

Homestead Narratives

Homestead National Monument of America Quarter Grades Seven and Eight



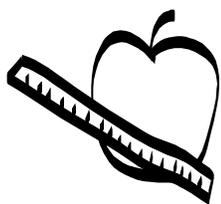
OBJECTIVE

Students will identify groups of people who settled new lands as a result of the Homestead Act of 1862, analyze their motives for moving, and write in a variety of forms with an emphasis on narration.



MATERIALS

- 1 projection technology or equivalent technology such as a computer or overhead projector
- 1 overhead transparency (or photocopy) of the following:
 - “Homestead National Monument of America Quarter” page
 - “Homestead Act Organizer 1” graphic organizer
 - “Daniel Freeman Script”
- Copies of the following:
 - “Homestead Background Knowledge” worksheet
 - “Homestead Act Organizer 1” graphic organizer
 - “Homestead Act Organizer 2” graphic organizer
 - “Homestead Narratives Rubric”
 - “Daniel Freeman Script”
- 1 class map of the United States
- Locate age-appropriate texts that contain information on Homestead National Monument of America, such as:
 - *Nebraska: Celebrate the States* by Ruth Bjorkhund and Marlee Richards (excerpts)
 - *America’s Best Historic Sites* by B.J. Welborn (excerpts)
 - *National Geographic Complete National Parks of the United States* by Mel White (excerpts)
- Locate age-appropriate texts that contain information on homesteaders, such as:
 - *Pioneer Girl: The Story of Laura Ingalls Wilder* by William Anderson
 - *Homesteading: Settling America’s Heartland* by Dorothy Patent
 - *The Story of the Homestead Act (Cornerstones of Freedom)* by R. Conrad Stein
- Chart paper, whiteboard, or interactive whiteboard
- Computers with Internet access



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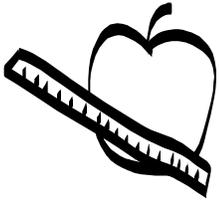
PREPARATIONS

- Make an overhead transparency (or photocopy) of the following:
 - “Homestead National Monument of America Quarter” page
 - “Homestead Act Organizer 1” graphic organizer
 - “Daniel Freeman Script”
- Make copies of each of the following:
 - “Homestead Background Knowledge” worksheet (1 per student)
 - “Homestead Act Organizer 1” graphic organizer (1 per student)
 - “Homestead Act Organizer 2” graphic organizer (1 per student)
 - “Homestead Narratives Rubric” (1 per student)
- Locate age-appropriate texts that contain information on the Homestead Act of 1862 and the Homestead National Monument of America (see examples under “Materials”).
- Locate age-appropriate texts that contain information on homesteaders (see examples under “Materials”).
- Arrange to use the school computer lab for two to four sessions.
- Bookmark Internet sites that contain information about the Homestead Act of 1862, the Homestead National Monument of America, and the lives of homesteaders, such as:
 - www.nps.gov/home/historyculture/homesteadinglegacies.htm
 - www.nps.gov/home/historyculture/index.htm
 - www.loc.gov/rr/program/bib/ourdocs/Homestead.html
 - www.ourdocuments.gov/doc.php?flash=true&doc=31
 - www.archives.gov/education/lessons/homestead-act/
 - www.americaslibrary.gov/jb/civil/jb_civil_homestead_1.html
 - www.nps.gov/home/historyculture/firsthomesteader.htm
- Grade “Homestead Background Knowledge” worksheet after Session 1.
- Prepare narration on Daniel Freeman for Session 4. Use an image of Freeman and the “Daniel Freeman Script” (CR note; script information is at the end on page 17)
- Research the acreage for your school grounds for Session 2.



GROUPINGS

- Whole class
- Individual work



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CLASS TIME

- Five 45- to 60-minute sessions, total 225 to 300 minutes



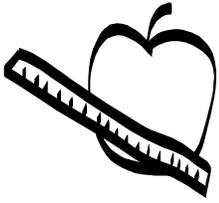
CONNECTIONS

- History
- Language Arts
- Technology



NATIONAL STANDARDS/Common Core

- CCSS.ELA-Literacy.RL.7.6—Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- CSS.ELA-Literacy.RI.7.6—Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CCSS.ELA-Literacy.W.7.2—Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-Literacy.W.7.3 CCSS.ELA-Literacy.W.8.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-Literacy.W.7.3.a--Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- CCSS.ELA-Literacy.W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- CCSS.ELA-Literacy.SL.8.5--Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- NCSS (National Council for the Social Studies)
 - Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.
- NCTE (National Council of the Teachers of English)
 - Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
 - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



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- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- ISTE (International Society for Technology in Education)
 - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.



TERMS AND CONCEPTS

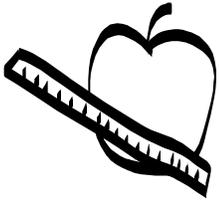
- Quarter
- Obverse (front)
- Reverse (back)
- Homestead
- Homestead Act of 1862
- Motive
- Acre



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Westward expansion
- The writing process
- Narratives
- Monologue
- Repeal
- Survey
- Immigrant
- Vouch
- Coordinates
- Hardships



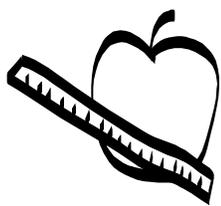
Homestead Narratives



STEPS

SESSION 1

1. Display and examine the “Homestead National Monument of America Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory, and the District of Columbia.
2. Describe the America the Beautiful Quarters Program for background information. Tell the students that the back of a coin is called the “reverse” and “obverse” is another name for the front. Answer any student questions.
3. With the students, examine the coin design. Have the students identify the images included in this design (fundamentals for survival : food, shelter and water). Have the students define the word “homestead” using a dictionary or textbook. Lead a discussion to conclude that a homestead is any dwelling, including its land and buildings, where a family makes its home.
4. Ask the students if they have ever moved to a new place or school. Ask the students for the reasons they moved. Record student responses on chart paper. Discuss the word “motive.” Lead the students to conclude that a motive is the reason someone does something. Discuss other reasons people may move to a new place. Record student responses on chart paper.
5. Ask the students if their parents or someone they know have done things around their house to improve it, such as paint or add a porch or deck. Record responses on chart paper. Discuss the reasons for these improvements.
6. Display or have the students search the Homestead National Monument of America Web site at www.nps.gov/home/historyculture/index.htm. Lead a class discussion on the Homestead Act of 1862. Use the Web site to lead a class discussion on this time period and the hardships people faced at this time. Discuss the motives for moving and the need to improve living conditions.
7. Distribute the “Homestead Background Knowledge” worksheet. Review the directions and the questions with the students. Have the students research the site or use selected texts to answer the questions on the worksheet.
8. Collect the “Homestead Background Knowledge” worksheet. (Remember to grade them before the next session.)
9. Lead a class discussion on how the homesteaders must have felt leaving their homes and pursuing this opportunity which had many hardships. Record student responses on chart paper.



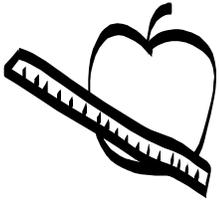
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SESSIONS 2 AND 3

1. Distribute the graded “Homestead Background Knowledge” worksheet to the students. Review the answers to the questions. Lead a class discussion on how much land 160 acres covers. Tell the students how many acres the school’s campus occupies. If this number isn’t available, tell the students that an average American football field measures about 1.3 acres. Have them compare this size to 160 acres.
2. Distribute and display the “Homestead Act Organizer 1” graphic organizer. Review the directions with the students. Complete the timeline at the top of the graphic organizer. Using information from the “Homestead Background Knowledge” worksheet, complete the sequence chain to show the process a settler had to go through to obtain land.
3. Display or have the students search www.nps.gov/home/historyculture/firsthomesteader.htm for Daniel Freeman. Have the students read the selection. Complete the Homesteader graphic organizer on the “Homestead Act Organizer 1” with the students. Use the information on Daniel Freeman as the homesteader.
4. Distribute a copy of the “Homestead Act Organizer 2” graphic organizer to the students. Explain to the students that they will be researching a homesteader of their choice.
5. Locate Web pages that list biographies of homesteaders, such as www.nps.gov/home/historyculture/homesteadinglegacies.htm. They will be completing the organizer and then writing a narrative from that person’s perspective. It could be in the form of a letter, story, or monologue. Review the writing process with the students.
6. Allow time for the students to research, using selected texts or computers, and write their narratives.

SESSION 4

1. Review the coin image and materials from the previous sessions.
2. Distribute and review the “Homestead Narratives Rubric” with the students. Explain to the students that they will be creating an illustration to go with their narratives. This can be done on paper or electronically. The illustration can be of the person they researched, the place where the person moved from, or the land or buildings on their new land.
3. Explain to the students that they will be narrating their illustrations as if they are the person they researched. Share the Daniel Freeman script narration with the students.
4. Allow time for the students to complete their illustration and to narrate their illustration.



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SESSION 5

1. Have the students present their narrations. Have the students complete the “Homestead Narratives Rubric.”
2. Collect the completed rubrics.



ASSESSMENTS

- Use the “Homestead Background Knowledge” worksheet to assess student understanding of the Homestead Act of 1862.
- Use the “Homestead Narratives Rubric” to assess student understanding of the lives of the homesteaders.



ENRICHMENTS/EXTENSIONS

- Have the students work in small groups to write and perform a skit about homesteader.
- Have the students create a multimedia presentation of the narratives and illustrations.
- Have the students create a graphic novel on the life of a homesteader.
- Measure an acre or the school grounds. Take the students outside to see the size.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs or small groups on the research.
- Provide audio or video versions of information for the student research.
- Allow students to use the Daniel Freeman organizer to create their project.
- Provide illustrations for students to use in their narration.



Name _____

Homestead Background Knowledge

Directions: Answer the following questions on the Homestead Act of 1862 using the selected texts or bookmarked websites.

1. How many acres of land did each settler receive? _____
2. How many states were involved in the Homestead Act? _____
3. When was the act repealed? _____
4. Who was the first person to file a claim? _____
5. Why was the Homestead Act called the “most significant and enduring event in the westward expansion of the United States”? _____

6. What other laws influenced the success of the Homestead Act? When were these laws passed? _____

7. What steps did the settler have to go through to make his claim? _____

8. Who are some of the groups or types of people who settled the land? _____

9. What were some of the motives or reasons these people had for moving to this new land? _____



ANSWER KEY

Homestead Background Knowledge

1. 160 acres
2. 30
3. 1976 or 1986
4. Daniel Freeman
5. It allowed nearly any man or woman a chance to live the American dream.
6. Emancipation Proclamation 1863 and the Pacific Railroad Act 1862, and Thomas Jefferson's Land Ordinance of 1785
7. Each homesteader had to:
 - live on the land
 - build a home
 - make improvements
 - farm for 5 years before they were eligible to prove they could own the land
 - Had to go through the following process:
 - First file their intentions at the nearest Land Office.
 - Pay a small filing fee
 - Wait for a brief check for previous ownership claims on the plot of land in question, usually described by its survey coordinates.
 - Pay a small filing fee to claim the land temporarily, as well as a \$2 commission to the land agent.
 - Return to the land to begin the process of building a home and farming the land,
 - When all requirements had been completed and the homesteader was ready to take legal possession, the homesteader found two neighbors or friends willing to vouch for the truth of his or her statements about the land's improvements and sign the "proof" document.
 - After successful completion of this final form and payment of a fee, the homesteader received the patent for the land, signed with the name of the current President of the United States. This paper was often proudly displayed on a cabin wall and represented the culmination of hard work and determination.
8. Settlers from all walks of life including newly arrived immigrants, farmers without land of their own from the East, women and former slaves came to meet the challenge of "proving up" and keeping this "free land."
9. Immigrants from other countries trying to start a new life in a new country. Former slaves who wanted to start a new life. To start a new life. Wanting land of their own. Prove their worth. Free land.



Name _____

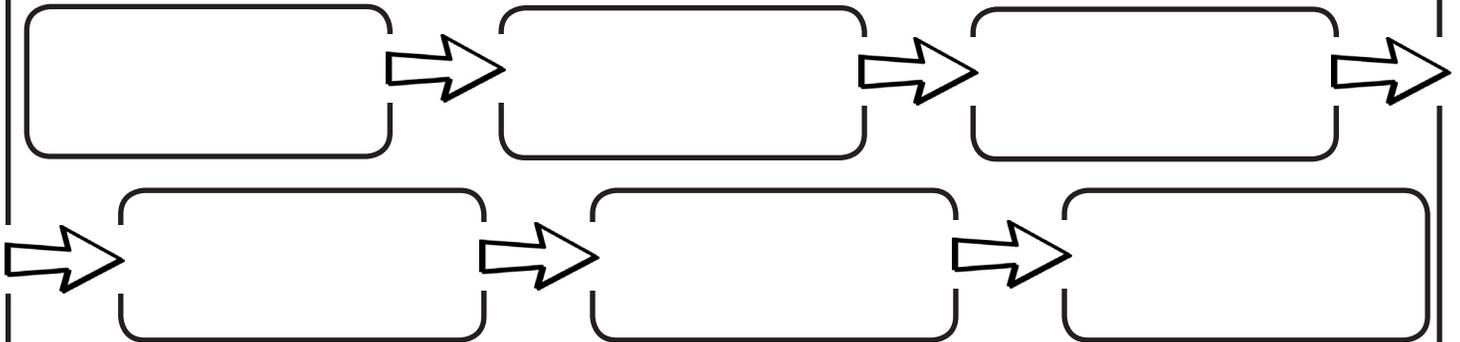
Homestead Act Organizer 1

Directions: Put the dates of the following on your timeline:

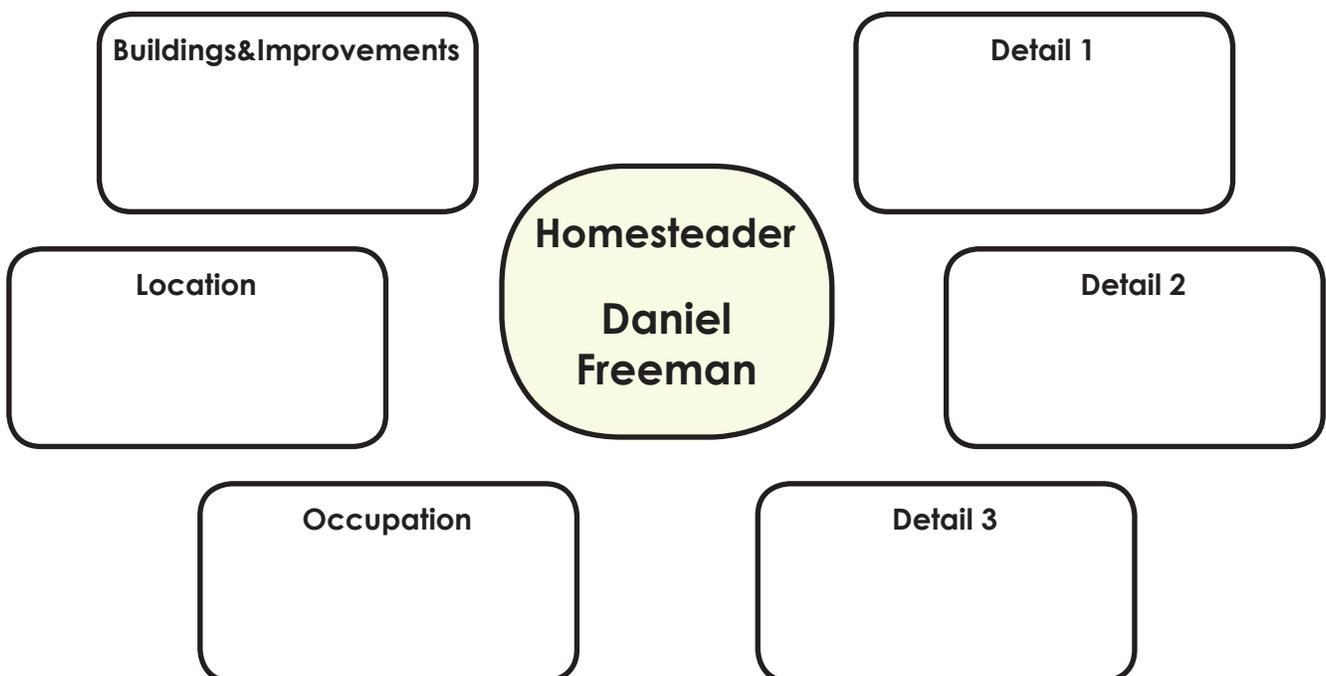
Civil War start and end, first Homestead Act, first Homestead Act repealed, Homestead National Monument Act.

Timeline: 1850 ----- 1980

Directions: Complete **Process Sequence Chain** using information from the "Homestead Background Knowledge" worksheet.



Directions: Find information on Daniel Freeman and complete **Graphic Organizer**.





ANSWER KEY

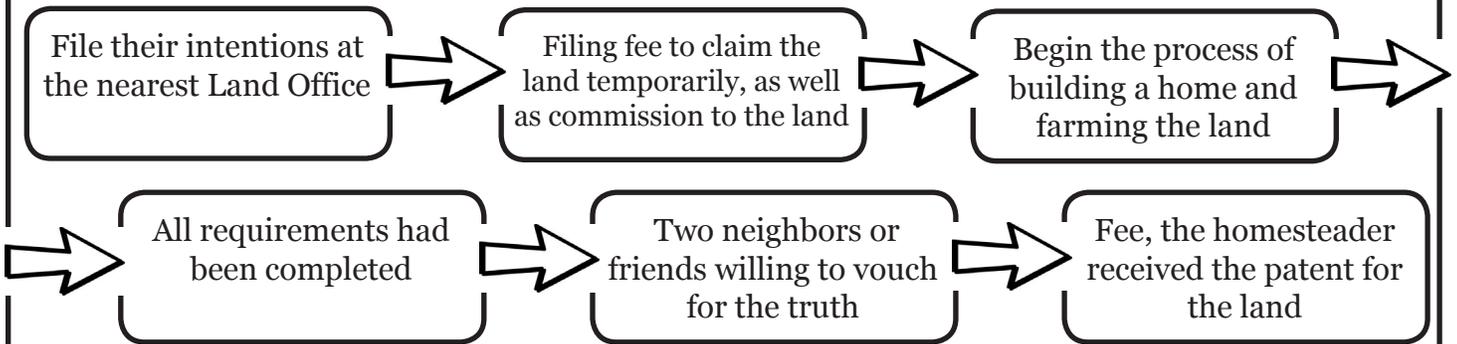
Homestead Act Organizer 1

Directions: Put the dates of the following on your timeline:

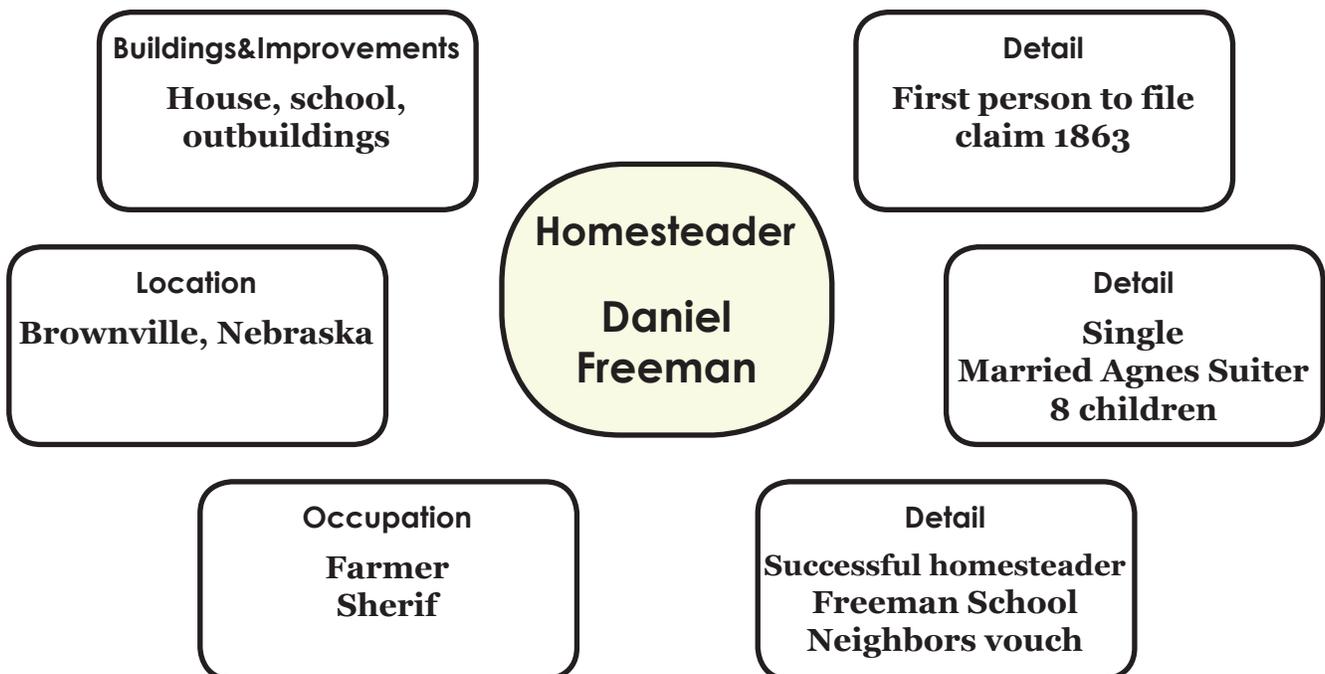
Civil War start and end, first Homestead Act, first Homestead Act repealed, Homestead National Monument Act.

Timeline: 1850 -----~~X~~~~X~~~~X~~-----~~X~~-----~~X~~----- 1980
 1861, 1862, 1865 1936 1976

Directions: Complete **Process Sequence Chain** using information from the "Homestead Background Knowledge" worksheet.



Directions: Find information on Daniel Freeman and complete **Graphic Organizer**.





Name _____

Homestead Act Organizer 2

Directions: Find information on a homesteader or a descendent and complete **Graphic Organizer**.

The graphic organizer consists of a central yellow oval labeled "Homesteader". Surrounding this central oval are six rounded rectangular boxes, each with a label and a blank space for information:

- Buildings&Improvements** (top left)
- Detail 1** (top right)
- Location** (middle left)
- Detail 2** (middle right)
- Occupation** (bottom left)
- Detail 3** (bottom right)



Name _____

Daniel Freeman Script

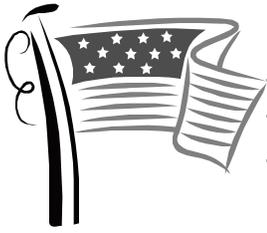
My name is Daniel Freeman and I was one of the first people to file a claim under the Homestead Act of 1862. I filed my claim on January 1, 1863, in Brownville, Nebraska. I was a farmer and sherrif.

I came from Illinois by myself. I later proposed marriage through the mail to Agnes Suiter from Iowa. In 1865, she came to be my wife. We had 8 children together. Like all other homesteaders, when I “proved up” on my claim in 1868, two of my neighbors vouch for me that I had made improvements to the land.

We were successful homesteaders and built several buildings on our land. One of the buildings we helped build near our land and were proud of was the Freeman school. All of our children attended the school.

Even though we faced many hardships, we built a good life on the homestead. I had two of my neighbors vouch for me that I had made improvements to the land.

Source: <http://www.nps.gov/home/historyculture/firsthomesteader.htm>



Homestead National Monument of America Quarter



The United States of America

