874 Homestead Act Signed: Who Were the Settlers?

LESSON PLAN
Who Were the Settlers?

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

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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/
   - Immigrant Experience http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/
   - Was Homestead Act Colorblind? http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/colorblind-homestead-act/
   - Railroads and Settlements http://nebraskastudies.org/1850-1874/railroads-settlement

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.
LESSON PLAN
Who Were the Settlers?

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

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
Comparing Family Photos

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 Department of Education Content Area Standards
Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.5; SS 4.3.6; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5
Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency
LESSON PLAN

Comparing Family Photos

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

Internet Resources

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

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/

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

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

Nebraska Dept. of Education State Social Studies/History Standards.
https://tinyurl.com/ycuxo8sh


Nebraska State Historical Society: Nebraska History magazine
https://history.nebraska.gov/publications/nebraska-history-magazine

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.

The American Memory Collection. All Collections.
http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html

The American Memory Collection. Library of Congress.
http://memory.loc.gov/ammem/award98/nbhihtml/pshome.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.htmltext
LESSON PLAN
Comparing Family Photos

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

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/1850-1874/the-challenges-of-the-plains/lunch-photographs-watermelons/

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.

4. 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 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 Department of Education Content Area Standards

Social Studies: SS 8.4.2(US); SS 8.4.3(US)
Language Arts: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.3.1 Speaking
**Internet Resources**

- 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
- Nebraska Dept. of Education Academic Standards. https://www.education.ne.gov/contentareastandards/
- Nebraska Dept. of Education State Social Studies/History Standards. https://tinyurl.com/ycuxo8sh
- Nebraska State Historical Society: Nebraska History magazine https://history.nebraska.gov/publications/nebraska-history-magazine
- Nebraska State Historical Society: Nebraska Trailblazer http://www.nebraskahistory.org/museum/teachers/material/trailist.htm
1850-1874 Homestead Act Signed: Who Were the Settlers?

LESSON PLAN
Games Children Play

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 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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/pioneer-children-school-games-toys-recreation/

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
Homestead Act Pulls Settlers to Nebraska

LESSON PLAN
Homestead Act Pulls Settlers to Nebraska

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 Department of Education Content Area Standards

Social Studies: SS 8.4.2(US); SS 8.4.3(US)
Language Arts: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.3.1 Speaking
L4 1850-1874 Homestead Act Signed: Who Were the Settlers?

LESSON PLAN
Homestead Act Pulls Settlers to Nebraska

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

Internet Resources

- 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
- Nebraska Dept. of Education Academic Standards. https://www.education.ne.gov/contentareastandards/
- Nebraska Dept. of Education State Social Studies/History Standards. https://tinyurl.com/ycuxo8sh
- Nebraska State Historical Society: Nebraska History magazine https://history.nebraska.gov/publications/nebraska-history-magazine
- Nebraska State Historical Society: Nebraska Trailblazer http://www.nebraskahistory.org/museum/teachers/material/trailist.htm
LESSON PLAN
Homestead Act Pulls Settlers to Nebraska

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

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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/
   African American Settlers http://nebraskastudies.org/1850-1874/african-american-settlers
   Was the Homestead Act Colorblind? http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/colorblind-homestead-act/

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
Female Homesteaders

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."


Nebraska Department of Education Content Area Standards

Social Studies: SS 8.4.2(US); SS 8.4.3(US) | SS 12.1.1; SS 12.3.1; SS 12.3.2; SS 12.3.4; SS 12.3.6; SS 12.4.4(WLD); SS 12.4.5(WLD)

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 12.2.2 Writing Modes; LA 12.3.1 Speaking
LESSON PLAN

Female Homesteaders

The Resources

Books


Magazines


LESSON PLAN

Female Homesteaders

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

Internet Resources

http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/

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/

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

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

Nebraska Dept. of Education State Social Studies/History Standards.
https://tinyurl.com/ycuxo8sh


Nebraska State Historical Society: Nebraska History magazine
https://history.nebraska.gov/publications/nebraska-history-magazine

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.

The American Memory Collection. All Collections.
http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html

The American Memory Collection. Library of Congress.
http://memory.loc.gov/ammem/award98/nbhihtml/pshome.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#text
LESSON PLAN
Female Homesteaders

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.

   - The Proving Up Form http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/how-do-i-get-my-free-land/
   - Female Homesteaders http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/
   - The Chrisman Sisters http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/

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 National Archives 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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/
   - The Chrisman Sisters http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/
LESSON PLAN
Female Homesteaders

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

**The Process**

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/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/](http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/)

Ruth Chrisman’s letters, 1935 and Estelle Chrisman Laughlin’s letter, 1951  [http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/](http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/)

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.


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?
LESSON PLAN
Female Homesteaders

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

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 National Archives 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.
LESSON PLAN
Female Homesteaders

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:

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 [https://history.nebraska.gov/publications/nebraska-history-magazine](https://history.nebraska.gov/publications/nebraska-history-magazine)

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](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 [https://history.nebraska.gov/publications/nebraska-history-magazine](https://history.nebraska.gov/publications/nebraska-history-magazine)

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.
LESSON PLAN

Female Homesteaders

Extension Activities

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)


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

National Archives: Map Analysis Worksheet 38
National Archives: Photograph Analysis Worksheet 39
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Nebraska Department of Education Academic Standards
https://www.education.ne.gov/contentareastandards/
Nebraska Department of Education Social Studies and History Standards
https://tinyurl.com/ycuxo8sh
National Archives http://www.archives.gov/index.html

nebraskastudies.org
## National Archives: Map Analysis Worksheet

1. **TYPE OF MAP** (check one)
   - Raised relief map
   - Topographic map
   - Political map
   - Contour-line map
   - Natural resource map
   - Military map
   - Bird’s-eye view
   - Artifact map
   - Satellite photograph/mosaic
   - Pictograph
   - Weather map
   - Other ( )

2. **PHYSICAL QUALITIES OF THE MAP** (check one or more)
   - Compass
   - Handwritten
   - Date
   - Notations
   - Scale
   - Name of mapmaker
   - Title
   - Legend (key)
   - Other

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.

   ...........................................................................................................................................................................................................
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.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

STEP 2. INFERENCE
Based on what you have observed above, list three things you might infer from this photograph.

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...........................................................................................................................................................................................................
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STEP 3. QUESTIONS
A. What questions does this photograph raise in your mind?
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................

B. Where could you find answers to them?
...........................................................................................................................................................................................................
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?
Homestead Act Signed: Who Were the Settlers?

1. TYPE OF DOCUMENT (Check one)
- Letter
- Patent
- Memorandum
- Map
- Telegram
- Press release

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
- Interesting letterhead
- Handwritten
- Typed
- Seals
- Notations
- RECEIVED stamp
- Other

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:
1. ....................................................................................................................................................................................................... 
2. ....................................................................................................................................................................................................... 

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

...........................................................................................................................................................................................................
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.
**Rubric for Lesson 1: Who Were the Settlers?**

Student: ....................................................................................................................................... Date: ..................................

<table>
<thead>
<tr>
<th>Competency</th>
<th>Advanced 3 points</th>
<th>Intermediate 2 points</th>
<th>Beginner 1 point</th>
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<tbody>
<tr>
<td>Content</td>
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<tr>
<td>Organization</td>
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<tr>
<td>Mechanics</td>
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</tbody>
</table>

**TOTAL POINTS**
1850-1874 Homestead Act Signed: Who Were the Settlers?

resources

Rubric for Lesson 2: 
Comparing Family Photos

Student: .......................................................................................................................................    Date: .....................................

<table>
<thead>
<tr>
<th>Competency</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>Oral Discussion</td>
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</tr>
<tr>
<td>Written Presentation</td>
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</tr>
<tr>
<td>Venn Diagrams</td>
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</tr>
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</table>
Rubric for Lesson 3: Games Children Play

<table>
<thead>
<tr>
<th>Competency</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>Written or Oral Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s Research, i.e. rules and equipment</td>
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<tr>
<td>Team Cooperation</td>
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</table>

Student: .......................................................................................................................................    Date: .....................................

Student: .......................................................................................................................................    Date: .....................................

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Student: .......................................................................................................................................    Date: .....................................

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Student: .......................................................................................................................................    Date: .....................................

Student: .......................................................................................................................................    Date: .....................................

Student: .......................................................................................................................................    Date: .....................................
Rubric for Lesson 4: Homestead Act Pulls Settlers to Nebraska

Student: ............................................................ Date: ........................................

<table>
<thead>
<tr>
<th>Competency</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper Article</td>
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<td>Oral Discussion</td>
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<td>Charting or Debating the Effects of the Homestead Act</td>
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“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.
Female Homesteaders
Multiple Choice

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
1850-1874 Homestead Act Signed: Who Were the Settlers?

Nebraska Department of Education
Content Area Standards

Social Studies Standards

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SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.
SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.
SS 4.3.1 Students will explore where (spatial) and why people, places, and environments are organized in the state.
SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.
SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.
SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.
SS 4.3.6 Students will use geographic skills to make connections to issues and events.
SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.
SS 4.4.3 Students will describe and explain multiple perspectives of historical events.
SS 4.4.4 Students will analyze past and current events, issues, and problems.
SS 4.4.5 Students will develop historical research skills.
SS 4.5.1 Students will identify how humans have adapted to and modified different environments in Nebraska.

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SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.
SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.
SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.
SS 8.2.5 Students will identify the basic economic systems in the global economy.
SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.
SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.
SS 8.4.5 Students will develop historical research skills.

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SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.
SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
SS 12.2.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.
SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.
SS 12.3.2 Students will examine how regions form and change over time.
SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.
SS 12.3.4 Students will analyze and interpret patterns of culture around the world.
SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.
SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
SS 12.4.5 (US) Students will develop historical research skills.
1850-1874 Homestead Act Signed: Who Were the Settlers?

Nebraska Department of Education
Content Area Standards

Language Arts Standards

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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.

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