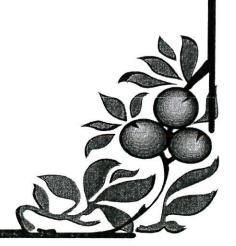


To prepare for the future, Examine the present. To understand the present, Study the past.





Historic School History/Geography Lessons

Lesson time: 20 minutes

Objective: The students will become familiar with the way Nebraska was settled.

Background Information

During the 1880's, students of history and geography were responsible for learning many dates and details. Consequently, the students will need to know some of that specific information before participating in the lesson at Historic School.

the students need to understand the contributing factors that led to settlement and statehood of Nebraska. Nebraska became a state on March 1, 1867. The "Great American Desert" was generally considered unfit for farming, but the first people who came to settle came not as farmers, but as town builders. They came to make money by trading, and eventually by selling land claims.

The "desert' was conquered by railroads that could bring lumber and coal to settlers and link them with the east. As one Nebraska promoter put it, "Improvement in Illinois was snail-paced at first, for it came in on Ox-teams. It entered Iowa on steamboats, and was therefore only confined to the banks of navigable rivers. Its advent into Nebraska was on locomotives, which, plying on iron rivers that render all prairies navigable, leave no corner of the land untouched!"

The railroad is also a symbol of both the financial speculation and government support of the times. The 1874 depression was the result of unrestrained speculation by Eastern financiers in railroad securities. That depression hit at the same time as drought and grasshoppers. By 1879 good times did return.

"Boom and Bust" was frequently repeated in new settlements.

The railroads were hailed and eventually cursed by many. But, according to Robert Manley's book, The Town Builders, promoters told prospective settlers that they wouldn't have to pay school taxes in Nebraska. They planned to levy the tax against the railroad property! In short, the railroad was the most important influence in Nebraska's settlement. It allowed for settlement away from the Missouri River.



The federal land policies aided the settlement of Nebraska. They allowed the settlers to acquire land solely through their labors. The Homestead Act, which passed in 1862, allowed for settlers to acquire a quarter section if they lived and improved upon it for 5 years. The Timber-Culture Act of 1873 entitled the settlers to an additional quarter section if they planted trees and tended them.

Existence in the sandhills and high plains was tough on the 160 acres allowed under the original Homestead Act. For a time, nobody in power could be convinced of the hardships of trying to make a living on 160 acres of Eastern Nebraska farm land. An O'Neill congressman named Moses P. Kinkaid was convinced. He was elected to Congress in 1902 and convinced President Theodore Roosevelt.

The Kinkaid Act (1904) was responsible for a new population jump in our area.

Advertising campaigns by public and private agencies alerted the people in the Eastern United States and Europe to the new opportunities that awaited them in the West. This tactic plus the new unemployment and restlessness of the people in the East and in Europe,

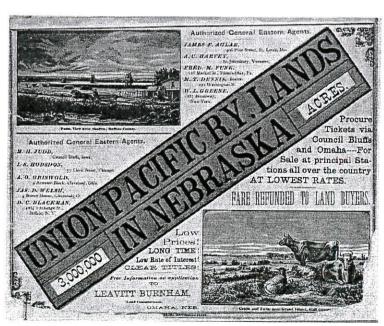
Time teaches all things.

An ad placed by UP.

coupled with the federal land policies and the railroad to put re-settlement on the minds of the people. The land was accessible, available, and known about.

Nebraska was chosen by early settlers because these people were often corn farmers. The adequate rainfall, temperature, and flat, treeless land let itself to raising corn. The railroads were becoming available to transport the product to market. Machinery was being improved rapidly to accommodate more and better farming. Consequently, the valleys and uplands of eastern and central Nebraska were settled by farmers.

In the western part of Nebraska the cattlemen settled the rangelands. The geographic conditions lent themselves to a ranching lifestyle until the agrarian groups evidently needed more room and finally settled in the western part of the state. While irrigation would eventually find favor in the western counties near the river, the early settlers did not dismay at the lack of water. They believed that "rainfall follows the plow." Plow they did! And, for a few years they reaped a good harvest. Banner and Dawes counties enjoyed a high population in the 1880's. Much changed as communities were passed over by the railroad.



Historic School Activities

- 1. Discuss the importance of the railroad in the settlement of Nebraska. Explain the importance of the railroad in westward expansion.
- 2. Have students give the date of Nebraska's statehood. Relate to the stars on the flag, if available.
- 3. Discuss how the federal land policies aided in the settlement of Nebraska. a) the Homestead Act and b) the Timber-Culture Act and the dates of their enactment.
- 4. Discuss how advertising affected the settlement of Nebraska. Note features of Nebraska's climate and geography which would entice settlers to the state.
- 5. Have students name and locate on the map the country from which their ancestors came.

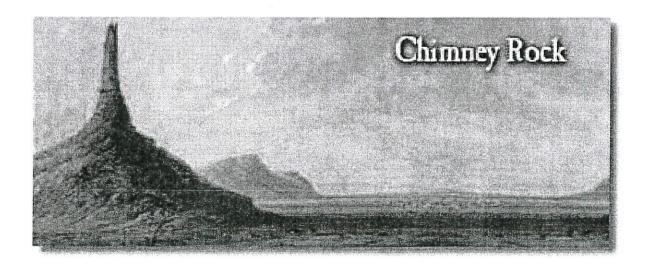
Preparatory Activities for Geography/History

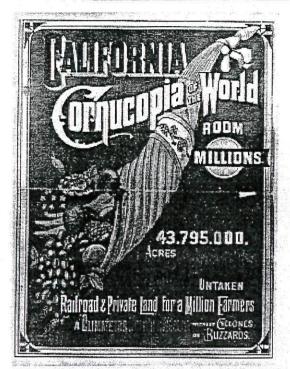
- 1. Collect pictures of early days in Nebraska. Those available from the State Historical Society work well. Make a bulletin board display. Study the pictures to note land forms and use of the natural resources by the settlers. Give students the drawing of an environment included in this guide. Ask them to construct a settlement based on the given environmental factors. What would the people do to meet their needs?
- 2. Analyze some ads from newspapers noting how they grasp the reader's attention and sell their product. Compare those techniques to the present day campaigns used to promote Nebraska for tourism and industrial growth. Students may create their own slogans and/ or make brochures advertising the benefits of their town or neighborhood. Analyze some ads from old newspapers or from the railroads. (Samples are included in this guide) Notice the tactics used to encourage settlement.
- 3. Have students research what country (or state) their family came from to settle in this area. Some families may disclose why they moved to this area. Examine the reasons of families who have only recently located in Nebraska as well as students whose families came as early settlers.
- 4. Read railroad stories and invite a model railroad enthusiast or railroad official to visit class.
- 5. Research to find out when Nebraska became a state. It tried twice! Who was Governor in 1888?

Look back to the Old, if you would learn the New.

Follow-up Activities for Geography/History

- 1. Have students compare a Nebraska map to the Union Pacific and Burlington Railroad lines. Compare this map to an old map showing settlements I the 1880'a and then to a present day map. Note changes and possible reasons. What other transportation routes are shown on modern maps?
- 2. Continue an emphasis on environmental adaptation for human settlements. Create a mobile featuring the environmental reasons for the location of their community. Watch the newspaper for articles relating human issues and environmental issues in our area. Establish a settlement of the future. Decide on the environmental factors that will influence the development of the settlement (outerspace, underwater, or underground?) and make a collage of this futuristic settlement. Remember to meet all the needs of the settlers.
- 3. Discuss changes in settlement locations. Why did Ashford and Freeport disappear from Banner County? Why did Dunlap and O'Linn disappear from Dawes County? How have towns in our area changed recently? How has the concept of "neighborhood" or "community" changed with more rapid transportation, school consolidation, and better communication? How do people meet their needs for community feelings? Examine the emotional and economic results of "ghost towns."
- 4. Examine the advertisements of the past to entice settlers to come to Nebraska, noting the reasons outlined for coming to this area. Notice that some were written in the language of the European country from which settlers might come. Then, watch modern advertisements about Nebraska and compare in the various media. Note that colorful pictures are used. Games and puzzles are sometime included for the children. A positive approach is employed such as "wide open spaces" instead of "barren flatlands." Some students may develop ideas from tourism in their own area. Now have students create an advertising campaign for 2087. What media will you use? What assets will you reveal? What changes do you predict will have occurred that must be considered?





This glowing lithograph is typical of the advertising issued by state immigration bureaus eager to lure tax-paying residents.

Bas Weizenfeld Amerikas! Gefundes Klima! Freie Beimstätten! Gute Marfte.

Cind-Department Northern Pacific & S.

St. Paul, Minnesota.

ster Ste. 23 3ifth Marnut, Corner 8. Str., Rem.mark

The Northern Pacific in the 1870s plastered Germany with postess extolling cheap wheatland in Minnesota's grand climate.





WEBEASKA LANDS

SALE 五〇五

THE UNITED STATES GOVERNMENT HAS ORANTED TO THE

Burlington & Missouri River Railroad Company,

MEBRASKA, ABOUT

Of the richest prairie, interspersed with some timber lands, lying in the sourm-wast part of NEBRASKA, South of the Prarra River, which is the best agricultural portion of ble State. Through this healthy and productive region this great Railroad is now constructed 66 miles to KINCOLIN, the Capital of Nebraska, and is being rapidly

FOILT KEAILNEY,

Making its entire length shout 2001 miles on an East and West line. These lands extend 20 miles Both and slouth of the Unitury, in alternate sections, and are sold in one or more tracts of 40 acres each, on

THIN YEARS ORBDIT,

At 6 per ceut, interest. For the first two years after purchase, the annual interest is all that is required; then, on and after the third year, only one-ninth of the principal, and a deoreaning amount for interest, is payable yearly, till all is paid in ten years.

PRICES range from \$4 to \$5, \$6, \$7, \$8, \$10, and \$12, generally averaging about

PRODUCTIONS will pay for the land, stocking it, and ample improvements, much within the limits of the ten years credit offered, and, on this GENEROUS plan, every industrious, capable man may become the owner of a good farm and bome.

CIRCULARS, in the English and German languages, giving full particulars, are supplied gratis, and any wishing to induce others to emigrate with them, or to organize a colony, should apply for all they want to distribute.

LAND-EXPLORING TICKETS.

-Are sold in Plattamouth, at regular fare, and allowed on land bought within 30 days from date of Ticket. This gives a FREE PASS over our Railroad in Nebraska, out and back, if desired. Buyers should comply with the terms of this gratuity.

SECTIONAL MAP, showing the exact location of our lands, is sold for 200.

Land Commissioner, Lincoln, Nebraska, U. S. A.

UNION PACIFIC BAILBOAD

CONTRAINA

Ilave a Land Grant direct from the Government, of

12,000,000 ACRES

BEST FARMING AND MINERAL



IN AMERICA.

の自己自分の 9000000

STATE OF MEBRASKA,

GREAT PLATTE VALLEY

Now for Sale for Cash, or Credit at low rates of Interest.

There lands are near the flut Farallel of North Latitude, in a healthy cliunte, and are as rich and productive as any in the United States. Convenient to market, both East and West. Prices range from \$2.50 to \$10 per acts.

Great Inducements to Settlers with Limited Means!

EGOO, OOO ACITIES rish dorernment Lands, along the Road, between UMAHA AND NORTH PLATTE, surveyed and open for entry under the Homestead and Pre-emption Lane, and can be taken by actual settlers only—an opportunity never before presented for securing homes near a great railroad, with all the converiences of an old settled country. Descriptive Famphlets, with maps, now ready, and sent free to all parts of the United States, Canada, and Europe. Addicas—

O. F. DAVIS, Lend Commissioner,



CHEAP FARMS! FREE HOMES! ON THE LINE OF THE T. P. RAILROAD.

A LAND GRANT OF

12.000,000 Acres

BEST FARMING
Mineral Lands in America.

3,500,000 Acres of Choice Farming and Grazing Lands on the line of the road, in the

STATE OF NEBRASKA,

Great Platte Valley,

These lands are in a mild and healthy cilmate, and for grain-growing and stock-rusing, unsurpassed by any in the United States.

Prices range from \$2 to \$10 per

ACRE.

HOMESTEADS FOR ACTUAL SETTLERS.

2.500,000 Acres of Government Land between Omaha and North Platte, open for entry as Homesteans only.

SOLDIERS OF THE LATE WAR

FREE HOMESTEAD OF 160 ACRES, within Railroad limits, equal to a

125.600 ACRES

IN HALL COUNTY.

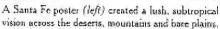
Send for the new edition of descriptive pamphlet, with new maps, mailed free everywhere. Address,

O. F. DAVIS,

Land Commissioner U. P. R. R. Co.,

Nov. 18, 1871. Омана, Nub.







The Great Northern's short out to prosperity: Let your hens support you until your orchards mature.

