

Homesteading

South Dakota State Historical Society Education Kit

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Goals and Materials

Goals

Kit users will:

- explore the history and development of homesteading
- compare life on a prairie homestead with life today
- understand the process of filing a claim and the work needed to succeed as a homesteader
- gain knowledge and experience in learning from objects

Materials

This kit contains:

Teacher Resource binder

9 photographs

1 washboard

1 butter mold

1 cigar box

1 green mason jar w/glass lid and metal ring

1 clear mason jar w/metal lid and metal ring

1 sample of sod

1 bag of marbles with 7 clay marbles

1 bag of marbles with 33 glass marbles

6 Soddy Sequence posters

1 1880s newspaper

1 1920s newspaper

1 darning egg

1 coffee grinder

1 butter churn

1 rag rug

1 brass oil lamp

2 encased samples of barbed wire

1 wooden bowl with 6 stones

3 corn cob darts

1 packet of Prairie Life word cards

2 pieces of string

1 cheesecloth

Teacher Resource

The push for people to start moving west started as far back as 1783 when Great Britain ceded The Northwest Territory to the United States. This Territory extended from the Ohio and Mississippi rivers north to the Great Lakes. The government wanted to sell the land for money to pay off some of its expenses and to settle the land in an orderly fashion with future admission to the Union in mind. Between 1784 and 1787, Congress set up its policy for settlement and management of the Territory.

The Homestead Acts

Nearly a century later, in 1862, Congress passed the Homestead Act. The Homestead Act gave 160 acres (a quarter mile square) of public land to the heads of families or individuals over twenty-one. Non-citizens could also acquire the land if they intended to become citizens. One out of ten homesteaders were single females. Homesteaders had to live on the land for five years and improve it to get the land for free; otherwise they paid \$1.25 per acre. This process was called “proving up” because the settlers were supposed to show that they actually lived on the land for the time required. The Homestead Act took effect on midnight of January 1, 1863. The first claim in Dakota Territory filed under the Homestead Act was by Mahlon S. Gore who claimed a homestead in Union County.¹ In 1872, the Homestead Act was opened to Civil War veterans, both Union and Confederate. When they filed for a homestead the time they had spent in the service was deducted from the time they needed to live on the claim to prove up.

Other acts that dealt with land ownership included the Pre-emption Act, the Timber Culture Act, and the Enlarged Homestead Act. The Timber Culture Act provided a 160-acre land grant with the provision that 10 of the 160 acres be planted with trees and maintained for ten years. The Pre-emption Act allotted an additional 160 acres of land that could be bought after six months if the land was improved upon. The Enlarged Homestead Act allowed homesteads to be increased from 160 to 320 acres in dryer states. South Dakota did not adopt this act until 1915, as it did not want to be known as a dry state. Homesteaders

¹ South Dakota State Historical Society, “The South Dakota experience: Proving Up”, (gallery exhibit installed 1992).

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could file a claim under each act.

To claim title to land under the Homestead Acts, settlers first filed their intentions with the nearest land office. The office checked for previous ownership claims and the availability of the land the settler wanted. A filing fee of \$10 was paid for proof of temporary land ownership with a \$2 commission paid to the land agent.² The homesteader returned to the claim, built a residence, and began making improvements. At the end of the designated “proving up” time, two neighbors or friends went to the land office and signed a document stating that the homesteader had lived on and improved the property. After paying a \$6 filing fee, the homesteader received the patent for the land.

It was not until 1878 when the first Dakota boom hit that many people moved into the South Dakota area. Most headed for land between the Missouri and the James Rivers. People also flocked to the Black Hills. At the beginning of the boom the 1880 census shows 135,000 people living in Dakota. Ten years later 540,000 people made South Dakota their home.³ The population had quadrupled in just ten years. The 1890 census showed most of the people living in South Dakota were born in the state. Migrants came mostly from Wisconsin and Iowa and many were already United States citizens. Immigrants that settled in South Dakota at the time came primarily from Norway, Germany, and Russia.⁴ Mennonites, Germans from Russia, and Hutterites also settled in the state.⁵

Many factors fueled the Dakota boom. The discovery of gold in the Black Hills brought in many prospectors even before the area was officially opened in 1877. Plenty of rain and the end of the grasshopper plagues made 1877 and 1878 good crop years. Most of the good land was already taken in surrounding states so settlers took more interest in Dakota. Transportation improved as more railroads expanded. The railroad companies published books and pamphlets urging people to come to Dakota with descriptions of great farming and booming businesses. They had a vested interest in bringing in settlers because they profited by selling railroad-owned land located along the lines. Exaggerated claims of opportunity and success fueled the dreams of

² Homestead Act [online] www.nps.gov/home/homestead_act.htm.

³ David Miller and Nancy Veglahn, The South Dakota Story. (no publisher, no date), 69.

⁴ James Smith, Geography of the Northern Plains and other essays. (Sioux Falls: Augustana College Press, 1990), 17.

⁵ Miller, 70

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many easterners and compelled them to move west. Newly arrived immigrants also headed west lured by the opportunity for free land.

The Dakota boom ended in the 1880s as drought spread, and grasshoppers once more became a problem. Most of the good land had been taken. Dropping wheat and livestock prices, along with the rising costs for machinery and transportation, contributed to the end of the boom.

A second Dakota boom hit in 1902 and lasted until 1915. This boom was spurred by the expansion of railroads into western South Dakota. Boom towns would spring up wherever the railroad workers stopped construction for the season. One of the reasons for this boom was the Dawes Act or Indian Allotment Act of 1887. This act broke up reservation land into individual 160-acre farms with one family living on each farm. Following the allotment of the reservation land to tribal members, surplus land was opened to settlers and miners. Tribal members could not sell their allotted land for twenty years. They did not fare well under this arrangement. Forced changes in their traditional way of life caused illness and epidemics in the 1880s.⁶ In 1904, the Rosebud, Cheyenne River, and Standing Rock reservations were opened to settlers.⁷ The land was dry but settlers figured that any land was better than no land.

Other reasons for the second Dakota boom included better transportation with the expanded rail lines and improved farming methods. In 1905, the Orman Dam near Belle Fourche was finished and provided irrigation to nearby farms. In 1910, new farm equipment, including a gasoline-powered tractor, came on the market. Improved farming technology gave people confidence in their ability to tame the land and produce good crops.

Sod Houses

The prairie provided little wood for building so settlers used sod for their houses and barns. Inexpensive and relatively quick to build these structures were called soddies. To meet the requirements of the Homestead Act, a house had to be at least eight by ten feet to qualify as a residence. Sod houses were built by turning over furrows on about half an acre of land where the sod was thickest and strongest.⁸ These

⁶ Miller, 82

⁷ Miller, 95

⁸ J.L. Carr, The Old Timers. (Huron, SD: J.L. Carr, 1957), 12.

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furrows were then cut into bricks about three feet long and one foot wide.⁹ The bricks were carefully moved to the location of the house. Sod walls were built by laying the bricks in pairs, with mud in between, and placing every third layer cross-wise. Stacking the bricks grass side down helped bind them together.

The trickiest part of building a sod house was putting on the roof. Too steep, and it eroded away in the rain and snow run-off; too flat, and it developed leaks and deteriorated. If the eaves were too wide, the wind could blow the roof off. Roofs were often constructed using a wooden frame topped with tar paper and a thin layer of sod. Smearing on a clay mixture helped reinforce the structure and harden it in the sun. Sod houses were solid in the wind and provided relief from temperature extremes outdoors. They were usually temporary homes until a better wood house could be built. Dugouts, also temporary homes, were built by tunneling into the side of a hill and building out with sod or wood. Claim shanties were flimsy lumber buildings. Tar paper and old newspapers stuck on the walls kept out cold winds. They too were temporary until something more substantial could be built.

Whatever type of building they constructed, homesteaders built near water whenever possible. If not, digging a well was a top priority. Sometimes it would take numerous digs at depths up to two hundred feet before water was found.¹⁰ Because water was vital, homesteaders' houses were often arranged in a court where property lines met at a water source.¹¹ Wise homesteaders also plowed a firebreak around their houses and barns as a protection against prairie fires.

Daily Life

On a claim, everyone had a job to do, including children. Children were very economically valuable to the farm family. They were often given the task of caring for livestock. Other chores included husking corn, carrying fuel, milking cows, hunting eggs, and working in the garden and fields.¹²

Growing, preserving and preparing food took a great deal of time and energy on a claim. With highly seasonal and localized food

⁹ Josie Lee Yose, (Brookings, SD: J.L. Yost, 1983), 16.

¹⁰ Jon Tuska and Vicki Piekarski, The Frontier Experience. (Jefferson: North Carolina, 1984), 157.

¹¹ Smith, 39

¹² Tuska and Piekarski, 157

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sources, poor nutrition was not uncommon. Canning, widespread by the late 1800's, provided an inexpensive way to preserve foods of all kinds.¹³ Milk, butter and other foods needing a cool place could be lowered into the well shaft.

Another difficult chore was washing clothes. Hauling and heating the water was only the first step. Clothes were soaked, then scrubbed on a washboard. Finally, they were rinsed and laid out in the sun to dry.

The weather could make the hard work of homesteading even harder. Hail storms wiped out entire fields. Blizzards sometimes got so bad that people died losing their way between the barn and the house. Wire or rope stretched between all the buildings provided a thin safety net.

While homesteaders were busy building up and working on their individual claims, they were also building communities. Work like harvesting and barn raising became social events as neighbors came together to work, socialize, and share in plenty of good food. Schools were quickly established after homes were built. The school became the social heart of the community. Dances, spelling bees and literary circles provided an opportunity for neighbors to get together.

Homesteading was hard, and many hopeful settlers went back east where the weather was more predictable and the land was more fertile. In the one hundred twenty four years the Homestead Act was in effect, two million people started homesteads. Of those two million, only 40% were successful in earning the title to the land.¹⁴ Those that stayed worked hard to create a good life for themselves, their children, and their communities.

¹³ Riney-Kehrberg, "Pamela. Child Labor on Nebraska Farms: 1870-1920." *Nebraska History* 82 (Spring 2001): 3.

¹⁴ Homestead Legacies [online] www.nps.gov/home/legacies.htm

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Photograph List

All photographs are from the South Dakota State Archives

1. **Homestead** with inscription “Leona’s Claim Shack” n.d.
2. **Wash day** on the claim, 1911.
3. **Wash day** with less help, 1911.
4. A **soddy** with family out in front, n.d.
5. **Another building style** found on the prairie used tree limbs covered with clay. Note the built-on addition with wood siding, n.d.
6. This **sod house** was the first home of Thomas and Bridget Towey on their farm in Elkton, SD. They built this sod house in 1882.
7. John O. Hanson’s **sod house** near Bucyrus, ND. Mr. Hanson is seated in front with Mr. Skogen standing behind him and Christ Amundson striking a pose in the background. 1909.
8. Interior of a **school** in Manly, Iowa. The date on the chalkboard is June 26, 1897.
9. **Dieter School**, Spink County, SD. The school is furnished to show how it would have looked in 1904.

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Libraries: RCP SBR SDS SDW STG USD SDD MIT JHE HPL RPL EMS WMS WAT

Wilder, Laura Ingalls. *The first four years*. New York: Harper & Row, 1971. During their first four years of marriage, Laura and Almanzo Wilder have a child and fight a losing battle in their attempts to succeed at farming on the South Dakota prairie. 134 p.
Libraries: BHS DSU NSU PRN SBR SDA SDB SDF SDH SDS SDW USD SDD AML MIT YHS SGC LVE JHE RPL SPF APM EMS PHM WMS WAT MPL YCL MHS CMS CES MDE CCH GDS TCM BHS RCP SBR STG SDD

Wilder, Laura Ingalls. *Little house on the prairie*. New York: Harper, c1953. A family travels from the big woods of Wisconsin to a new home on the prairie, where they build a house, meet neighboring Indians, build a well, and fight a prairie fire. 334 p.
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Libraries: DSU STG SDD MIT SDO LVE HPL RPL WAT

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Libraries: NSU RCP SBR SDS SDW SDD AML MIT RPL PHM ASE YCL

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SPF APM EMS PHM WMS WAT MPL YCL MHS MDM

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Reynolds, Marilyn. *The prairie fire*. Victoria, B.C.: Orca Book Publishers, 1999. When Percy spots a prairie fire approaching his homestead, he must conquer his fear in order to save the house. 32 p.

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Libraries: SDS SDH

Siberts, Bruce. *Nothing but prairie and sky; life on the Dakota range in the early days*.

Norman: University of Oklahoma Press [c1954]. 217 p.

Libraries: BHS DSU NSU PRN RCP SBR SDA SDB SDH SDS SDW SMT USD SDD AML MIT YHS FGH RHS HPL RPL SPF WAT MPL YCL DWD

Webpages

<http://www.encyclopedia.com/articles/06006.html>

-Information on the Homestead Act with a list of additional sources

<http://www.time-passages.com/homestead-act.html>

-North Dakota and South Dakota genealogy with a searchable census and the actual Homestead Act

http://www.geo.msu.edu/geo333/homestead_act.html

-Brief history of homesteading with one picture

<http://www.nps.gov/home/home.htm>

-Homestead National Monument of Nebraska homepage

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Personal Writing Journal

One of the top fourth grade writing standards is maintaining a personal writing journal or folder. This standard fits in well with the Homesteading Education Kit and the lesson plans provided by it. The benefits of having participants keep a personal writing journal or folder are numerous. Some advantages include the chance to consider varying perspectives, the opportunity to examine relationships with others and the world, time to reflect on ideas, experiences, and opinions, as well as document academic and personal growth by comparing earlier and later entries. Give participants specific ideas to reflect on when assigning them to write in their journal. Listed here are some ideas that the participants can reflect on.

Reading an Object- Participants can write about the discussion. Participants can write about their favorite object and write from the perspective of the person who previously owned the object.

Building a Soddy Sequence Activity- Participants can write about how most people acquire homes today and the way homesteaders on the prairie did so. Participants can write about an invention that would make building a soddy easier.

Food on the Homestead: Churning Butter- Participants can reflect on the experience of making their own butter, how it was made, how it tasted, and how it was different than store bought butter. Participants can imagine the daily life on the prairie and the chores that needed to be done.

Letters to the East- Participants can include their letters in their folder.

Life on the Prairie: Create a Homesteading Poem- Participants can record their poem in their journal.

Mapping South Dakota- Participants can include their SD Map Worksheet in their folder. Participants can write about what they learned about historic South Dakota and about what changes they predict for the future of South Dakota.

Newspaper Comparison- Participants can include their Compare and Contrast Worksheet in their folder. Participants can write about what they found interesting when doing the comparison.

Old Timer's Games- Participants can write about the discussion questions provided with the activity.

Pioneer Newspaper- Participants can include their group's newspaper in their folder.

Prairie Poetry- Participants can include their poem in their folder.

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Name _____

Prairie Life Word Find

A S Y J U I O P L K E R W V C G H J K
D W A S B S E I T H K N M P L E R P A
F A C D V B Z D E O L P M N Y R Y V W
E S N U I O D U G O U T E D E F S C Y
Y H R E G N Y U J S D E T W T S O V D
L B P O C N Y T U N J C H U R N D C A
C O C X D E E H U K A O P R E U H K K
V A E S T T B V R D K I O U P I O O O
J R F C P O I U A M P V R E N E U I T
O D R A S R I E P R A I R I E R S Y A
L E R D S E T D G F I E R U J F E T B
M D D G U S A S G P L U I M B D G H O
A B U F E A R O D R Y F A R M I N G O
R G H M L K P C K O H H M L G F P O M
I T O U H N D O Y V J L B P B R L K I
V H R U R E L I H I K P V O E O K U A
H Y S X V A I O G N T O E I R N U Y S
R U E L F K O P E G R F W U U T J G F
E H U F C S O D B U S T E R I I N F E
Y G U U G H L H E P S A L H O E M D R
T B U R T Y O P L K U H L S D R Q R T
D H K I U M N E R B G W Y U K P L Z X
H B T V S W E G D H F Y F S D R L K O
F V C R E A S F R H K L P O I U E R B

Proving Up
Dry Farming
Churn
Well

Bonnet
Prairie
Dugout
Buffalo

Homestead Act
Sod House
Pail
Horse

Sodbuster
Washboard
Dakota Boom
Frontier

Prairie Life Word Find Answer Sheet

A	S	Y	J	U	I	O	P	L	K	E	R	W	V	C	G	H	J	K
D	W	A	S	B	S	E	I	T	H	K	N	M	P	L	E	R	P	A
F	A	C	D	V	B	Z	D	E	O	L	P	M	N	Y	R	Y	V	W
E	S	N	U	I	O	D	U	G	O	U	T	E	D	E	F	S	C	Y
Y	H	R	E	G	N	Y	U	J	S	D	E	T	W	T	S	O	V	D
L	B	P	O	C	N	Y	T	U	N	J	C	H	U	R	N	D	C	A
C	O	C	X	D	E	E	H	U	K	A	O	P	R	E	U	H	K	K
V	A	E	S	T	T	B	V	R	D	K	I	O	U	P	I	O	O	O
J	R	F	C	P	O	I	U	A	M	P	V	R	E	N	E	U	I	T
O	D	R	A	S	R	I	E	P	R	A	I	R	I	E	R	S	Y	A
L	E	R	D	S	E	T	D	G	F	I	E	R	U	J	F	E	T	B
M	D	D	G	U	S	A	S	G	P	L	U	I	M	B	D	G	H	O
A	B	U	F	E	A	R	O	D	R	Y	F	A	R	M	I	N	G	O
R	G	H	M	L	K	P	C	K	O	H	H	M	L	G	F	P	O	M
I	T	O	U	H	N	D	O	Y	V	J	L	B	P	B	R	L	K	I
V	H	R	U	R	E	L	I	H	I	K	P	V	O	E	O	K	U	A
H	Y	S	X	V	A	I	O	G	N	T	O	E	I	R	N	U	Y	S
R	U	E	L	F	K	O	P	E	G	R	F	W	U	U	T	J	G	F
E	H	U	F	C	S	O	D	B	U	S	T	E	R	I	I	N	F	E
Y	G	U	U	G	H	L	H	E	P	S	A	L	H	O	E	M	D	R
T	B	U	R	T	Y	O	P	L	K	U	H	L	S	D	R	Q	R	T
D	H	K	I	U	M	N	E	R	B	G	W	Y	U	K	P	L	Z	X
H	B	T	V	S	W	E	G	D	H	F	Y	F	S	D	R	L	K	O
F	V	C	R	E	A	S	F	R	H	K	L	P	O	I	U	E	R	B

Proving Up
 Dry Farming
 Churn
 Well

Bonnet
 Prairie
 Dugout
 Buffalo

Homestead Act
 Sod House
 Pail
 Horse

Sodbuster
 Washboard
 Dakota Boom
 Frontier

Homesteading

South Dakota State Historical Society Education Kit

Name _____

Homesteading Word Scramble

1) Very bad weather on the prairie

RILZDZAB

_____ 8 _____

2) A social time on the homestead

RBAN GASRIIN

_____ 10 _____

3) Cattle, sheep, or pigs

EITOCKSVL

_____ 7 _____

4) (4&5) What the Old West was called

TERNEWS

_____ 5 _____

5) ITRNFORE

_____ 6 _____

6) Nickname for a type of house

DOSDY

_____ 9 _____

7) First person living in an area

NEPROIE

_____ 4 _____

8) A type of house

OUGDTU

_____ 2 _____

9) What a settler files for

ALMIC

_____ 11 _____ 3 _____

10) Type of crop grown on the prairie

THWAE

_____ 1 _____ 12 _____

Name of the Act passed in 1862

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Homesteading

South Dakota State Historical Society Education Kit

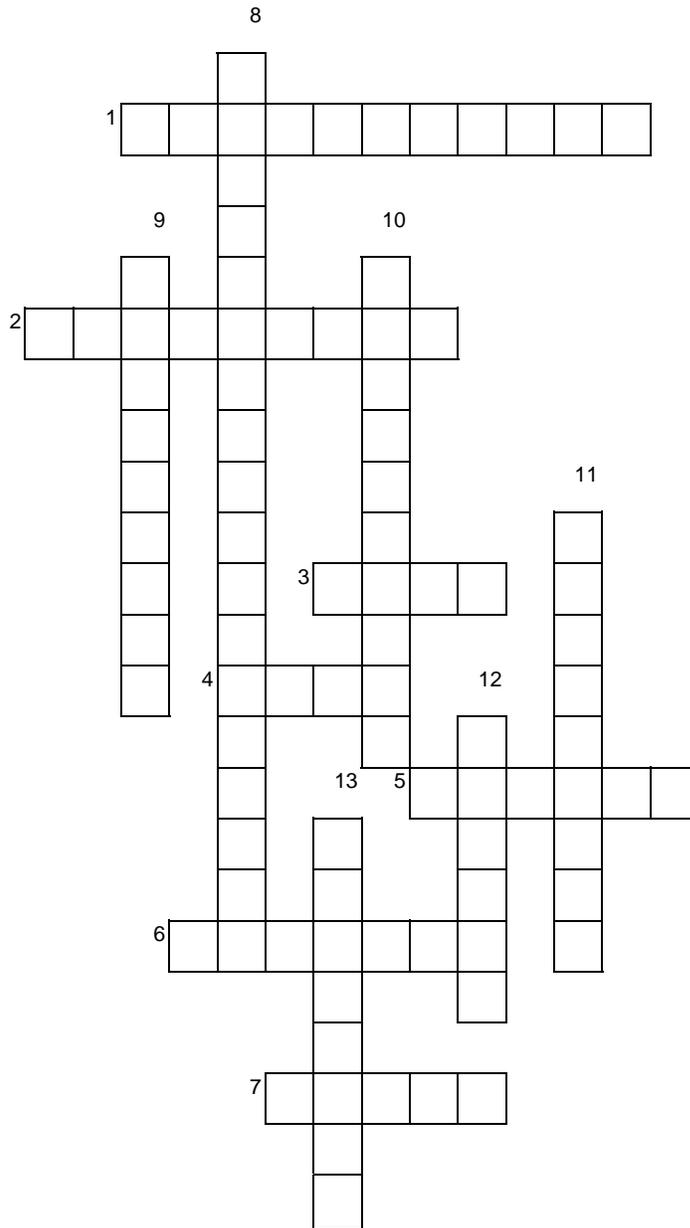
Homesteading Word Scramble Answer Sheet

- 1) Very bad weather on the prairie
RILZDZAB BLIZZARD
- 2) A social time on the homestead
RBAN GASRIIN BARN RAISING
- 3) Cattle, sheep, or pigs
EITOCKSVL LIVESTOCK
- 4) (4&5) What the Old West was called
TERNEWS WESTERN
- 5) ITRNFORE FRONTIER
- 6) Nickname for a type of house
DOSDY SODDY
- 7) First person living in an area
NEPROIE PIONEER
- 8) A type of house
OUGDTU DUGOUT
- 9) What a settler files for
ALMIC CLAIM
- 10) Type of crop grown on the prairie
THWAE WHEAT

Name of the Act passed in 1862

 H O M E S T E A D A C T
 1 2 3 4 5 6 7 8 9 10 11 12

Homesteading Crossword Puzzle



Across

1. The type of insect that ate all the farmers crops.
2. The term for living on a homestead for the full time necessary to get the title.
3. If too strong this can blow the roof off.
4. This was put up between buildings to guide someone in a blizzard.
5. A type of house built by tunneling into the side of a hill.
6. Another name for grasslands.
7. The nickname for a house built of sod.

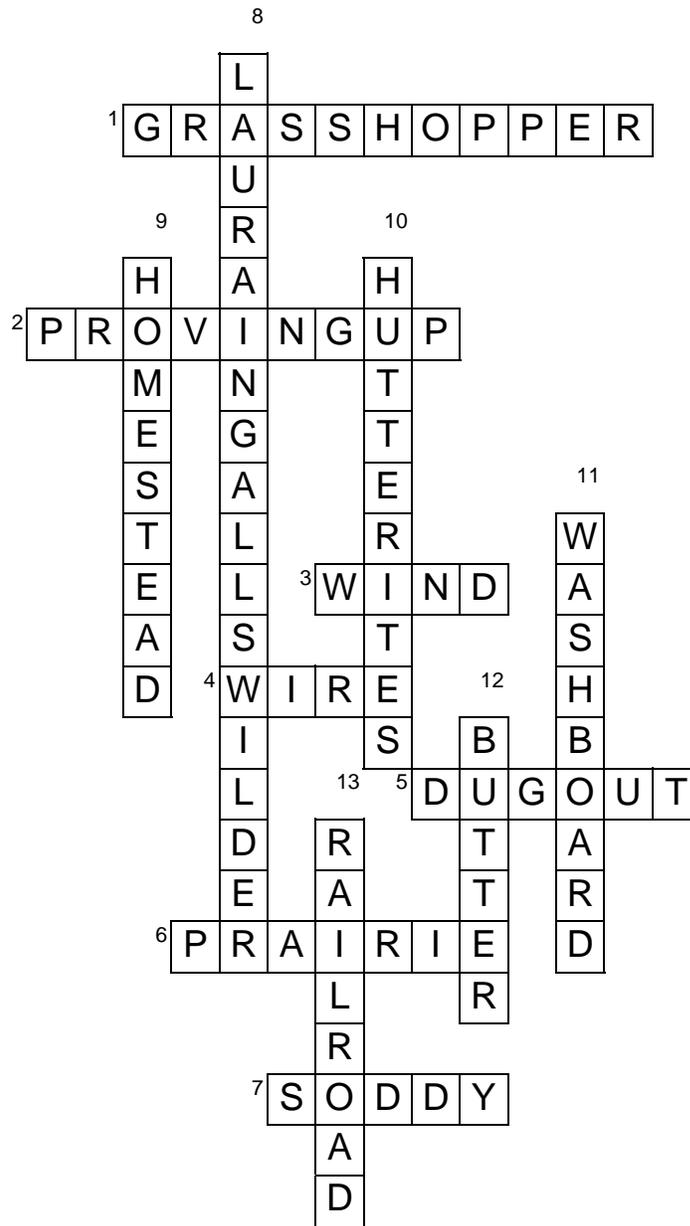
Down

8. Famous South Dakota author that wrote about her life as a little girl on the prairie.
9. The _____ Act gave 160 acres of land to those who met the requirements.
10. This group came from Germany to settle in colonies in Dakota Territory.
11. What clothes were washed on.
12. What is made in a churn.
13. _____ companies wanted people to move to Dakota Territory and buy the land along their tracks.

Homesteading

South Dakota State Historical Society Education Kit

Homesteading Crossword Puzzle Answer Sheet



Across

1. The type of insect that ate all the farmers crops.
2. The term for living on a homestead for the full time necessary to get the title.
3. If too strong this can blow the roof off.
4. This was put up between buildings to guide someone in a blizzard.
5. A type of house built by tunneling into the side of a hill.
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7. The nickname for a house built of sod.

Down

8. Famous South Dakota author that wrote about her life as a little girl on the prairie.
9. The _____ Act gave 160 acres of land to those who met the requirements.
10. This group came from Germany to settle in colonies in Dakota Territory.
11. What clothes were washed on.
12. What is made in a churn.
13. _____ companies wanted people to move to Dakota Territory and buy the land along their tracks.

Homesteading

South Dakota State Historical Society Education Kit

Reading an Object

Objectives:

- Participants will recognize the variety of information that can be learned by examining objects.
- Participants will learn how to inspect objects and draw conclusions from their observations.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2	1.E.1.1	2.US.1.2 2.E.1.1	3.E.1.1	4.US.1.1 4.E.1.1		6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1		2.P.1.1	3.P.1.1 3.E.1.2			

Timeframe: 30-60 minutes

Materials:

Included in kit

All objects (except word cards and posters)

Object Identification Sheet

Why Reading Objects Is a Good Skill to Have:

Every culture has used objects. These objects reflect the beliefs of the people who constructed, acquired, or used them. They also reflect the unique identity of the culture. If we study and/or teach only what's been written down about a culture, there are many things we miss. The same is true if we only look at cultural objects. When separated, written words and objects are both incomplete. When the two are studied together a more complete cultural picture emerges. One of the main goals of this kit is to increase the participant's visual literacy skills and teach them how to learn from objects.

Homesteading

South Dakota State Historical Society Education Kit

Activity Steps:

1. Arrange the participants so that it is easy to pass objects from one to another. Pass the objects around one at a time, allowing the participants to handle and examine them.
2. While the participants are examining the objects, use the points below to start discussion about the materials, construction and history of the objects. Encourage the participants to share the visual and tactile information they get from the objects. You may ask each participant to consider a different aspect of the object-history, material, etc. Have the participants respond so the entire group can hear and enter into the discussion.
3. After an object has been examined, share the information found on the Object Identification Sheet with the group.

Materials & Construction:

- What materials is the object made out of? (wood, metal, fabric, earth)
- Is the material sturdy or delicate?
- Can you tell how the object was made? (carved, cast, molded)
- How would you describe the texture of the surface of the object?
- What does its size tell you about the object?
- Is it a complete piece or a fragment of a larger work?

History & Function:

- What might be the purpose of the object?
- Who might have used the object and what actions would they perform with it?
- Where might it have been used?
- Is this object still used today for the same or other purposes?
- What has changed about the object today? (washboard-washing machine)
- Would you rather use the modern object or the object in the kit? Why?
- Was the object used for a special task or occasion or was it an everyday item?
- What questions do you have about the object?
- Where could you find the answers to your questions?

Homesteading

South Dakota State Historical Society Education Kit

Object Identification Sheet (Kit 1)

T-2001-068

Sod: Sod was readily available on the prairies so settlers used it to make their homes. Prairie grasses had long roots that held the soil tightly together. **Note: Please do not remove sod from the container.**

T-2001-090 and T-2001-091

Barbed Wire: Around 1874, Joseph F. Glidden of Dekalb, Illinois was inspired to invent and patent a successful barbed wire after attending a county fair demonstration. Glidden's success spurred over 570 barbed wire patents. When livestock encountered barbed wire for the first time, it was usually a painful experience. The injuries provided sufficient reason for the public to protest its use. Religious groups called it "the work of the devil," or "The Devil's Rope" and demanded removal. However, as areas became more settled, a method was needed to keep livestock out of fields and gardens. Barbed wire filled the bill. Two different barbed wire samples are included in the kit.

T-2001-056

Rag Rug: This rug was possibly made from worn out clothes, linens, dish towels, or other fabrics. Settlers were very inventive about recycling items to prolong their useful life. These rugs were used to cover the dirt floors of the soddy.

T-2001-057

Butter Mold: Homesteaders often made their own butter. When it came time for the butter to harden, a butter mold was used to imprint designs on the surface.

T-2001-061

Cigar Box: In the tradition of recycling, a cigar box was often used to store small items like buttons, a child's paper doll collection, or marbles.

T-2001-063

Washboard: These scrub boards were most commonly used in late 1800s until the mid 1900s. The garment is scrubbed up and down the grooves with a bar of soap, rinsed in a tub of warm water, and laid in the sun to dry.

Homesteading

South Dakota State Historical Society Education Kit

T-2001-065 and T-2001-095

Mason Jars: In 1809 N. Nicholas Appert discovered that heat applied to food sealed in a container kept it from spoiling. John Mason invented mason jars in the United States in 1858. They are made of thicker glass and are able to withstand repeated use. Canning provided an economical way to preserve foods of all kinds. The green-tinted jar with the glass lid is an older jar. The newer clear jar can be used in the butter churning activity. **Note: Please wash the jar thoroughly after using it.**

T-2001-067

Brass Oil Lamp: Coal oil (kerosene) was first distilled in quantity from coal in 1856. This fuel was cheap and burned brightly. Lanterns, lamps and candles provided vital light on a homestead.

T-2001-073

Darning Egg: When a pair of socks got a hole in them they weren't thrown away. They were mended with the help of a darning egg. The egg was placed in the sock behind the hole and new threads were carefully woven over the worn part.

T-2001-077

Coffee Grinder: With no electricity on the homestead, coffee was ground by hand. Some women homesteaders along roadways turned their homes into resting areas where travelers could sit down to a cup of coffee or tea and relax for a spell.

T-2001-081

Butter Churn: There are many different types of butter churns, including the plunger style, the paddle style, and the box style. All churns work the same way- cream is agitated until the butterfat in it clumps together into butter. The churn in the kit is a plunger style. It was hard work to turn cream into butter, a chore often assigned to children in the household.

T-2001-083 and T-2001-087

Newspapers: Newspapers kept everyone informed of who was doing what and going where. It also provided a place for claim filings to be published. National and international events coverage by the papers kept settlers in touch with the wider world.

Homesteading

South Dakota State Historical Society Education Kit

T-2001-075

Wooden Bowl: This wooden bowl is used in the game Chance, which might have been played on a homestead. Children used whatever was available to entertain themselves. A bowl and some marked stones made for cheap amusement.

T-2001-059 and T-2001-079

Marbles: These small balls can be made from clay, stone, wood, or glass. Homestead children used what they had so marbles could be smooth round stones, or made of clay. Glass marbles from the East were also available. **Note: The clay marbles are for display only.**

T-2001-232, T-2001-233, and T-2001-234

Corn Cob Darts: Corn cobs and husks made fine darts, boats or dolls.

Homesteading

South Dakota State Historical Society Education Kit

Building a Soddy Sequence Activity

Objectives:

- Participants will understand the steps involved in building a sod house.
- Participants will arrange pictures and words to sequence the steps in building a soddy.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2	I.C.1.1	2.US.1.2 2.E.1.1	3.US.1.1 3.E.1.1	4.G.2.1 4.E.1.1	5.C.2.1 5.E.1.1	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.3 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

Timeframe: Determined by instructor.

Materials:

Included in kit

Sequence worksheet masters

Sequence posters

Sod

Provided by participants

Scissors & Glue

Two sheets of paper

Background Information:

This activity can be done three different ways; as a class, individually, or in small groups. The background information you need to know about building soddies is included with the worksheet masters and is part of the activity. As a class the pictures can be displayed and arranged according to what the students believe is the correct order and the information can be given in the correct order along the way. Otherwise each individual can do his or her own sequence worksheet. Also, small groups can work with the large pictures and place them in the correct order with the information that is provided. You may want to set out the example of sod for students to get a closer look at.

Activity Steps:

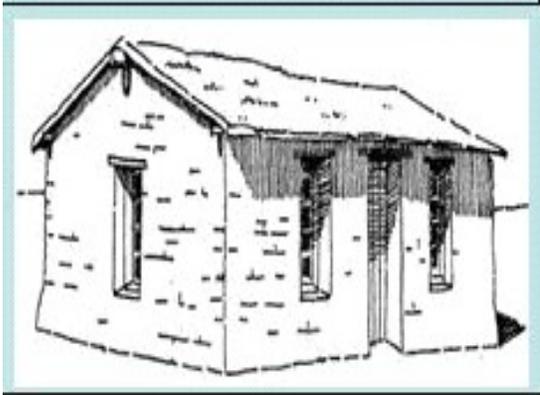
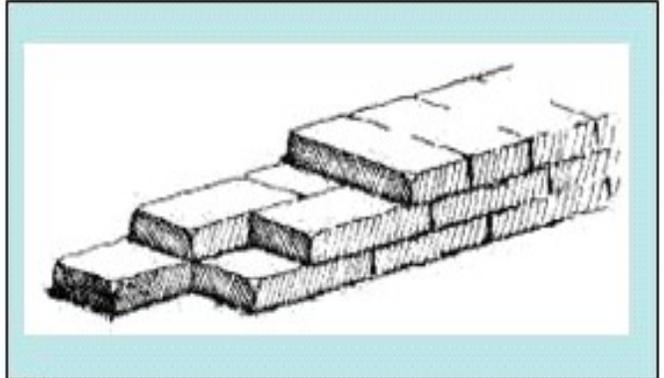
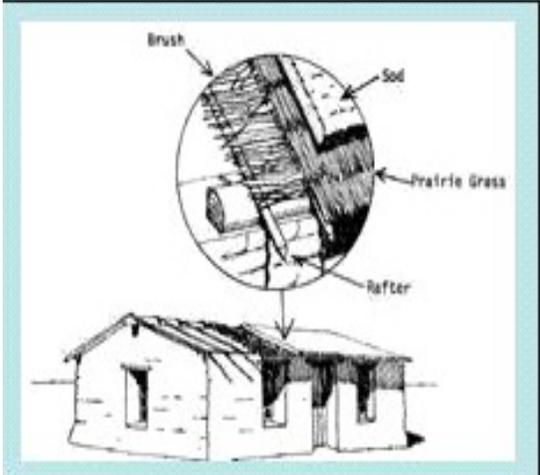
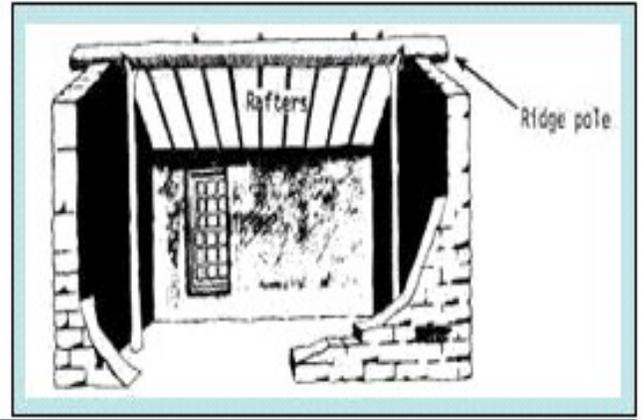
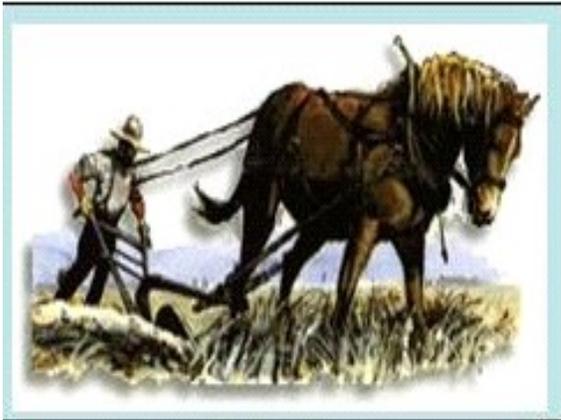
1. Make copies of both Soddy Sequence worksheets for all participants. They will need glue, scissors, and two sheets of paper to glue cut-outs on.
2. Participants will cut out both worksheets, pair each picture with its corresponding written description and then decide what order the pictures go in.
3. The participants will glue the pictures and written descriptions on their two sheets of paper in the order they think is correct.
4. Once everyone is done, compare worksheets to see if everyone came up with the same sequence. Look at the answer sheet.
5. Discuss the order participants came up with:
 - Could some steps be done in a different order?
 - Do some steps definitely need to be done first, or last?

Building a Soddy Sequence Worksheet

<p>Depending upon the size of the house, one-half to one acre of ground was plowed into strips twelve inches wide and four inches thick.</p>	<p>Wooden door frames and Window frames were positioned when the walls reached proper height. Pegs held the frames in place.</p>
<p>Roofs needed just the right angle so that the sod would stay put and the snow would not. A roof was made by laying down rafters, boards, brush, grass, and sod.</p>	<p>Strips were cut into three-foot lengths and laid in place with the grass side down. Every third layer was laid crosswise.</p>
<p>Cedar logs made good rafters because they were rot-resistant and strong. A forked post under each end of the ridge pole provided support for the ceiling.</p>	<p>With the walls and roof up, the sun continued to harden the sod to create a sturdy living quarters against the strong prairie winds.</p>

Building a Soddy

Sequence Worksheet



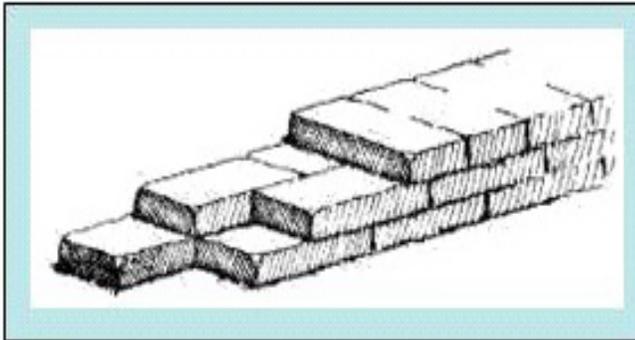
Building a Soddy Sequence Answer Sheet

1



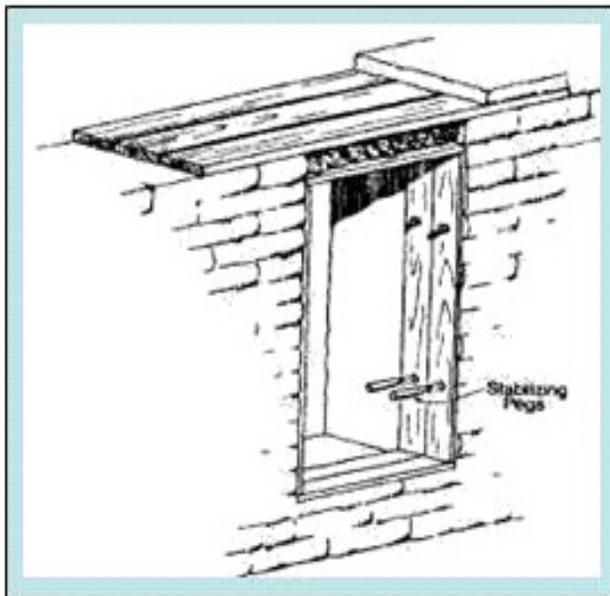
Depending upon the size of the house, one-half to one acre of ground was plowed into strips twelve inches wide and four inches thick.

2



Strips were cut into three-foot lengths and laid in place with the grass side down. Every third layer was laid crosswise.

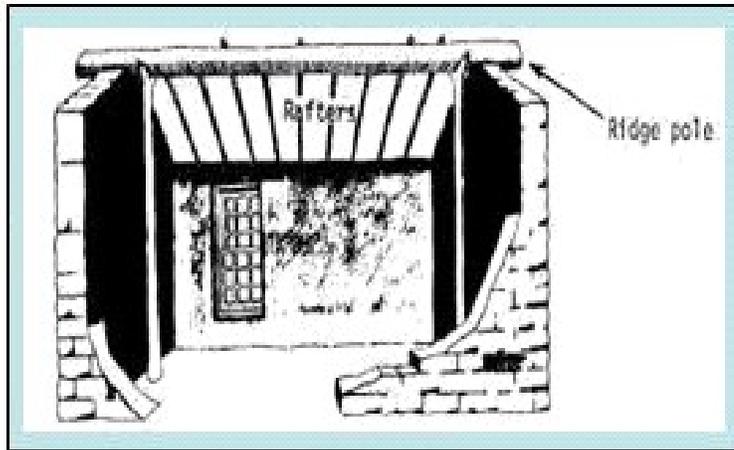
3



Wooden door frames and window frames were positioned when the walls reached the proper height. Pegs held the frames in place.

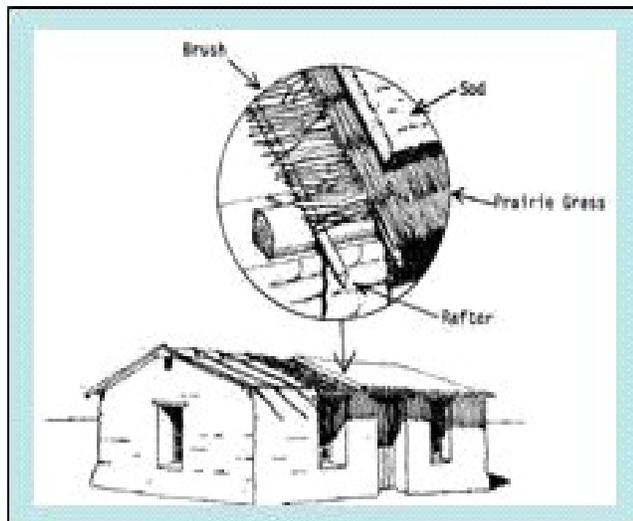
Building a Soddy Sequence Answer Sheet

4



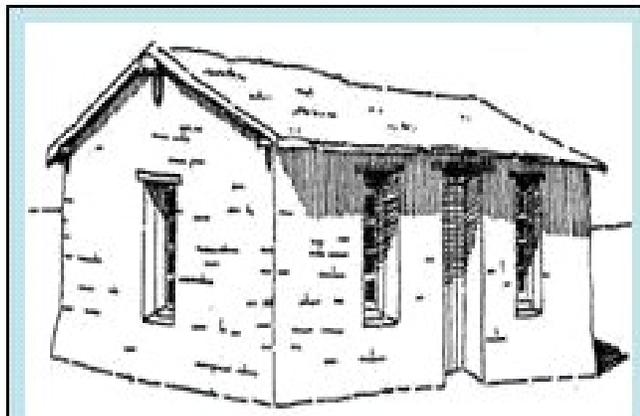
Cedar logs made good rafters because they were rot-resistant and strong. A forked post under each end of the ridge pole provided support for the ceiling.

5



Roofs needed just the right angle so that the sod would stay put and the snow would not. A roof was made by laying down rafters, boards, brush, grass, and sod.

6



With the walls and roof up, the sun continued to harden the sod to create a sturdy living quarters against the strong prairie wind.

Homesteading

South Dakota State Historical Society Education Kit

Food on the Homestead: Churning Butter

Objectives:

- Participants will understand the physical work involved in producing food.
- Participants will make their own butter as an example of the routine work required to put food on a homestead table.
- Participants will discuss the physical changes that make cream into butter.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1	1.C.1.1 1.E.1.2	2.US.1.2 2.E.1.1	3.E.1.1	4.E.1.1	5.E.1.1	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.3 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

South Dakota Science Standards

K	1 st	2 nd	3 rd	4 th	5 th	6 th
K.P.1.2	1L.1.3	2.P.1.2 2.P.2.1 1.L.1.3	3.P.1.1 3.P.1.2 3.E.1.2	4.P.1.1 4.S.1.1	5.P.1.1 5.P.2.1	6.N.2.1 6.P.2.1

Timeframe: 45-60 minutes

Materials:

Included in kit

Plunger-style churn
(for display only)
1 clear jar with lid
Cheesecloth

Provided by instructor

1 pint heavy cream, at room temperature
2 small bowls or plates
2 spoons
Crackers
Salt

Background Information:

On a homestead, trips to town provided staples like flour, sugar, salt and coffee, but much of the food consumed had to be raised right on the homestead. Chickens provided meat and eggs, and cows provided meat, milk, and cream for butter. A garden provided vegetables. It required a lot of time and energy to raise and preserve the food needed. One of the routine tasks in food production on a homestead was churning butter.

Butter is the fat found in cream. Churning, or violently agitating the cream brings its fat globules together and causes them to clump. As the churning process continues, all the fat globules in the cream combine into lumps of butter. The remaining liquid is buttermilk. Warm cream makes butter faster than cold cream. If the cream is at the right temperature, thirty to thirty-five minutes of churning should make butter. Once the butter has formed, it is removed from the buttermilk, washed

Homesteading

South Dakota State Historical Society Education Kit

in cold water, and gently kneaded to incorporate salt for flavor and to make the butter smooth.

Well into the 19th century butter making was mostly done by hand using butter churns. Churns came in a variety of sizes and styles. The example in this kit is a plunger-type wooden churn where the action of the plunger up and down churns the butter. Another common type of churn was a paddle churn; a large glass jar with a rotating paddle attached to a turning handle on the churn's cover. Other types of churns were spun or rocked back and forth for the churning action.

Please note: The wooden churn and glass jar with glass lid in the kit are for display only. Use the clear jar with metal lid and ring for the actual butter making.

Activity Steps:

1. Gather the items needed for the butter making – the cream, clear lidded jar, cheesecloth, bowls, and spoons, salt and crackers.
2. Share the background information on butter making with the participants and have them predict how the butter will be produced.
3. Fill the one clear jar about half full with the room-temperature heavy cream and screw the lid on securely.
4. Have participants take turns shaking the jar with a steady motion – about one shake per second. The time needed to bring the butter will vary, but 30-35 minutes of shaking should be sufficient. Don't shake the jar too fast, or the butter will not form.
5. Once the butter has formed, pour the mixture through the cheesecloth into a bowl – this is buttermilk. The butter lumps will be caught in the cheesecloth – turn them into the other bowl. Rinse the butter under cold water until the water runs clear.
6. In the bowl, press the butter with the back of the two spoons to squeeze out the excess water and make it smooth. Work about ¼ teaspoon of salt into the butter at the same time.
7. When the butter is smooth, spread it on the crackers and let participants taste it.
8. During the butter making process, discuss the following questions:
 - Does the temperature of the cream affect the butter making? (yes, cold cream takes longer to churn) Why do you think this is so?
 - What physical change took place in the cream to make the butter? (churning action caused the fat globules to clump together)
 - Does the butter you made taste or look like butter you would buy?
 - How is it different? Could you do anything to your butter to make it taste or look more like store-bought butter?
 - If you had lived on a homestead, would you enjoy making butter as a routine chore? Why or why not?
 - What other kinds of chores related to growing or raising food might you have on a homestead? (gathering eggs, weeding garden, picking vegetables, helping can vegetables, milking cows, tending livestock)
 - On a homestead where could you keep foods that had to be kept cool? (a cellar dug into a hillside, lowered into a well shaft).

Note to Teachers: Please dispose of the cheesecloth after this activity and make sure to wash the jar before returning to the kit.

Homesteading

South Dakota State Historical Society Education Kit

Letters to the East

Objectives:

- Participants will analyze photographs for insight about daily life in Dakota Territory.
- Participants will compose a letter to a 'friend' in the East describing what it is like homesteading in Dakota Territory.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2	3.US.1.1 3.US.2.2 3.W.1.1 3.W.2.1 3.G.2.1 3.C.1.1 3.E.1.1	4.G.1.1 4.G.2.1 4.E.1.1	5.G.2.1 5.E.1.1	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.W.1.2 2.LVS.1.4 2.LVS.1.6	3.W.1.4 3.LVS.1.1 3.LVS.1.3 3.LVS.1.4	4.W.1.2 4.LVS.1.1 4.LVS.1.3	5.W.1.1 5.W.1.2 5.LVS.1.1 5.LVS.1.3 5.LVS.1.4	6.W.1.1 6.LVS.1.2 6.LVS.1.3

Timeframe: 30-45 minutes

Materials:

Included in kit

-Nine Photographs

Provided by participants

-Pen/Pencil

-Paper

Activity Steps:

1. Share the photographs with the group. Summarize and share the Teacher Resource information as well. Have them imagine what life was like for the people in the photos.
2. Participants will write a letter to a friend back East describing homestead life. Have them write as if they were one of the people-or one of the objects-in the photos. Questions they may consider to help get them started:
 - How did you get to Dakota Territory?
 - Was the trip easy or difficult? Were there dangers?
 - Did they build a house? What did they build it from?
 - What everyday chores do they do?
 - What's the prairie weather like?
 - Do they want to stay in Dakota Territory or go back East?
 - What do they do for fun?
3. Have the participants write the letter using descriptive language to describe events, landscape, feelings, and work on the homestead.
4. Have participants share their letters with the group.

Homesteading

South Dakota State Historical Society Education Kit

Life on the Prairie: Create a Homesteading Poem

Objectives:

- Participants will view photographs for inspiration and ideas to use in creating their own poem.
- Participants will compose their own poetry about homesteading using the given word list.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2 2.US.2.1 2.E.1.1	3.US.1.1 3.US.2.2 3.W.1.1 3.W.2.1 3.G.2.1 3.C.1.1 3.C.2.1 3.E.1.1	4.US.1.2 4.G.1.1 4.G.2.1 4.E.1.1	5.US.2.1 5.G.2.1 5.E.1.1	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.6	1.W.1.1 1.W.1.2 1.LVS.1.3 1.LVS.1.6	2.W.1.1 2.R.2.2 2.LVS.1.3 2.LVS.1.6	3.R.2.2 3.LVS.1.3 3.LVS.1.4	4.R.3.3 4.LVS.1.3 4.LVS.1.4	5.W.1.1 5.W.1.2 5.LVS.1.3 5.LVS.1.4	6.LVS.1.2 6.LVS.1.3

Timeframe: Determined by instructor. The word cards can be set up as an activity center where participants can work individually or in small groups.

Materials:

Included in kit:

Prairie Poetry Word Bank master
Photographs 4 & 5
Word cards

Provided by participants:

Paper
Pencil/Pen
Glue
Crayons (optional)

Activity Steps:

1. Make a copy of the word list for all the participants or make the Word Cards available in an activity center. Note: You may want to separate the Word Cards into nouns, verbs, and adjectives.
2. Have participants view the two photographs and imagine themselves on a homestead. Have them consider what they are doing, seeing, and feeling.
3. If participants are working individually, have them cut out the words on the word list and use them to create a poem four lines long about their imagined homestead experience and glue their poem onto a sheet of paper. If desired, they could decorate or illustrate their poem as well.
4. Have participants share their poems with the group.

Homesteading

South Dakota State Historical Society Education Kit

LONELY	MENDING	FAMILY	CLOTHES
BUSY	MAKING	MAN	HOMESTEAD
TIRED	LIVING	WOMAN	PAPER DOLLS
TO	COOKING	CHILD	PRAIRIE
HAPPY	SHE	HOME	WITHOUT
SLOW	EATING	HE	MARBLES
AND	LAND	SODDY	RAILROAD
BY	USED	FIELDS	FARMING
FUN	WHILE	WATER	PLAYING
IS	FROM	WINDY	PLOWING
WAS	THEY	HAVING	CLEANING
THE	WEST	HORSES	BUILDING
THE	EAST	FOOD	DAKOTA
WHEN	MOVING	CAME	WASHING

Homesteading

South Dakota State Historical Society Education Kit

Mapping South Dakota

Objectives:

- Participants will compare maps of South Dakota to increase their understanding of the history and changes of the state.
- Participants will use latitude and longitude to locate cities within South Dakota.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.G.1.2 2.E.1.1	3.US.1.1 3.W.1.1 3.G.1.1 3.G.2.1 3.E.1.1 3.E.1.2	4.US.1.1 4.US.1.2 4.G.1.2 4.G.2.1	5.US.2.1 5.G.1.1 5.G.1.2 5.G.2.1	6.E.1.1 6.E.1.3

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.4 2.LVS.1.6	3.LVS.1.1	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

Timeframe: 30-60 minutes

Materials:

Included in kit

Mapping South Dakota instruction sheet
Advance of Settlement map
Farming and Ranching area map
County Population Change chart
SD Map Worksheet
Instruction Sheet Answer Key

Provided by instructor/participants

colored pencils or crayons

Background Information:

Part of this activity requires the participants to have knowledge of latitude and longitude. It also asks for the coordinates of the participants' hometown. One resource for this is www.mapblast.com. Type the community name in the City, State, or Zip Code field and click "create map". Latitude and longitude appears in the upper right corner just above the map. To convert the latitude and longitude to degrees and minutes simply click on it.

Homesteading

South Dakota State Historical Society Education Kit

Activity Steps:

1. Make copies of the Mapping South Dakota Instruction Sheet, The SD Map Worksheet, the two maps and the chart for each participant. They will need colored pencils or crayons in brown, yellow, orange, red, purple and green to complete the worksheets.
2. Have participants read the Mapping South Dakota instruction sheet and mark the cities, color the areas and outline the counties on the SD Map worksheet.
3. When the worksheets are completed, discuss the following questions.
 - What farming and ranching area of the state is your community in?
 - Why do you think people settled some areas in SD before others? What did they have to consider when choosing an area? (transportation, availability of land, water sources, etc.)

Homesteading

South Dakota State Historical Society Education Kit

Mapping South Dakota Instruction Sheet

1. Use the following latitude and longitude coordinates find these six cities. Mark each city with a dot on the SD Map worksheet.

Sioux Falls	(label the dot SF)	43° 33'n 96° 42'w
Aberdeen	(label the dot A)	45° 28'n 98° 29'w
Huron	(label the dot H)	44° 22'n 98° 13'w
Rapid City	(label the dot RC)	44° 05'n 103° 14'w
Pierre	(label the dot P)	44° 22'n 100° 21'w
Yankton	(label the dot Y)	42° 52'n 97° 24'w

2. Mark the location of your city or town with the coordinates your teacher gives you.

3. Which city is located in Beadle County? _____

4. Look at the Advance of Settlement map. Find the two regions of South Dakota which were settled first. Color these areas yellow on the SD Map Worksheet.

5. Look at the Advance of Settlement map and figure out which marked city was settled the earliest. Outline that county in brown on the worksheet.

6. Look at the County Population Change Chart. Which county had the biggest increase in population between 1880 and 1890? Outline this county in green. Which county had the biggest increase in population between 1890 and 1900? Outline this county in purple.

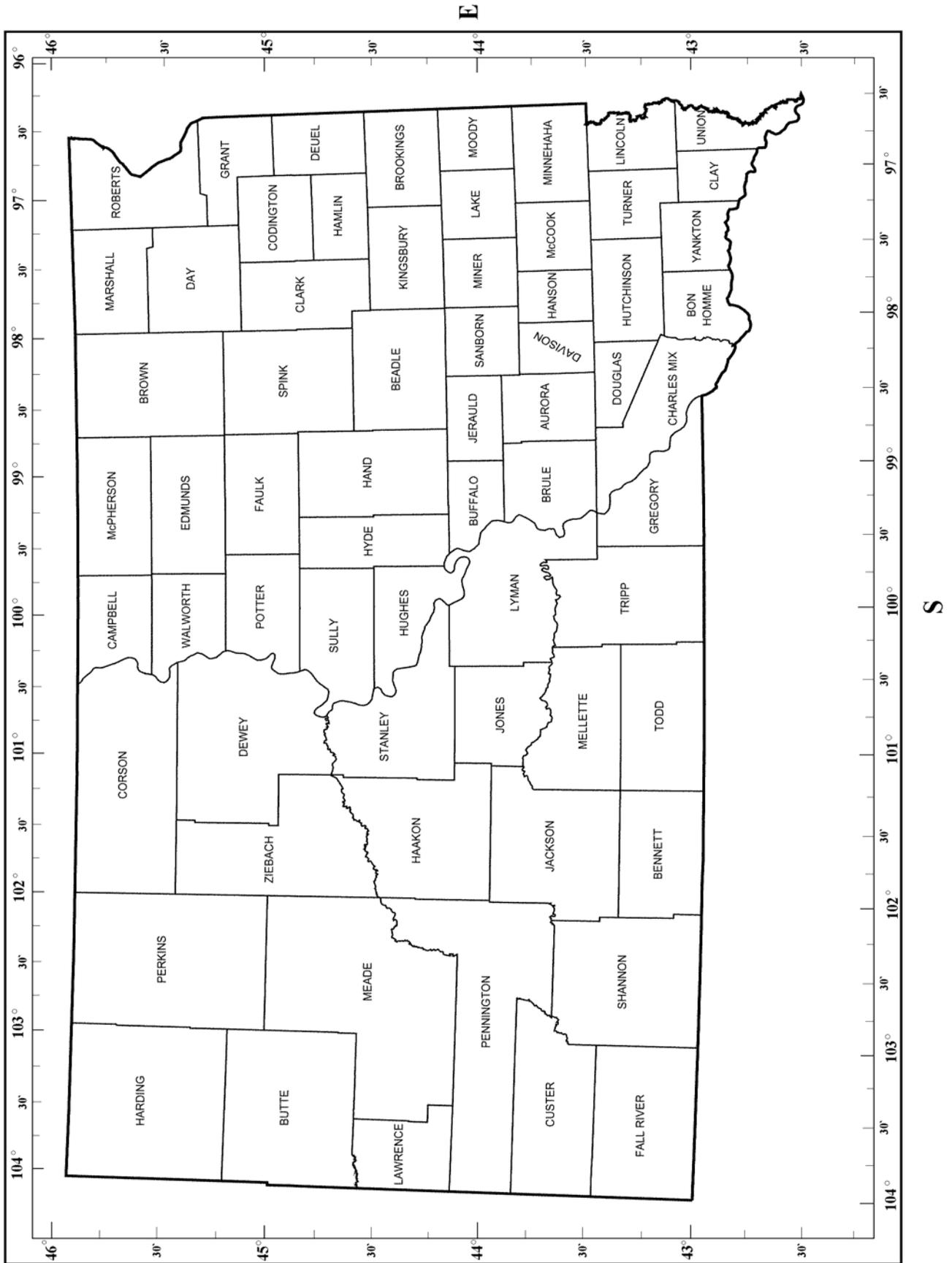
1880-1890 _____ 1890-1900 _____

7. Look at the Farming and Ranching area map. Outline two counties in orange that have a marked city in the area where wheat is the main crop.
8. Find the county with a marked city in the grazing area. Outline that county in red.

Homesteading

South Dakota State Historical Society Education Kit

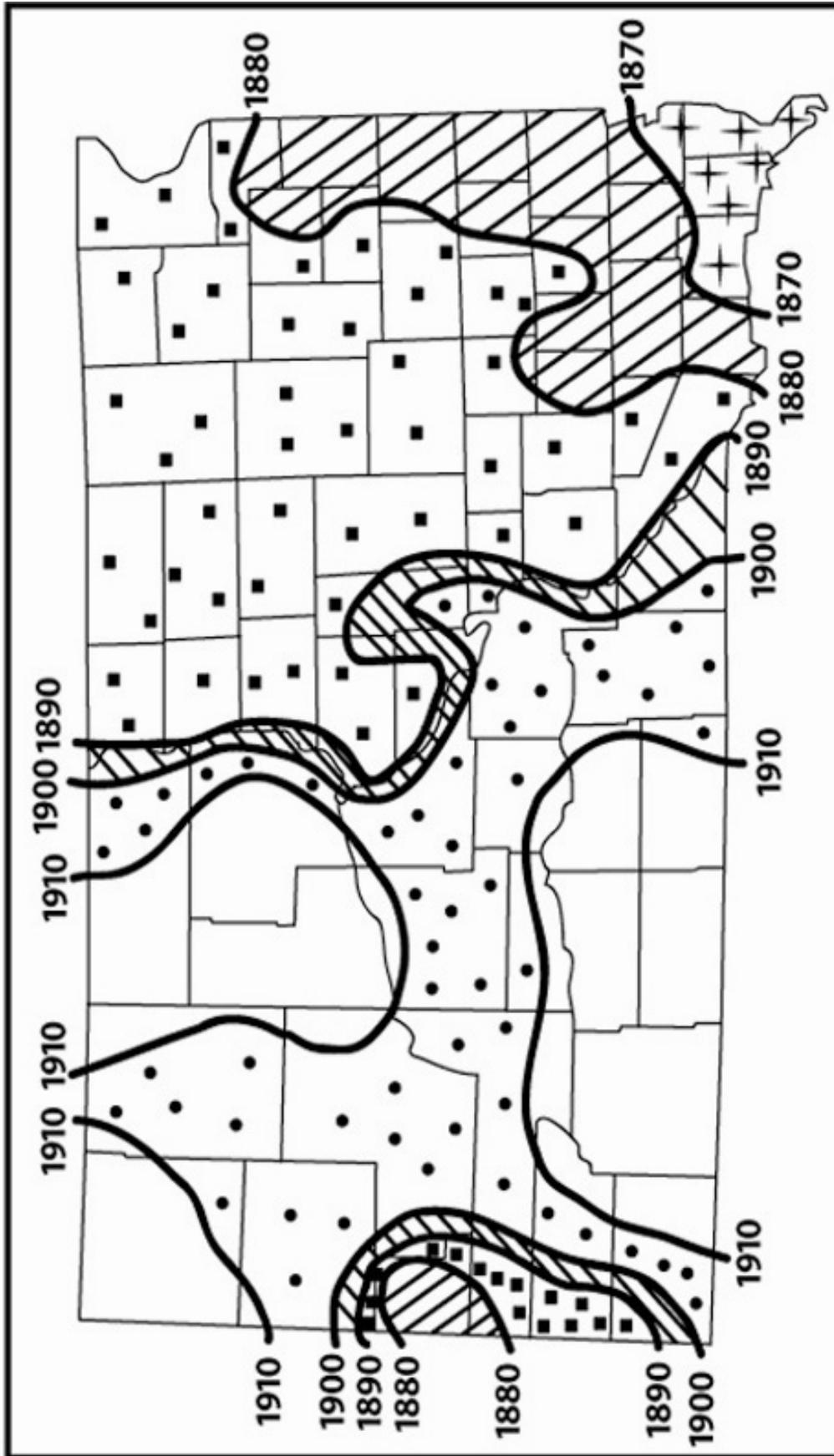
SD Map Worksheet



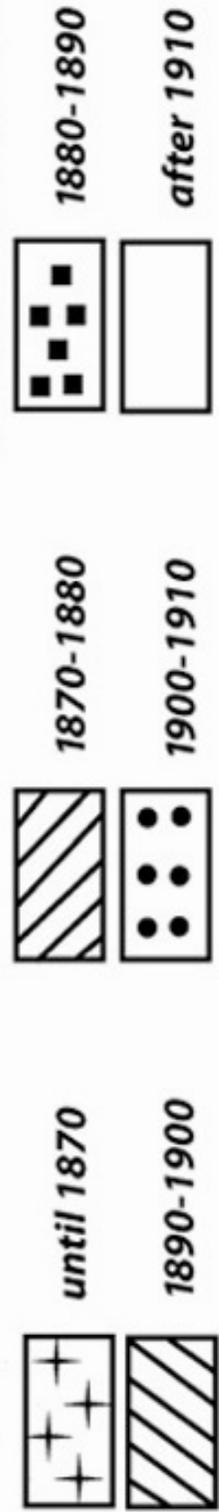
Homesteading

South Dakota State Historical Society Education Kit

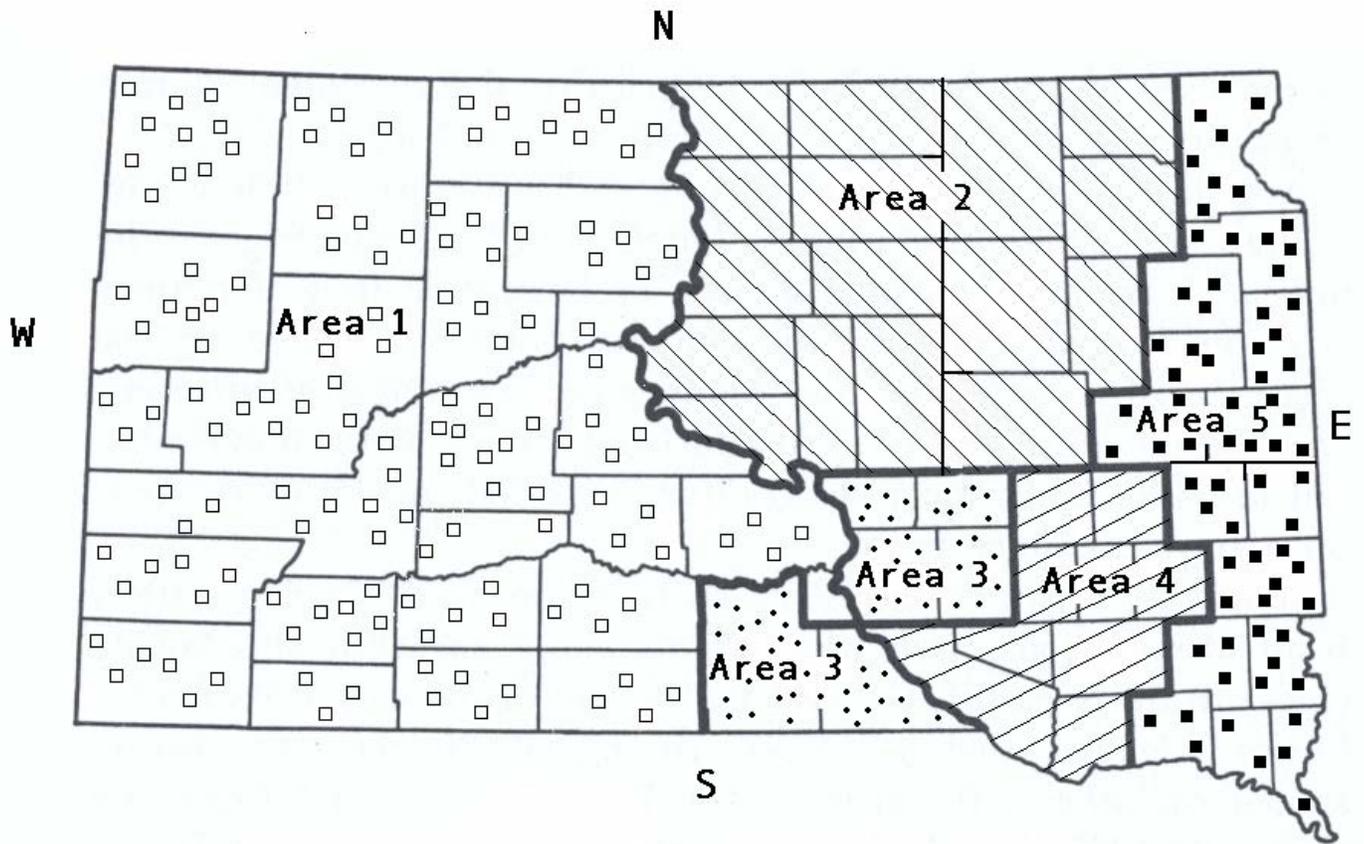
Advance of Settlement



South Dakota History, Volume 13, Numbers 1& 2, Spring/Summer, 1983, p. 54.



Farming and Ranching Areas



Map adapted from Herbert Schell, *History of South Dakota*, 1968, University of Nebraska Press, Lincoln, p. 358.



Area 1- Grazing



Area 2- Wheat



Area 3- Beef

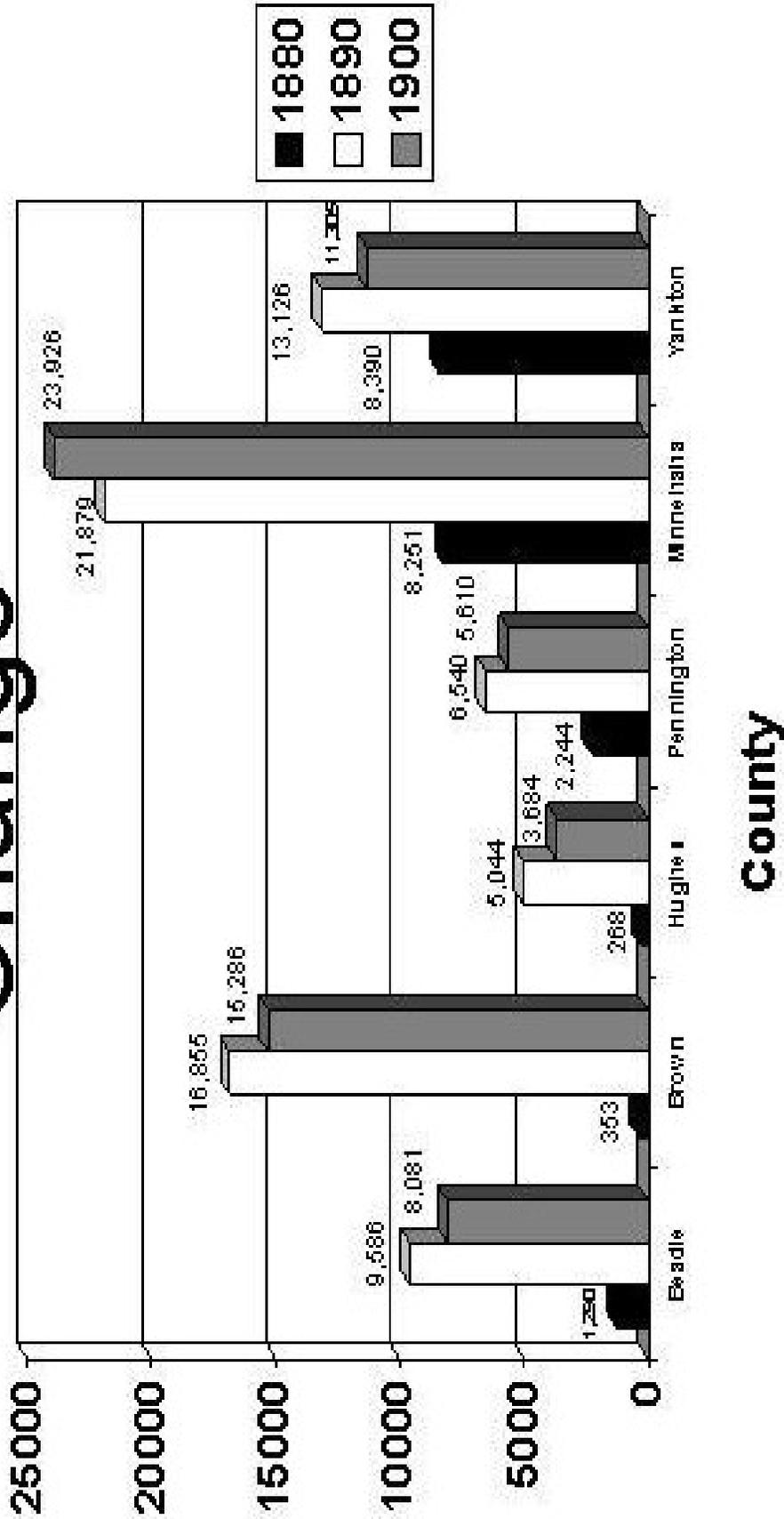


Area 4- Corn



Area 5- General Farming (flax, barley, oats, soybeans, hogs, dairy, poultry)

County Population Change



Population statistics taken from SD Legislative Manual 1903.

Homesteading

South Dakota State Historical Society Education Kit

Mapping South Dakota Instruction Sheet Answer Key

1. Use the following latitude and longitude coordinates find these six cities. Mark each city with a dot on the SD Map worksheet.

Sioux Falls	(label the dot SF)	43° 33'n 96° 42'w
Aberdeen	(label the dot A)	45° 28'n 98° 29'w
Huron	(label the dot H)	44° 22'n 98° 13'w
Rapid City	(label the dot RC)	44° 05'n 103° 14'w
Pierre	(label the dot P)	44° 22'n 100° 21'w
Yankton	(label the dot Y)	42° 52'n 97° 24'w

2. Mark the location of your city or town with the coordinates your teacher gives you.

3. Which city is located in Beadle County? Huron

4. Look at the Advance of Settlement map. Find the two regions of South Dakota which were settled first. Color these areas yellow on the SD Map Worksheet.

5. Look at the Advance of Settlement map and figure out which marked city was settled the earliest. Outline that county in brown on the worksheet.

6. Look at the County Population Change Chart. Which county had the biggest increase in population between 1880 and 1890? Outline this county in green. Which county had the only increase in population between 1890 and 1900? Outline this county in purple.

1880-1890 Brown County

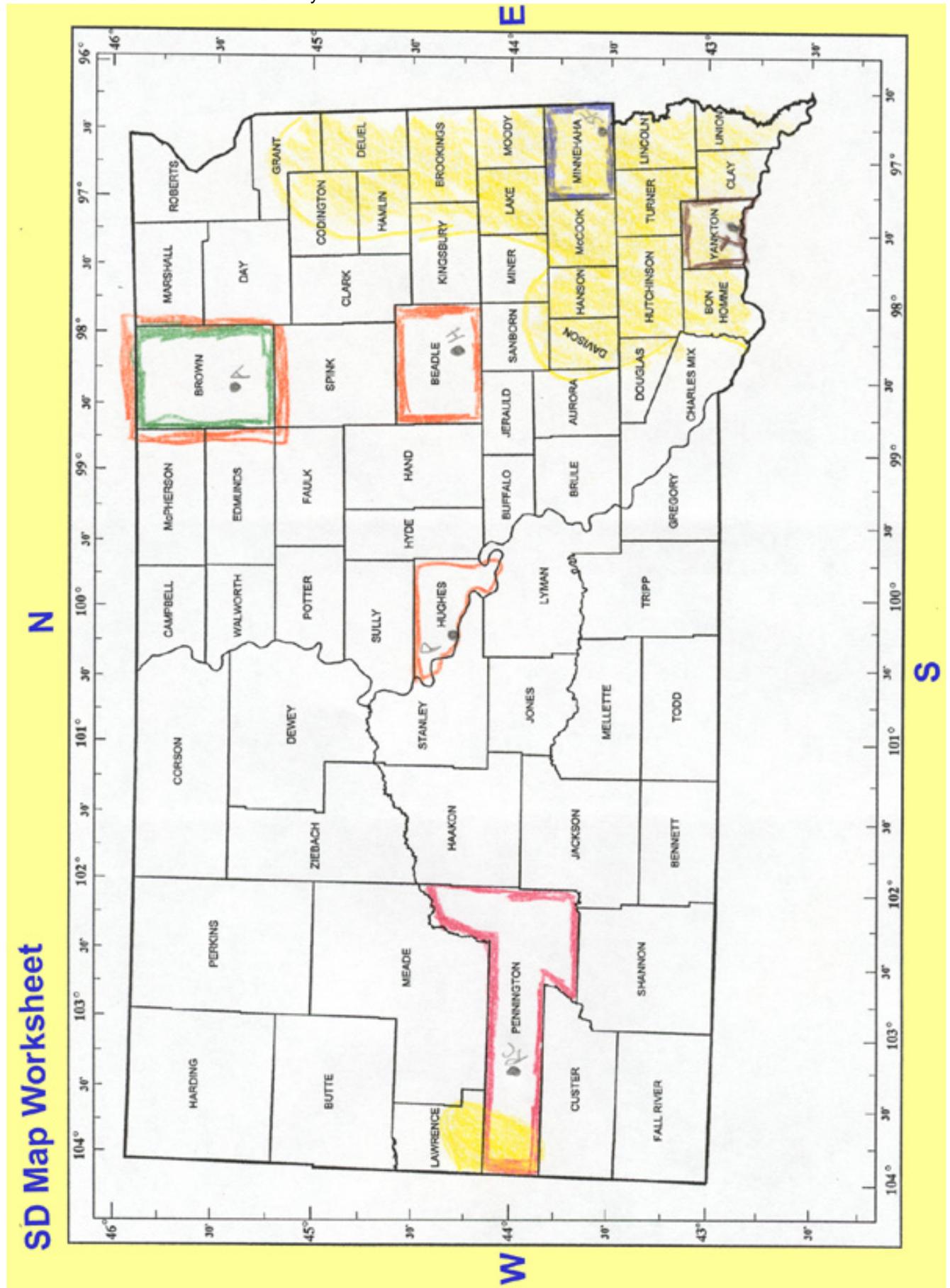
1890-1900 Minnehaha

7. Look at the Farming and Ranching area map. Outline two counties in orange that have a marked city in the area where wheat is the main crop.

8. Find the county with a marked city in the grazing area. Outline that county in red.

Homesteading

South Dakota State Historical Society Education Kit



Homesteading

South Dakota State Historical Society Education Kit

Newspaper Comparison

Objectives:

- Participants will compare and contrast the features of an 1880s and a 1920s newspaper with each other and with a modern newspaper.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.E.1.2	3.US.2.1 3.US.2.2 3.W.1.1 3.G.1.1 3.C.1.1 3.E.1.2	4.US.1.1 4.US.1.2 4.W.2.1 4.G.2.1 4.E.1.1	5.G.2.1 5.C.2.1 5.E.1.1 5.E.1.2	6.C.1.1 6.E.1.1 6.E.1.3

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.R.2.1 K.LVS.1.6	1.LVS.1.6	2.W.1.3 2.LVS.1.4 2.LVS.1.6	3.R.4.1 3.R.5.3 3.LVS.1.1 3.LVS.1.2	4.W.1.1 4.W.1.2 4.R.2.1 4.R.4.1 4.R.5.2 4.LVS.1.2	5.W.1.2 5.R.4.1 5.R.5.1 5.LVS.1.3	6.R.4.1 6.R.5.3 6.LVS.1.3

Timeframe: Determined by instructor. This activity can be set up as a small-group activity center or as a class activity. The comparison newspaper on either worksheet can be either a modern newspaper or the other period newspaper in the kit.

Materials:

Included in kit

Provided by participants

Provided by instructor

The Cavour Press, dated April 14, 1882

The Sioux Falls Journal, dated July 6, 1923

Newspaper Comparison Worksheets

One modern newspaper
Worksheet transparencies (if needed to do activity with the entire class)

Background Information:

Newspapers provided the best method for sharing information in the 19th century. Three developments had a major effect on newspapers of that era. First, technological advances led to power printing presses, capable of running thousands of copies of a paper at very low cost. Second, railroads expanded across the country, providing a reliable wide distribution system for newspapers. A paper published in Chicago or Minneapolis could readily find readers out on the Dakota plains. Third, the public's appetite for news grew, especially with the Civil War.

Homesteading

South Dakota State Historical Society Education Kit

Large and small newspapers concentrated on different types of news. With their larger budgets, fast presses, and wide distribution networks, the large papers covered national, international and state news. Small papers, often printed on slow, portable presses and with limited distribution, concentrated on local events – often in minute detail. In a small paper it was not unusual to read about someone’s vacation trip, out-of-town visitors, or a child’s birthday party.

In Dakota Territory the need to publish legal notices, like homestead claims, meant that most communities had a weekly paper. Larger towns often had a daily paper. Editors used their papers to boost their town. Often using dramatic language, editors expounded on the exceptional climate, outstanding business opportunities, and stellar, hard-working citizens in their community. L. Frank Baum, author of *The Wonderful Wizard of Oz*, edited the *Aberdeen Saturday Pioneer* in the early 1890s. Non-English readers in Dakota Territory had ten different foreign-language papers to choose from for their reading pleasure.

Activity Steps:

1. If done as a class activity, show the group each paper and briefly discuss its main features.
2. Pass the newspapers around so participants can get a closer look and read some of the articles.
3. Elicit responses from the class for each question on the worksheet and write the answers on the board or overhead.
4. Draw conclusions about the changes in the papers and discuss those changes after all the questions have been answered.

Newspaper Comparison Worksheet

**Questions
Newspaper**

1880s Newspaper

Comparison

What type of news takes up the most space on the front page of each newspaper?		
Give some examples of the local items found on the front page of <i>The Cavour Press</i> and local news in the comparison paper.		
What kinds of ads can be found on page seven of <i>The Cavour Press</i> ? What type of ad is found the most? What kinds of ads are found in the comparison paper?		
What is in the 1880s paper that is not news or advertisements? (hint look at pages 2, 3, and 6) What is found in the comparison paper?		
How is the layout of each paper different? Consider columns, pictures, advertisements, size and other things.		
What types of jobs are advertised for on page two of <i>The Cavour Press</i> ? What types of jobs are advertised in the comparison paper?		
What other similarities or differences do you notice between the two newspapers?		

Homesteading

South Dakota State Historical Society Education Kit

Newspaper Comparison Worksheet

Questions	1920s Newspaper	Comparison Newspaper
What takes up the most space on the front page of <i>The Sioux Falls Journal</i> ? What takes up the most space on the front page of the comparison newspaper? What does this tell you?		
Is there more local news or national news covered on the front page of the 1920s paper? What about the comparison paper?		
In the comics of <i>The Sioux Falls Journal</i> what is being joked about? What is being joked about in the comparison paper?		
What are the articles about that are directly related to local or regional news?		
What is the biggest national news article presented in each paper?		
What types of pictures are present in the newspaper and what is the story behind them?		
Describe the how-to articles in the 1920s paper. (hint: automobile service) Describe any articles in the comparison paper that explain how to do something.		

Homesteading

South Dakota State Historical Society Education Kit

Old Timer's Games

Objectives:

- Participants will learn about and play games that were played in the late 1800's.
- Participants will understand how common materials were used to make games and toys.
- Participants will make up their own game using materials available in the late 1800's.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2 2.US.2.1 2.E.1.1	3.US.2.2 3.W.1.1		5.US.2.1 5.G.1.1 5.G.1.2 5.G.2.1	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1 1.LVS.1.6	2.LVS.1.1 2.LVS.1.6	3.LVS.1.1 3.LVS.1.4	4.LVS.1.1	5.LVS.1.1	

Timeframe: Determined by instructor. Each game can be set up as a separate activity center where participants work in small groups.

Materials:

Included in kit:

Corn cob darts

Marbles/String

Stones/Bowl

Game Instruction Sheets

Provided by instructor:

Tape

Background Information:

Children who came to Dakota with their homesteading parents worked hard, but found time to play, too. Like children all over the world, pioneer kids made some of their best toys and games from the objects at hand: corn cobs, stones, feathers, scraps of cloth, fruit pits, or bones. A scrap of cloth could become a cherished rag doll. Corn cobs and feathers combined into homemade darts. Even simple marked stones become a game of chance. Store-bought marbles were readily available and relatively inexpensive and often made of clay. Smooth stones or fruit pits could be used the same way.

This activity provides materials and instructions for three simple games and encourages participants to use their imaginations to come up with games on their own using the same materials.

Homesteading

South Dakota State Historical Society Education Kit

Activity Steps:

1. Set up an activity center for corn cob darts, the marbles, and the stones and bowl.
2. Explain the three different pioneer games to the participants. Divide the group in thirds and tell them which game they will play first, second, and third.
3. Have participants play the game at each station for the a designated amount of time.
4. Have the groups rotate until everyone has played all the games.
5. Let the participants invent their own game using the darts, marbles and other materials. Have each group decide what materials they will use and the rules for their game.
6. Give the participants a set amount of time to come up with their game.
7. After the time is up, have each group demonstrate their game for the class and explain its rules. In conclusion, discuss some of the following questions.
 - Was it more fun to play a game that had established rules or to invent a new one? Why?
 - What kind of games have you invented or adapted before?
 - Why did pioneer children play the games they did?
 - What characteristics would give advantages or disadvantages to individuals over others in these games?
 - Compare games of the pioneer days to those you play today. Are there similarities?

Chance

The game is played with six stones and one bowl. Each stone is marked with a line on one side.

Decide how long the game will go.

Taking turns, players lightly toss the stones into the air and catch them in the bowl.

Count the number of stones caught with the line up. This is the player's score for that turn. Any stones not caught in the bowl don't count.

Keep track of the scores on a sheet of paper. Whoever has the most points when game time is up wins.

Marbles

(Up to 5 players at one time)

The small marbles are called alleys, the larger marbles are called shooters.

Make a circle on the floor with the string. Each player puts five marbles in the circle and keeps one shooter.

Decide in what order players will take turns.

Players take turns rolling their shooters in from outside the circle to knock the alleys out of the circle.

If an alley is knocked out, that player gets another shot. Their turn continues until they miss and don't knock an alley out of the circle.

When their turn is over, players pick up the alleys they have knocked out and their shooter. The player keeps the alleys that are knocked out.

The winner is the player with the most marbles after all alleys have been hit out of the circle.

Corn Cob Darts

Using tape or string, make a target on the floor.

Decide how far away from the target players will stand and make a tape or string line on the floor.

Standing behind the line, players take turns throwing all three corn cobs at the target. Mark the closest throw with tape.

After all the players have had a turn, the one with the dart closest to the bull's-eye wins.

Homesteading

South Dakota State Historical Society Education Kit

Pioneer Newspaper

Objectives:

- Participants will create a newspaper or a section of a pioneer era newspaper to demonstrate their understanding of the homesteading life on the prairies.
- Participants will evaluate each others work for accuracy.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.1	3.US.2.1 3.US.2.2 3.W.1.1 3.C.1.1 3.E.1.1 3.E.1.2	4.US.1.1 4.US.1.2 4.W.2.1 4.G.2.1 4.E.1.1	5.E.1.1 5.E.1.2	6.C.1.1 6.C.1.2 6.E.1.1 6.E.1.3

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.R.2.1 K.LVS.1.6	1.W.1.1 1.W.1.2 1.LVS.1.6	2.W.1.1 2.W.1.3 2.LVS.1.6	3.W.1.1 3.R.2.2 3.LVS.1.3 3.LVS.1.4	4.W.1.2 4.W.1.3 4.R.3.2 4.R.4.1 4.LVS.1.2	5.W.1.1 5.R.4.1 5.LVS.1.3 5.LVS.1.4	6.W.1.1 6.R.4.1 6.LVS.1.3

Timeframe: Determined by instructor.

Materials:

Included in kit:

Information & artifacts about homesteading
Bibliography, example newspapers

Provided by instructor/participants:

Paper, pencils
Computers to create & revise article (optional)
Books for groups to reference

Activity Steps:

1. Make the objects and information in the Homesteading kit available to participants to examine for reference when writing their article. Review the laminated newspapers and discuss the different types of information - advertisements, legal notices, local social events, national and world news. Point out what the papers are advertising for (land agents, medicinal cures), the type of news covered, and the layout.
2. Divide the participants into small groups and assign or have each group choose the section of the newspaper they wish to work on. (Each group may cover all the sections if you wish.)
3. Inform the participants that they will create a newspaper like those published between 1880 and 1925.
4. Have participants imagine what their community might have been like during this time period. What kind of businesses would be advertising? What area events might have taken place? What kind of social news might get in the newspaper?

Homesteading

South Dakota State Historical Society Education Kit

5. Have each group create a rough draft of their newspaper or assigned section.
6. Have groups exchange work for corrections and then discuss how each others work could be improved.
7. After corrections and changes, have each group create their final newspaper.
8. Each group can tell about their newspaper to the class.

Optional: If the computer time and program is available, the groups could do their newspapers or sections on the computer, and then compile a completed newspaper to share.

Homesteading

South Dakota State Historical Society Education Kit

Prairie Poetry

Objectives:

- Participants will analyze poetry written about homesteading on the prairies for its descriptive qualities.
- Participants will compose their own poetry as if they were settlers on the prairie in the late 1800s.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2	3.US.1.1 3.W.1.1 3.C.1.1 3.E.1.1	4.US.1.1 4.E.1.1		6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.R.2.1 K.LVS.1.6	1.W.1.1 1.W.1.2 1.R.4.1 1.LVS.1.6	2.W.1.1 2.R.2.1 2.R.3.3 2.LVS.1.6	3.W.1.1 3.R.2.2 3.R.4.1	4.W.1.1 4.W.1.2 4.R.2.3 4.LVS.1.2	5.W.1.1 5.W.1.2 5.R.4.1 5.LVS.1.3	

Timeframe: Determined by instructor.

Materials:

Included in kit

“Happiness” and “The Pioneer” poems

Provided by instructor/participants

paper, pen/pencil

Activity Steps:

1. Make copies of the poems for the participants to read. Have them read the poems on their own, or read them aloud to the group.
2. After reading the poems, have participants brainstorm ideas, thoughts, or feelings to write a poem about.
3. Instruct the participants to write a poem four to eight lines long, about homestead life on the plains. Encourage participants to imagine themselves in different situation on a homestead - during a prairie fire or blizzard, for example. How does digging a well and finally striking fresh water make them feel? They could also write a poem from a different point of view - how does the sod feel as it is being cut for the house? What does the family dog think of the prairie? What does a jackrabbit see as it watches a sod house being built?

Homesteading

South Dakota State Historical Society Education Kit

“The Pioneers” J.W. Yocum

To all the old settlers
Who are living in the state,
South Dakota sends you Greetings
For nineteen thirty-eight.

We honor the old pioneer wife
Who with her husband came out West,
And started in upon a homestead
There to do her very best.

And when he would come in some evening
Almost worn out from his toil,
Although her home was but a dugout
She would greet him with a smile.

Trials and troubles were their portion
And at time most overcome,
When they go before their Maker
He will say to them “Well Done.”

Some have raised up a large family
Who have scattered far and wide,
Leaving none but the old couple
Seated by the old fireside.

Some have moved into the cities
Others will, but don't know when,
So they linger on the homestead
As it is Home Sweet Home to them.

Now to all the old settlers
Be they poor or well-to-do,
“May God give you his greatest blessings.”
Is South Dakota's wish to you.

Yocum, J.W. (1939). Cowboy and Pioneer Poems. Pollock, S.D.: J.W. Yocum

Homesteading

South Dakota State Historical Society Education Kit

Happiness

My lot is a strangely happy one,
Though far from the busy mart;
I live on my homestead all alone,
With ever a song in my heart.

And if perchance I tire of home
Away and away I go—
To gypsy by a stony brook,
Or camp-fire in the snow.

When wily wind blows fierce and strong,
Or cloud and mist allure,
I don my very oldest togs.
A picnic then for sure.

My thoughts are as free as the mountain air,
And never a care have I;
Where I live alone in a little hut
And not even a road goes by.

--Ester Burnell

Estes Park Area Historical Museum. (02 May 2001). Four Women Homesteaders in the Rockies [Online]. Available: www.estesnet.com/Museum/exhibit.html [16 Aug. 2000].