



Homestead National Monument of America Quarter Launch

Dear Educator,

An exciting historical event will take place at Beatrice High School, Beatrice, Nebraska on February 10, 2015 at 10:00 a.m. (CST)

The event will commemorate the release of the Homestead National Monument of America quarter dollar coin—the 26th coin of the United States Mint America the Beautiful Quarters® Program. Representatives from the United States Mint and the National Park Service will join children and adults from around the state to participate in the official release of this new quarter.

To help you celebrate the event with your students, please see the attached lesson plans and activities to learn about this exciting quarter design.

To learn more about each of the national sites included in the program, you can visit www.usmint.gov/kids/coinNews/atb. Additionally, you can examine and download related lesson plans for this program by visiting www.usmint.gov/kids/teachers/lessonplans/atb. These plans for grades Kindergarten through 12 span major curriculum areas and are perfect for use in your classroom.

If you have any questions regarding the educational materials made available through the United States Mint, please contact Kim Jenkins, Education Coordinator at (202) 354-8460 or at Kim.Jenkins@usmint.treas.gov.

Sincerely,

The United States Mint



AMERICA THE BEAUTIFUL QUARTERS[®] PROGRAM

Homestead National Monument of America Quarter Nebraska



Beginning in 2010, the United States Mint began issuing 56 quarter-dollar coins featuring designs depicting national parks and other national sites as part of its America the Beautiful Quarters Program.

The five quarters released in 2015 honor Homestead National Monument of America in Nebraska; Kisatchie National Forest in Louisiana; Blue Ridge Parkway in North Carolina; Bombay Hook National Wildlife Refuge in Delaware; and Saratoga National

Historical Park in New York.

Homestead National Monument of America brings the epic homesteading story of early pioneers to life and demonstrates the true scope and importance of the Homestead Act of 1862. By granting free land, the Homestead Act allowed nearly any man or woman a chance to realize the American dream of owning his or her own land. The uniquely designed Heritage Center was dedicated in 2007 and offers a hilltop vista of the tallgrass prairie much like American pioneers would have seen it. It was established as a national site in 1936.

The reverse design represents the three fundamentals of survival common to all homesteaders: food, shelter and water. Inscriptions are "HOMESTEAD," "NEBRASKA," "2015" and "E PLURIBUS UNUM." Design candidates were developed in consultation with representatives of Homestead National Monument of America.

AMERICA THE BEAUTIFUL QUARTERS[®] PROGRAM LESSON PLANS

The United States Mint offers lesson plans based on each of the quarter designs in this program. These lesson plans are available on our site; you can also search more than 400 lesson plans by grade, subject, coin type, program and/or keyword. Quickly find lessons that fit your needs from our ever-expanding collection. Start your search with our search feature at www.usmint.gov/kids/teachers/lessonPlans/index.cfm.

Using any of the America the Beautiful lesson plans in your classroom is a great way to connect the national parks with the history of coins in your students' pockets!

The America the Beautiful Quarters Program lesson plans are written by certified teachers and include national standards. Download them free at www.usmint.gov/kids/teachers/lessonPlans/index.cfm.

WWW.USMINT.GOV/EDUCATORS

GRADES 2 AND 3

“A HOMEGROWN BUDGET”

Using the Homestead National Monument of America quarter image, students will describe the life of a Western homestead settler in the 1800s. Students will use addition and subtraction to calculate a budget.

GRADES 7 AND 8

“HOMESTEAD NARRATIVES”

Using the Homestead National Monument of America quarter image, 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.

RESOURCES FOR STUDENTS

The United States Mint offers a variety of games at www.usmint.gov/kids/games/ that help develop analytical thinking, hand-eye coordination, reasoning and fine motor skills. Students can learn more about the America the Beautiful Quarters by playing “State the Site,” “Quick on the Draw” and “Triple Play.”

ADDITIONAL EDUCATIONAL RESOURCES

LESSONS THAT MAKE CENTS NEWSLETTER

You can:

- Obtain information on lesson plans
- Receive monthly updates about the site’s new content

Visit www.usmint.gov/kids/teachersnetwork to sign up.

THE UNITED STATES MINT H.I.P. POCKET CHANGE™ WEBSITE

The United States Mint H.I.P. Pocket Change website was created in response to a 1997 presidential mandate to “enrich the Internet as a learning tool.” Its many games and articles make learning fun. For more information, free educational resources and more, visit www.usmint.gov/kids.



Pre-Launch Classroom Activities

Before attending the launch of the Homestead National Monument of America quarter:

- Have your students study the Homestead National Monument of America quarter design. Discuss the reverse design with the students, telling them the reverse design represents the three fundamentals of survival common to all homesteaders: food, shelter and water. Explain that the uniquely designed Heritage Center was dedicated in 2007 and offers a hilltop vista of the tallgrass prairie much like American pioneers would have seen it. Tell the students that it was established as a national site in 1936.
- Using your school library's reference resources and the National Park Service website (<http://www.nps.gov/home/index.htm>), have the students create illustrations of the monument, providing additional facts and information. Have the students present their illustrations to others and include three fun facts about the monument. Display the illustrations around the school so all students can learn about the national site.
- Ask the class if anyone has been to Homestead National Monument of America. Invite them to share their experience. As a class, create a list of questions about the Homestead National Monument of America and the quarter design. Students can bring these questions to the event to see if they are answered during the presentation. For questions that are not answered, allow students time to visit the library and research the answers for themselves.
- Ask your school's librarian to help you locate appropriate children's books that relate to your national site's rich history. Read any of these books aloud to your students, or have students read these texts and complete related activities during their daily reading time.
- Examine some of the great information and activities on the United States Mint H.I.P. Pocket Change™ website (www.usmint.gov/kids) that will help you celebrate the new national site quarter in your classroom.

www.usmint.gov/kids
Learning you can count on!

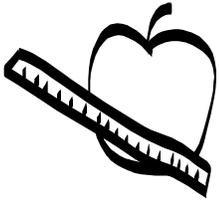


Follow-up Classroom Activities

After attending the launch of the Homestead National Monument of America quarter:

- With your students, brainstorm a list of facts discussed at the Homestead National Monument of America quarter launch. Distribute a 4" x 6" index card to each student. Have the students write and illustrate a postcard from the national site related to a piece of information they learned.
- Direct your students to play the role of a newspaper reporter who attended the Homestead National Monument of America quarter launch. Ask them to write a brief article about the event. They can interview other students or teachers to incorporate quotes into their stories. Invite students to share their articles with the class.
- As a class, brainstorm what they like about the Homestead National Monument of America, either from their visit or from class research and discussion. Distribute the included worksheet representing a coin to each of your students and invite them to create their own coin for the park. Ask the students to each create an inscription or motto to represent the site and include it on their coin.
- Have the students refer to the list of questions they developed for the pre-launch activities. If they did not develop a list, develop one as a class spurred by attending the quarter launch. (You may also develop general questions about Homestead National Monument of America.) Have the students find the answers to these questions using library reference materials, age-appropriate texts or websites.





A Homegrown Budget

Homestead National Monument of America Quarter

Grades Two and Three



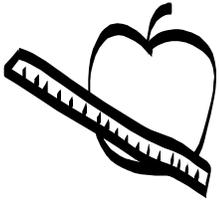
OBJECTIVES

Students will describe the life of a Western homestead settler in the 1800s. Students will use addition and subtraction to calculate a budget.



MATERIALS

- 1 projection technology or equivalent technology such as a computer or overhead projector
- 1 overhead transparency (or photocopy) of the “Homestead National Monument of America Quarter” page
- Copies of the following:
 - “Homestead Life Reflections” worksheet
 - “Homestead Life Reflections Answer Key”
 - “Grow Your Own” worksheet
 - “My Homestead Budget” worksheet
 - “My Homestead Budget Checklist”
- 1 copy of an age-appropriate text that gives basic information about pioneer life in the West, such as:
 - *Cassie’s Journey: Going West in the 1860s* by Brett Harvey and Deborah Kogan Ray
 - *Life on a Pioneer Homestead (Picture the Past series)* by Sally Senzell Isaacs
 - *By the Shores of Silver Lake* by Laura Ingalls Wilder
 - *Elsie’s Bird* by Jane Yolen and David Small
- 1 copy of an age-appropriate text that gives basic information about gardening, such as:
 - *Blue Potatoes, Orange Tomatoes* by Rosalind Creasy
 - *Eddie’s Garden and How to Make Things Grow* by Sarah Garland
 - *The Vegetables We Eat* by Gail Gibbons
- Chart paper
- Markers
- Pencils
- Online or print resources with prices for farming/gardening supplies
- Calculators (optional)



A Homegrown Budget



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Homestead National Monument of America Quarter” page.
- Make copies of the following:
 - “Homestead Life Reflections” worksheet (1 per student)
 - “Grow Your Own” worksheet (1 per student)
 - “My Homestead Budget” worksheet (1 per student)
 - “My Homestead Budget Checklist” (1/2 sheet per student)
- Locate a text that gives basic information about pioneer life in the West (see examples under “Materials”).
- Locate a text that gives basic information about gardening (see examples under “Materials”).
- Create a T-chart with the columns labeled “Benefits” and “Challenges” for Session 1.
- Gather online or print resources with farming/gardening supplies and prices.



GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



CLASS TIME

Three 30- to 45-minute sessions, total 90 to 135 minutes



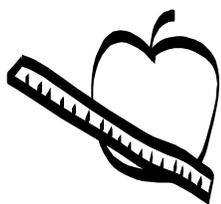
CONNECTIONS

- Social Studies
- Math



STANDARDS

- National Council for the Social Studies (NCSS) Standards—Theme 2: Time Continuity and Change, Theme 3: People, Places and Environments
- National Center for History in the Schools (NCHS) National Standards for History NSS-US.H.K-4.3—Students understand the causes and nature of movements of large groups of people into and within the United States, now and long ago.



A Homegrown Budget



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Obverse (front)
- Homestead National Monument of America
- Homestead Act of 1862
- Pioneer
- Budget
- Territory
- Prairie



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

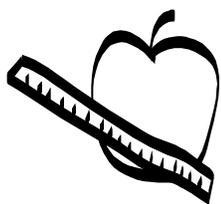
- Addition and subtraction
- Money
- Budget



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.
2. 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.
3. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to tell you what they see in the image on the quarter’s reverse. Explain that the image depicts a house, a water pump, and corn, representing the three fundamentals to survival: food, water, and shelter. Tell the students that they are going to be learning about the special features of Homestead National Monument of America, in Nebraska.

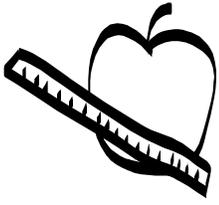


A Homegrown Budget

4. Explain that the image on this coin celebrates Homestead National Monument of America, which was created in 1936 “to commemorate the people whose lives were forever altered by the Homestead Act and the settlement of the West.” Tell them that the Homestead Act of 1862 granted land to Americans who agreed to settle this new territory in the West, build homes, and farm the land.
5. Tell the students that the lands in the West then were largely new to explorers. Ask the students to think about what it might be like to move to a new area. Ask the students to briefly share with a partner, then follow with a brief class discussion.
6. Introduce the students to the selected text about pioneer life in the West. Explain to the students that a pioneer is someone who is one of the first people to settle a region. Tell the students to listen carefully for factors that made pioneer life particularly challenging. Read the text aloud. Attend to any unfamiliar vocabulary.
7. Display the “Benefits and Challenges” T-chart. Ask the students to discuss with a partner the benefits and challenges of moving West as part of the homestead movement commemorated on the coin.
8. Discuss these benefits and challenges and add student responses to the T-chart.
9. Distribute a copy of the “Homestead Life Reflections” worksheet to each student. Review the directions with the students.
10. Allow time for the students to complete the worksheet independently.
11. Collect the worksheets. Explain to the students that they will be examining one aspect of homestead life more carefully in the next session.

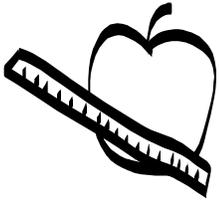
Sessions 2 and 3

1. Display the “Homestead National Monument of America Quarter” page. Review with the students the material covered in the previous session, including the chart of benefits and challenges of homesteading.
2. Remind the students that one of the greatest responsibilities of homesteading was farming, or growing their own food. Explain to the students that they are going to have the opportunity to imagine one aspect of life as a homesteader and will be planning their own farm.
3. Introduce the students to the selected text about gardening. Tell the students to listen carefully for materials needed to grow food. Read the text aloud and list farming/gardening materials on chart paper. Attend to any unfamiliar vocabulary.



A Homegrown Budget

4. Distribute the “Grow Your Own” worksheet. Discuss the directions and allow time for the students to complete the worksheet independently.
5. After the students have completed the worksheet, continue the discussion about farming on a homestead. Encourage the students to think about the homestead life and their own farming plans by asking questions, such as:
 - What food would you need to grow?
 - How big should your farm be? (size of classroom, football field, airport)
 - What tools would you need to farm?
 - How many people would be available to help you farm?
6. Have the students discuss in small groups the choices they made about their own farm and then ask the students if any changes need to be made based on the discussion. After the small group sharing, allow time for the students to revise and complete the “Grow Your Own” worksheet to plan their own farms.
7. Distribute the “My Homestead Budget” worksheet. Explain to students that they will be using real store prices to create a budget for their imagined homestead farms. Distribute the resources with pricing information. Allow time for the students to log all of their needs on the “My Homestead Budget” worksheet.
8. Have the students calculate the cost of multiple units of the same item and also the grand total of the entire budget. Allow students to use calculators as needed. Ask the students to briefly share their budgets with a partner.
9. After the students have completed the farm planning and budgets, ask them to consider how the planning process might have been different for the homesteaders. Guide the students to understand that the homesteaders would have been very limited in both supplies and budget and that grocery stores did not exist the way they do today. Ask the students to discuss with a partner how they would adjust their farm plan if they had to cut their budget in half.
10. Distribute the “My Homestead Budget Checklist.” Have the students evaluate their work using the checklist.
11. Collect the worksheets.



A Homegrown Budget



ASSESSMENTS

- Take anecdotal notes about the students' participation in class discussions.
- Use the students' worksheets, budgets, and checklists to evaluate whether they have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students create a food budget by keeping a journal of the food they eat and calculating the prices.
- Have students use multiplication in figuring their cost totals.
- Have students learn more about calculating money by visiting the “Alexander’s Coin Conundrum” lesson for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?id=35.
- Have students explore the meaning of spending and learning by visiting the “Learn to Earn When You Tend to Spend” lesson for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?id=281.
- Have the students create their farm budgets based on a specific amount of money and justify their economic choices.
- Have students complete an expanded budget planning activity to include accommodating for raising a family, building a house, and transporting people and goods.
- Have students illustrate the best or most challenging parts of homestead life described on their “Homestead Life Reflections” worksheet.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to make the farm plan and create the budget with a partner.
- Provide students with a clear farm plan from which to create the budget.
- Provide students with a limited bank of items from which to choose.



Name _____

Homestead Life Reflections

Directions: Reflect on what you have learned about the benefits and challenges of homestead life. Record your thoughts about the best part and the hardest part of life on a homestead. Include the reasons for your ideas.



IF I WERE A HOMESTEADER...

...the best part would be:

...the hardest part would be:

Answer Key



Homestead Life Reflections

Directions: Reflect on what you have learned about the benefits and challenges of homestead life. Record your thoughts about the best part and the hardest part of life on a homestead. Include the reasons for your ideas.



IF I WERE A HOMESTEADER...

...the best part would be:

Answers may include: free land, rich soil, freedom for many groups of people, including women and immigrants.

...the hardest part would be:

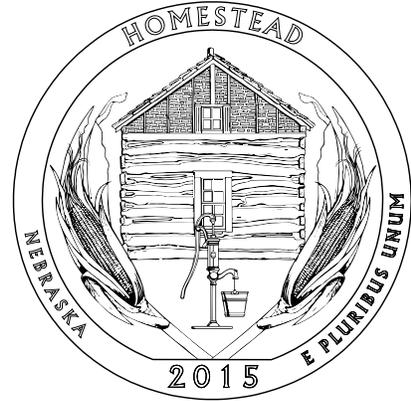
Answers may include: extreme weather and harsh climate (drought, tornadoes, constant wind, blizzards, hot summers, rain storms), grasshoppers, wild animals, tall grass easy to get lost in, no neighbors, limited building materials.



Name _____

Grow Your Own

Directions: Answer the following questions to begin designing your virtual homestead farm.



What plants will you grow on your farm?

What materials will you need to create your farm?

What materials will you need to maintain your farm?



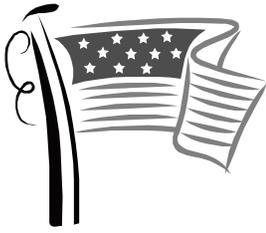
Name _____

My Homestead Budget

Directions: List the items you'll need for your farm. For each item, list the price.



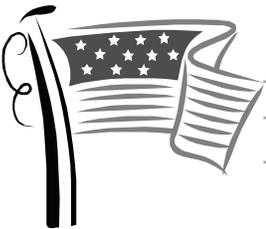
| Item | Price Each | Quantity | Total Price |
|---------------|------------|----------|-------------|
| Shovel | \$19.99 | 1 | \$19.99 |
| Pumpkin seeds | \$3.99 | 5 | 19.95 |
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| | | | |
| Total | | | |



Name _____

My Homestead Budget Checklist

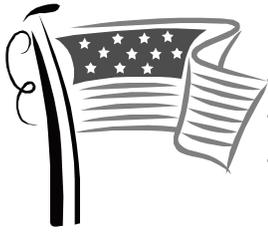
| Check | Task |
|-------|--|
| | I included all the seeds, plants, and supplies I need to plant my farm. |
| | I included all the seeds, plants, and supplies I need to maintain my farm. |
| | I correctly calculated the price for each item based on the quantity I need. |
| | I correctly calculated the grand total of my budget. |



Name _____

My Homestead Budget Checklist

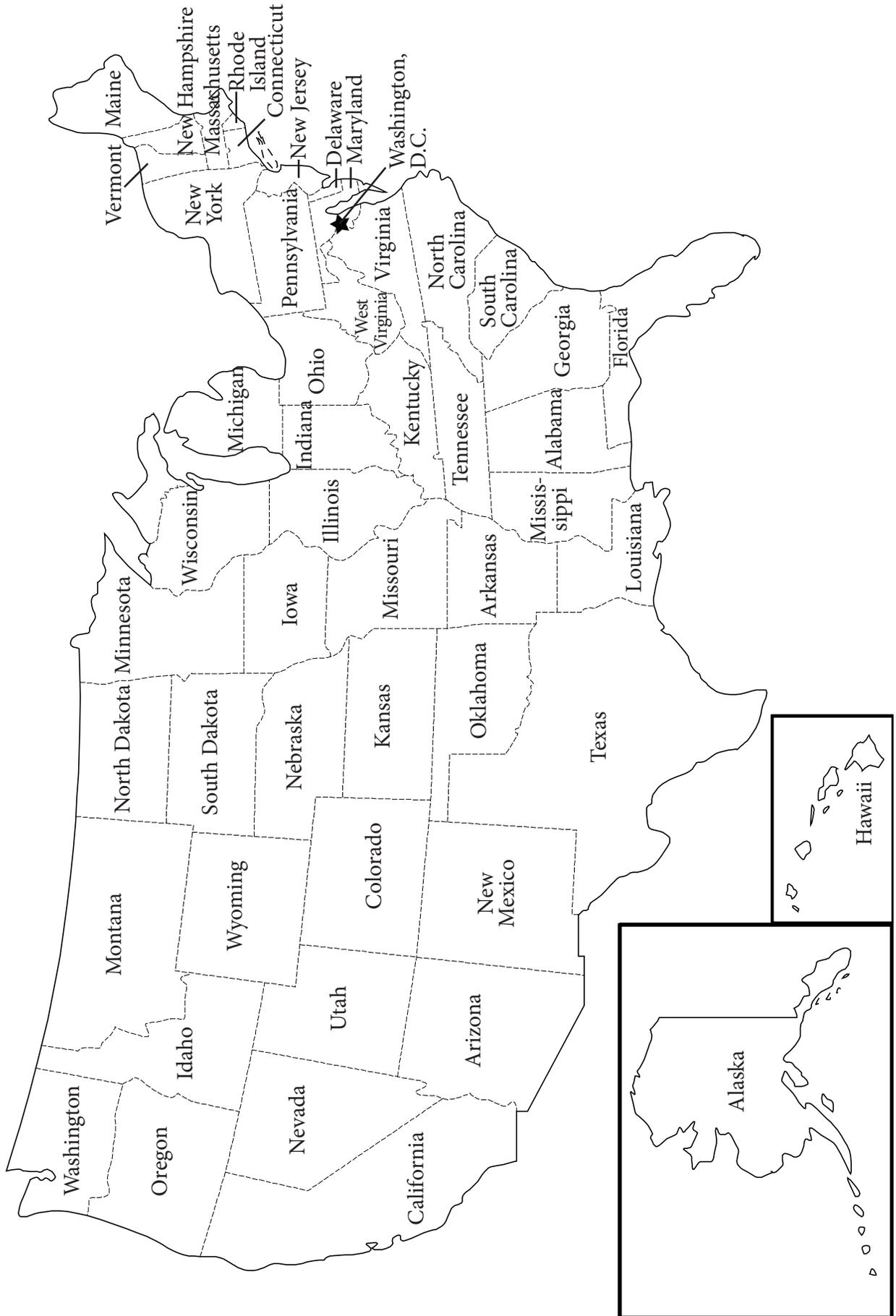
| Check | Task |
|-------|--|
| | I included all the seeds, plants, and supplies I need to plant my farm. |
| | I included all the seeds, plants, and supplies I need to maintain my farm. |
| | I correctly calculated the price for each item based on the quantity I need. |
| | I correctly calculated the grand total of my budget. |

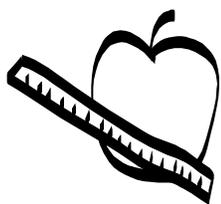


Homestead National Monument of America Quarter



The United States of America





Homestead Narratives

Homestead National Monument of America Quarter

Grades Seven and Eight



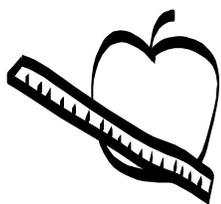
OBJECTIVE

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



Homestead Narratives

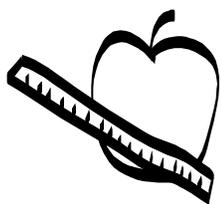
PREPARATIONS

- 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





Homestead Narratives



CLASS TIME

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



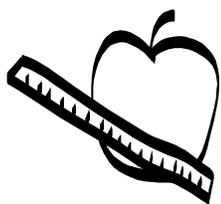
CONNECTIONS

- History
- Language Arts
- Technology



STANDARDS

- 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.
 - 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.



Homestead Narratives



TERMS AND CONCEPTS

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



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

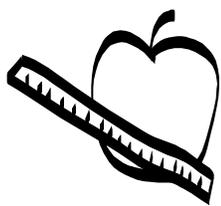
- Westward expansion
- The writing process
- Narratives
- Monologue
- Repeal
- Survey
- Immigrant
- Vouch
- Coordinates
- Hardships



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.

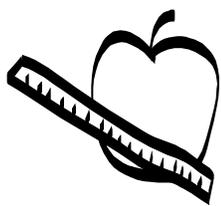


Homestead Narratives

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 website at www.nps.gov/home/historyculture/index.htm. Lead a class discussion on the Homestead Act of 1862. Use the website to lead a class discussion on this time period and the hardships people faced then. 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.

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.

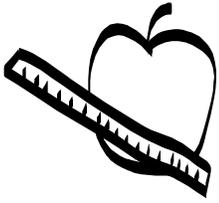


Homestead Narratives

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.



Homestead Narratives

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 a 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 on 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

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 _____



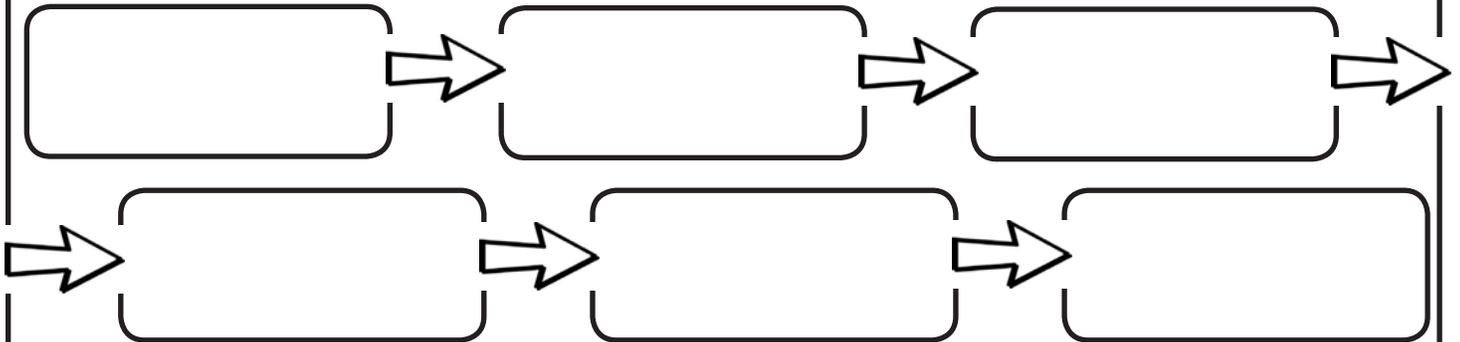
Homestead Act Organizer 1

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

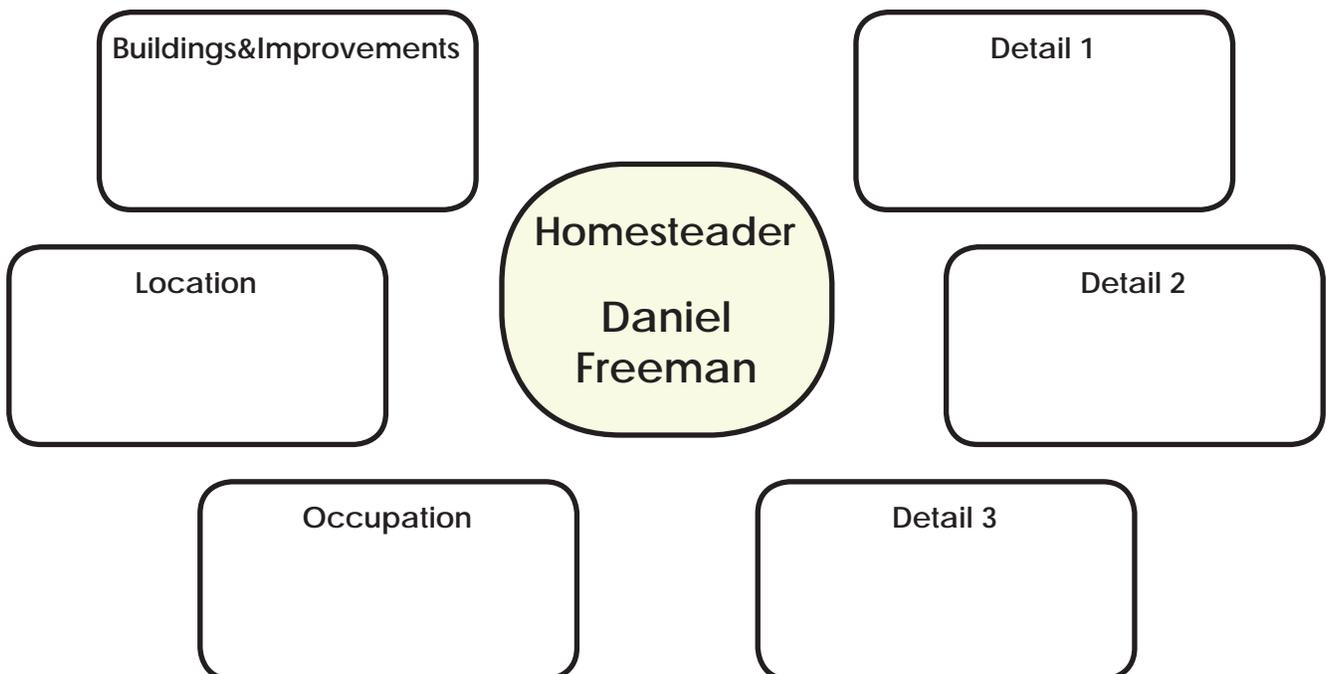
Civil War start and end, first Homestead Act, first Homestead Act repealed, Homestead National Monument Act.

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**.



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 space for notes:

- 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 vouched 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

