



# 1850-1874

## Homestead Act Signed: Who were the Settlers?

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# 1850-1874

## Homestead Act Signed: Who Were the Settlers?

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## 1

## Proving Up Form

Activity Grade Level

4 8

HOMESTEAD PROOF--TESTIMONY OF WITNESS.

*A. Sheldon* being called on witnesses in support of the Homestead of *Almanzo J. Wilder* NE 2-17-56.

Testify as follows:

Ques. 1--What is your occupation, and where is your residence?  
 Ans. *Reverend De Witt*

Ques. 2--Have you been well acquainted with *Almanzo J. Wilder* the claimant, in this case ever since he made his Homestead entry?  
 Ans. *Yes for 5 years and take the time of 1856 and 5 years ago, 18 and 21.*

Ques. 3--Was the claimant qualified to make said entry? (State whether the settler was a citizen of the United States, over the age of twenty-one years, or the head of a family, and whether he ever made a former Homestead entry.)  
 Ans. *Yes Citizen of U.S. over 21 yrs old Single. Never made former Homestead entry.*

Ques. 4--When did claimant settle upon the homestead and at what date did he establish actual residence thereon? (Describe the dwelling and other improvements being total value thereon.)  
 Ans. *About Oct 1st 1856. Dwelling then 4 rooms, 1000 feet square. Sawe windows. Still grain well for about 20 acres. Cultivated soil and 2000 of good*

Ques. 5--Have claimant and family resided continuously on the homestead since first establishing residence thereon?  
 Ans. *Single man. Residence continuous*

Ques. 6--For what period or periods has the settler been absent from the land since making settlement, and for what purpose and if temporarily absent, did claimant's family reside upon and cultivate the land during such absence?  
 Ans. *Continuously absent working as a RR and visiting in Minn. Not more than about 2 months at a time.*

Ques. 7--How much of the homestead has the settler cultivated, and for how many seasons? (If he votes crops thereon.)  
 Ans. *Been cultivated about 20 acres of wheat this year 1864.*

Ques. 8--Are there any indications of coal, oil, or other minerals of any kind on the Homestead? If so, describe what they are, and state whether the land is more valuable for agricultural than for mineral purposes.  
 Ans. *None*

Ques. 9--Has the claimant mortgaged, sold, or contracted to sell, any portion of said Homestead?  
 Ans. *not to my knowledge*

Ques. 10--Are you interested in this estate, and do you think the settler has acted in entire good faith in performing this entry?  
 Ans. *Yes you are I see every way related & dependent kind to character in good faith.*

I hereby certify that the witness is a person of responsibility, that the foregoing testimony was read to him before being subscribed, and was sworn to before me this day of *September* 1864.

*W. J. Zarus*  
 register clerk

(SEE NOTE ON FRONT PAGE.)

## 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 or a citizen over 21.
- That you were living on and farming the land for all five years.
- That you built a house, and what kind of house it was.

<http://www.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 4.3.1; 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 8.4.3; SS 8.4.4; SS 8.4.5

**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 | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

2

Homestead Act & Claim Requirements

Activity Grade Level

8 HS

■ 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://www.nebraskastudies.org/1850-1874/homestead-act-signed/>

**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/>

**Did the Homestead Act Succeed?**

<http://www.nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/colorblind-homestead-act/>

**Female Homesteaders**

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

**The Immigrant Experience**

<http://www.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 8.4.1; SS 8.4.2; SS 8.4.3; 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.4.4; SS HS.4.5

**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

### 3 Daniel Freeman & Beatrice

Activity Grade Level

4 8



#### ■ activity

### Draw a Map

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

<http://www.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 4.3.3; 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 8.4.3; SS 8.4.4; SS 8.4.5

**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)

## 4

## Children's Daily Activities

Activity Grade Level

4 8 HS

### ■ activity Discussion

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

Pioneer Children

<http://www.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-to-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.
- 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 4.3.3; 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 8.4.3; 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.4.4; SS HS.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 | 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 Grade Level

4 8 HS

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

### ■ 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://www.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 or letters of the Chrisman sisters.

### ■ Nebraska Department of Education Content Area Standards

**Social Studies:** SS 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 8.4.3; SS 8.4.4; SS 8.4.5 | SS 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.4.4; SS HS.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 | 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

## 6 | Mattie Oblinger's Letters

Activity Grade Level

4 8 HS



### ■ activity

## Written Document Analysis

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

1. What are some of the things that concern her?
2. What is an example of how she has learned to adapt to 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://www.nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/female-homesteaders/>

<http://www.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 4.3.3; 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 8.4.3; 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.4.4; SS HS.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 | 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



## 7 Homesteaders & an Organ

Activity Grade Level

4 8



### ■ 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://www.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 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 4.3.3; 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 8.4.3; SS 8.4.4; SS 8.4.5

**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 | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

8

Railroad Poster

Activity Grade Level

4 8



■ activity  
Draw Poster

Have students examine the railroad poster on the page The Immigrant Experience:

<http://www.nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/>

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 4.3.3; 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 8.4.3; SS 8.4.4; SS 8.4.5

**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 | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

## 9

## Why Do People Immigrate to the U.S.?

Activity Grade Level

4

8

HS

## ■ activity Map Analysis & Discussion

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

The Immigrant Experience

<http://www.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://omniasatlas.com/maps/europe/18940104/>

### For more advanced students

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

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

## ■ Nebraska 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 8.4.3; 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.4.4; SS HS.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 | 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

## 10

## Family Tree

Activity Grade Level

HS



### ■ 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 defending 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 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.4.4; 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 Who Were the Settlers?

Activity Grade Level

4

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



#### 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 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4

**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

# L1

## LESSON PLAN Who Were the Settlers?

Activity Grade Level

4

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: Who Were the Settlers? section.  
<http://www.nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/>

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

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

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

Land Grants and the Decline of the Railroads  
<http://www.nebraskastudies.org/1850-1874/railroads-settlement/land-grants-decline-railroads/>

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

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

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] Library of Congress. American Memory Collection.  
<http://memory.loc.gov/ammem/award98/nbhtml/pshome.html>

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

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

Nebraska State Historical Society  
<http://nebraskahistory.org/oversite/research.htm>

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>

# L1

## LESSON PLAN Who Were the Settlers?

Activity Grade Level

4

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

### Internet Resources, continued

Rubrics: General Rubric

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

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.htm>

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>

## L1

### LESSON PLAN Who Were the Settlers?

Activity Grade Level

4

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

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

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

Railroads and Settlement <http://www.nebraskastudies.org/1850-1874/railroads-settlement/>

Land Grants and the Decline of the Railroads <http://www.nebraskastudies.org/1850-1874/railroads-settlement/land-grants-decline-railroads/>

2. Have students navigate to the African American Settlers page. Then have them select a photograph and enlarge it. Choose and examine one individual from a photograph. Photos can be copied with teacher's assistance if desired.

3. Have students write an essay describing 3-5 possible experiences of the selected family member. 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.



# L1

## LESSON PLAN Who Were the Settlers?

Activity Grade Level

4

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

## L2

### LESSON PLAN Comparing Family Photos

Activity Grade Level

4

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



#### 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 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.2; SS 4.4.3; SS 4.4.4

**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

## L2

### LESSON PLAN

## Comparing Family Photos

Activity Grade Level

4

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://www.nebraskastudies.org/1850-1874/homestead-act-signed/>

100 Milestone Documents, National Archives.

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

PBS. New Perspectives of the West

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

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

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

Nebraska Dept. of Education Academic Standards.

<https://www.education.ne.gov/contentareastandards/>

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

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

Nebraska State Historical Society

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

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>

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>

## L2

### LESSON PLAN

## Comparing Family Photos

Activity Grade Level

4

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 about 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://www.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.

## L3

### LESSON PLAN Games Children Play

Activity Grade Level

8

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



#### 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 8.4.1](#); [SS 8.4.2](#); [SS 8.4.3](#); [SS 8.4.4](#); [SS 8.4.5](#)

**Language Arts:** [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#); [LA 8.3.1 Speaking](#)

# L3

## LESSON PLAN Games Children Play

Activity Grade Level

8

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: Who Were the Settlers?

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

Favorite Old Games, Cub Scout Pack # 114's Library, Fort Calhoun, NE Old Games #1

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

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

Games Kids Play <http://www.gameskidsplay.net>

100 Milestone Documents, National Archives.

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

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

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

Library of Congress. American Memory Collection.

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

Nebraska Dept. of Education Academic Standards.

<https://www.education.ne.gov/contentareastandards/>

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

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

Nebraska State Historical Society. <http://nebraskahistory.org/oversite/research.htm>

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>

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>

## L3

### LESSON PLAN Games Children Play

Activity Grade Level

8

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://www.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.

# L4

## LESSON PLAN

# Homestead Act Pulls Settlers to Nebraska

Activity Grade Level

8

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



## 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 8.4.1](#); [SS 8.4.2](#); [SS 8.4.3](#); [SS 8.4.4](#); [SS 8.4.5](#)

**Language Arts:** [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#); [LA 8.3.1 Speaking](#)



# L4

## LESSON PLAN

# Homestead Act Pulls Settlers to Nebraska

Activity Grade Level

8

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: Who Were the Settlers?

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

Favorite Old Games, Cub Scout Pack # 114's Library, Fort Calhoun, NE Old Games #1

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

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

Games Kids Play <http://www.gameskidsplay.net>

100 Milestone Documents, National Archives.

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

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

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

Library of Congress. American Memory Collection.

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

Nebraska Dept. of Education Academic Standards.

<https://www.education.ne.gov/contentareastandards/>

Nebraska Dept. of Education State Social Studies Standards.

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

Nebraska State Historical Society. <http://nebraskahistory.org/oversite/research.htm>

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>

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>

# L4

## LESSON PLAN

# Homestead Act Pulls Settlers to Nebraska

Activity Grade Level

8

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

African American Settlers

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

Was the Homestead Act Colorblind? <http://www.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.

## L5

### LESSON PLAN Female Homesteaders

Activity Grade Level

8 HS

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



### Lesson Objectives

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

### Introduction

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

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

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

### Nebraska Department of Education Content Area Standards

**Social Studies:** SS 8.4.1; SS 8.4.2; SS 8.4.3; 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.4.4; 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 12.2.2 Writing Modes; LA 12.3.1 Speaking

# L5

## LESSON PLAN Female 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

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

#### Magazines

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

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

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

# L5

## LESSON PLAN Female Homesteaders

Activity Grade Level

8 HS

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: Who Were the Settlers? section.  
<http://www.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/>

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

Nebraska State Historical Society. <http://nebraskahistory.org/oversite/research.htm>

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>

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>

# L5

## LESSON PLAN Female 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. Introduction Activity: Engage students in a discussion of the quotation from Elizabeth Scott and Alice Fish, using the following questions as discussion guidelines:
  - In what time period and where do you think these women engaged in ranching? [1902] How did you reach your conclusions?
  - What does the comment about men indicate about men's views of women during this time period?
  - What did the women mean by the comment, "Both of us had taught in the public schools, and there was nothing to that field to make us as independent as we wished."
  - What challenges would females face engaging in ranching or homesteading from the 1860s- 1920s?
  - Would females face similar challenges today? Why or why not?
2. Instruct students to access and read the following pages in the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of the Nebraska Studies website.

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

Female Homesteaders <http://www.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 Female Homesteaders page.

# L5

## LESSON PLAN Female 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. 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 Female Homesteaders page in the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline of the Nebraska Studies website.

Female Homesteaders <http://www.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 in the search box, and then by clicking on Document.

7. Use the magnifier to analyze the photograph of the Rawding Family females located on the Analyze the Rawding Family Photo page in the Homestead Act Signed: Who Were the Settlers? in the 1850-1874 timeline on the Nebraska Studies website:

<http://www.nebraskastudies.org/1850-1874/the-challenges-of-the-plains/lunch-photographs-watermelons/>

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?

# L5

## LESSON PLAN Female 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

- 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.



# L5

## LESSON PLAN Female 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

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

#### Activity # 1: Analytical Essay

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

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

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

#### Activity # 2: Multiple-choice assessment

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

Answers to the Multiple Choice assessment activity:

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

L5

## LESSON PLAN

# Female Homesteaders

Activity Grade Level

8 HS

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

### 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>

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

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

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

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

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

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

<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.

# L5

## LESSON PLAN Female Homesteaders

Activity Grade Level

8 HS

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

### 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)

5. Access the Homestead Act of 1862 document at <http://www.ourdocuments.gov/doc.php?doc=31&page=transcript>

Provides students with a copy of the document or have students access the website. This document is part of the website titled "100 Milestone Documents" located at <http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

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



# 1850-1874

## Homestead Act Signed: Who Were the Settlers?

### resources

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

resources

# 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.

.....

resources

# National Archives: Photograph Analysis Worksheet

## STEP 1. OBSERVATION

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

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

PEOPLE	OBJECTS	ACTIVITIES

## STEP 2. INFERENCE

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

.....

.....

.....

## STEP 3. QUESTIONS

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

.....

.....

B. Where could you find answers to them?

.....

.....

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## National Archives: Poster Analysis Worksheet

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

.....

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

.....

3. If a symbol is used, is it

a. clear (easy to interpret)? .....

b. memorable? .....

c. dramatic? .....

4. Are the messages in the poster primarily visual, verbal, or both?

.....

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

.....

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

.....

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

.....

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

.....

.....

resources

# National Archives: Written Document Analysis Worksheet

## 1. TYPE OF DOCUMENT(Check one)

- ... Letter
- ... Patent
- ... Memorandum
- ... Map
- ... Telegram
- ... Press release
- ... Report
- ... Advertisement
- ... Congressional record
- ... Census report
- ... Other

## 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

.....

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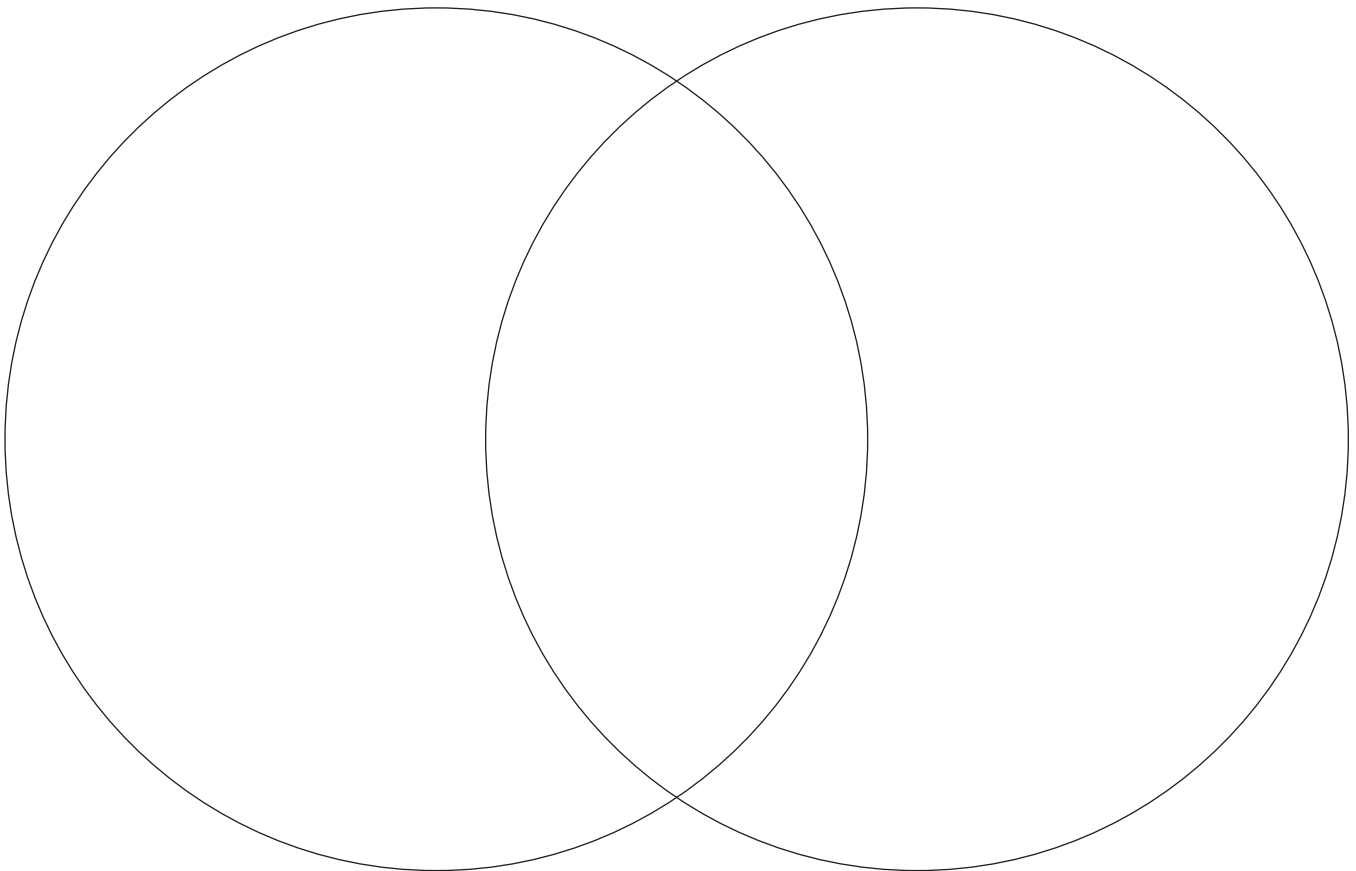


## Venn Diagram

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

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

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



resources

## Rubric for Lesson 1: Who Were the Settlers?

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

Competency	Advanced 3 points	Intermediate 2 points	Beginner 1 point	Sub-Total Points
Content				
Organization				
Mechanics				
<b>TOTAL POINTS</b>				

resources

## Rubric for Lesson 2: Comparing Family Photos

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

Competency	Excellent	Satisfactory	Needs Improvement
Oral Discussion			
Written Presentation			
Venn Diagrams			

resources

### Rubric for Lesson 3: Games Children Play

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

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

resources

## Rubric for Lesson 4: Homestead Act Pulls Settlers to Nebraska

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

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

## Female Homesteaders Handout

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

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

## Female Homesteaders Multiple Choice

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

**Directions: Circle the best answer.**

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

## 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 4.3.5** 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.

8

**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 8.4.3** Examine historical events from the perspectives of marginalized and underrepresented groups.

**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.4.4** 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).

8

**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.

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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.