

Virtual Capitol Lessons

The Blizzard of 1888

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Grade Level	Fourth
Class Period(s)	3

Adapted from: Area 7 FOYER Prairie Disasters
Stanford History Education Group SHEG.STANFORD.EDU

This lesson is designed to precede or follow a field trip to Lincoln or a virtual field trip (<http://nebraskavirtualcapitol.org>) to the Nebraska Capitol.

Nebraska Social Studies Standards

SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.

SS 4.3.5.a Describe the impact of extreme natural events in Nebraska on the human and physical environment.

SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.

SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era

SS 4.4.2.c Differentiate between primary and secondary sources.

SS 4.4.3 Students will describe and explain multiple perspectives of historical events.

SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history

SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event

SS 4.4.4 Students will analyze past and current events, issues, and problems.

SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today

Nebraska Language Arts Standards

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade level vocabulary.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

Nebraska Fine and Performing Art Standards

FA 5.2.3 Students will use the critical process to examine works of art, learning about themselves and cultures.

FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements, subject matter, and mood.

FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others.

FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.

FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.



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Overview

The Blizzard of 1888 was extremely dangerous. However, teachers were inventive and brave when facing a life-threatening situation. Students practiced both individual responsibility and community collaboration to survive the adversity. This lesson features two teachers' primary accounts of their experiences. A mural in the capitol foyer also shows the historic event.

Key Vocabulary

Blizzard-a severe snowstorm with high winds and low visibility

Cataclysmic-relating to a sudden violent action by nature

Descend--come down from the sky

Elements-the forces of weather, such as wind, temperature, and precipitation

Mosaic-a picture or design made up of small pieces of differing colors

Mural-a large scale work of art applied to a wall

Weather-the state of the atmosphere at a certain place and time with regard to temperature and precipitation

Materials

Session One:

Reading selections:

- Arthur Heywood, "A Pioneer Teacher", letter written by Arthur's niece, Mrs. Sterling Epler
- Minnie Freeman, "A Reluctant Folk Hero", excerpt from an *Omaha World-Herald* article

Session Two:

- "Blizzard of 1888, Contrasting Then and Now"

Session Three:

Reading Selections (Cause and Effect Vignettes):

- "John Craig"
- "Blind mare finds the way"
- "Cow leads the way home"
- "Bear Claws, the Dog"

Procedures

SESSION ONE

1. If students aren't familiar with one-room school houses, this site has photos of one room school houses, teachers, and students throughout Nebraska that can be used to set the stage for the lesson.
<http://www.nebraskahistory.org/museum/teachers/material/nebdata/schools.pdf>
2. Distribute the two student readings about Arthur Heywood and Minnie Freeman. Use guided or independent reading of the selections based on student needs. Conduct a class discussion to check for understanding and clarify any misunderstandings.
3. If students have not used a Venn diagram as a method of comparing and contrasting, show them how to use the organizer. Guide students through a few examples from the selections and allow them to continue



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independently. Conclude with a class discussion and have students add others' ideas to their diagrams as the discussion proceeds.

SESSION TWO

1. Distribute "Blizzard of 1888, Contrasting Then and Now." In this activity students will compare and contrast the impact of blizzards long ago with the present. Allow students to work with a partner to complete this activity.
2. Go to the Virtual Capitol Tour at <http://nebraskavirtualcapitol.org>
Enter the foyer and direct students to the blizzard mosaic by Jeanne Reynal. Read the description and study the piece. Discuss the symbolism, meaning, and artist's choice of materials. Ask students to share with a partner how the mosaic reflects the actual event.

SESSION THREE

1. Students will again use the Blizzard of 1888 as content to practice a reading skill, cause and effect. Explain to students that every action has a cause that preceded it. The cause always happens first. When we are asked "Why?" we often respond with "Because..." Give some common examples such as getting a drink of water. What may have caused or preceded that event? (thirst from heat or exercise, coughing, needing to swallow food) Ask students to suggest a few simple behaviors or actions and discuss with a partner what may have caused them. Explain that although the cause *happens* first, it may not always be *written* first in a sentence or passage. For example,

Because the baby was hungry, she cried.
Cause: The baby was hungry. Effect: She cried.

The baby was crying because she was hungry.
Cause: The baby was hungry. Effect: She cried

Then hand out Cause and Effect Vignettes. Work through the first set of vignettes as a class. Proceed to "Bear Claws, the Dog" and model for students as you read the first few paragraphs how to identify cause and effect relationships in a selection. Consider highlighting the selection with two colors to indicate the causes and effects. A clean copy for students is provided as well as an annotated copy for teachers.

Assessment

Students will compare and contrast two versions of a similar event using a Venn diagram. Then they should identify several cause and effect relationships in one or both versions of the event. Short fables or multicultural versions of popular fairy tales are ideal for this type of assessment.

Extensions

1. This webpage tells how students in Heartland Community School researched the blizzard of 1888 and found a local blizzard hero, Jacob Friesen. They carried out projects to tell his story.
<http://lcweb2.loc.gov/diglib/legacies/loc.afc.afc-legacies.200003274/default.html>
http://www.americaslibrary.gov/es/ne/es_ne_blizzard_1.html
2. *I Survived True Stories: Five Epic Disasters* by Lauren Tarshis (September 30, 2014)
This book features a short story about the Blizzard of 1888. It is available for \$8.51 @ Amazon.com
It could be used as a read aloud to accompany this lesson.



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3. Allow students to create their own mosaics to reflect their feelings and experiences as a result of a storm. They should try to imitate Reynal's style using only 2-3 colors and materials that reflect the mood of the piece.
4. Have students create their own mosaics depicting Arthur Heywood's experience during the blizzard as a contrast to Minnie Freeman's experience shown in the mosaic in the Capitol.

Sources/Resources

<http://nebraskavirtualcapitol.org>

Virtual Tour of the Nebraska State Capitol

<http://www.franbecque.com/2015/02/18/minnie-freeman-schoolhouse-blizzard-1888/>

Information about Minnie Freeman and a photo of her (Teacher background)

<http://www.nebraskahistory.org/museum/teachers/material/nebdata/schools.pdf>

Photos of one room school houses, teachers and students throughout Nebraska.

Nebraska State Historical Society, #921/R99 Ep5h J. Sterling Epler, Tecumseh, Nebraska (Letter sent to Historical Society on September 5, 1938). Reproduced with permission from the Nebraska State Historical Society

Hendee, David article "125 years ago today, Blizzard of 1888 ravaged the Plains," January 2013, Omaha World-Herald. Reproduced with permission from the publisher. http://www.omaha.com/news/years-ago-today-blizzard-of-ravaged-the-plains/article_687162f2-ff65-5b26-93a4-10202c338a82.html

In All Its Fury: A History of the Blizzard of January 12, 1888, by W.H. O'Gara, J and L Lee Co., 1947.

<https://vimeo.com/83120475>

The Folklorist: The Children's Blizzard (4:17)

This is a very understandable overview of the storm. It could be used as an introduction for students who need background information.

https://www.youtube.com/watch?v=2KB2_KgBVHo

Video (3:24) with music only (no narration) and slides that describe the Blizzard of 1888.

<https://www.loc.gov/resource/wpalh1.17120802/?sp=1>

Meier, Mr. O. W. (Interviewee) Library of Congress primary document can be downloaded as PDF for easy viewing. In an interview, Mr. Meier shares his experiences as a 15-year-old boy walking through the blizzard with 2 younger brothers to their home southwest of Lincoln.

http://fremonttribune.com/news/local/nebraska-remembers-devastation-years-later/article_c12a0dc4-5c7a-11e2-92ce-001a4bcf887a.html

This article in the Fremont Tribune (January 12, 2013) shows a grave marker for 2 young girls who did not survive the blizzard. "Sacred to the memory of Eda G. and Matilda M., daughters of Peter and Catherine Westphalen, who perished in the great blizzard of Jan. 12, 1888." The article summarizes their plight and the experiences of others.



A PIONEER TEACHER

The story of Arthur Heywood

Just a little about the blizzard of 1888. On January 12, my brother Arthur P. Heywood, now a lawyer at Helena Montana, and 69 years of age, was then teaching school in Dixon county Nebraska, near Emerson. He had a large school in a Swedish neighborhood. One boy going to school was nearly 21, several ranged from 16 to 20, besides all the smaller boys and girls.

The day of the blizzard my brother saw we were going to have a storm so he sent the older boys to prepare for it by getting in coal and kindling. When the storm got bad two of the girls wanted to go home.

Brother Arthur said to the older boys, "You keep the children all in. I will take these two girls around the corner of the schoolhouse and run into the largest drifts I can find. They will be glad to get back into shelter."

He did so and the girls were glad to return, as it was difficult to even get back to the schoolhouse. They stayed in the building all night, making beds for the smaller ones on the seats, using their wraps. Nearly all had something left in their dinner buckets from the noon lunch, which they gave to the smaller ones. As soon as the storm was over in the morning the parents came to get the children. Of course, Arthur was a wonderful teacher in all their eyes, as, if he had let any of them start home, they would have perished in the storm.

Mrs. Sterling Epler (niece of Arthur P. Heywood)

Source: Nebraska State Historical Society, #921/R99 Ep5h J. Sterling Epler, Tecumseh, Nebraska (Letter sent to Historical Society on September 5, 1938)

Vocabulary

Perished-died

Bear Claws, the Dog

Eunice W. Stabler (Mrs. George), 1124 H. St., Lincoln, Omaha Indian, tells the story of some of her tribesmen who were overtaken by the famous blizzard.

As we read this excerpt from the book, *In All Its Fury*, we will practice our reading skill of cause and effect. Read the passage and determine the cause (why an event happened) and effect (an event that happened as a result of a cause). The cause happens first but may not always be written first in a sentence or passage.

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During the winter of 1888 a group of Omaha Indians secured permission to go to the western part of Nebraska for hunting and for trapping muskrat and beaver. The pelts of these animals gave them very good returns.

The Omahas camped on Beaver Creek, somewhere near Genoa, Nance County. On the morning of January 12th two of the young men started out from camp to hunt along the creek. They were Gui-kam, whose English name was Charley Stabler, and his friend Mon-xpi-axaga, or Rough Clouds, whose English name was Hewitt. With them was Charley's dog, Bear Claws.

The day was bright and ideal for hunting. But in the afternoon the wind changed and it began to snow. The snow was so thick and the wind so strong that they could not see their way. They decided to sit under a tree. They were kept busy clearing the snow from the place where they sat. In a short time the snow was banked high on all sides. They attempted to make a fire that night, but were not successful.

Rough Clouds was a very tall man, and unusually heavy for an Indian. The long battle with the wind tired him more than it did his wiry companion. His exhaustion undoubtedly explains the sad end of his story.

The next day they woke to find themselves imprisoned in a hut of ice and snow. The dog, Bear Claws, was missing. Rough Clouds wrapped his robe about him and said to Charley that he was going to have some sleep. He lay down-and never wakened.

Charley Stabler did not realize that his friend had died until much later. He spoke to him-and Rough Clouds was silent.

Then Charley knew he must keep himself awake. He rubbed his body and stamped his feet. He had nothing to eat or drink, and he could not break his way out.

About noon on the 15<sup>th</sup> he heard his dog whining and digging over his head. He called to the dog and Bear Claws dug frantically. Between them they finally broke the crust of snow and made a small hole through which Charley made his way out. It was the first time he had seen daylight since the storm began.

Leaving his dead comrade, he tried to return to the camp, Bear Claws leading the way. He found himself too weak and chilled to stand, so he got down on his hands and knees and crawled. In the far distance he could see a dim light and he made his way toward that. The snow was very deep and it was hard going. Bear Claws stayed beside him, seeming to try to encourage him. It was almost dark when they finally reached a farmhouse. Charley tried to knock on the door, but only fell against it. The white farmer and his family came to see what made the noise and found Charley Stabler, exhausted and with frozen hands and feet, lying at the door.

They took him in and cared for him, placing him in a cool room and rubbing his body with kerosene, doing all they could to relieve him. Meanwhile, Bear Claws went on to the Omaha's camp where he whined and whimpered until some of the men followed him and he lead them straight to the farmhouse. Then Charley learned that all the men from the camp, and the white farmers in the neighborhood, had been out searching for him and Rough Clouds. But only the faithful dog knew where to look for them.

The next day Bear Claws lead them again to the spot where Rough Clouds' body lay. Tracks in the snow showed that the dog had made many trips back and forth, trying to bring help to his master and friend.

"I lived near Charley Stabler in my childhood," says Mrs. Stabler, "and heard him tell this experience many times. He died in 1910. Bear Claws lived to a ripe old age, dying about 1896 or later. Charley always insisted that we children must be good to Bear Claws because he saved his life. The dates and places mentioned were verified by my brother-in-law, Roy D. Stabler, Winnebago, Nebraska, and now (1946) 70 years of age."

### **Vocabulary**

**Pelts**-an animal skin with the fur

**Very good returns**-payment received was very good

**Wiry**-very thin

**Comrade**-friend

**Kerosene**-a very thin oil often used in lamps for light

**Source:** *In All Its Fury: A History of the Blizzard of January 12, 1888*, by W.H. O'Gara, 1947, pages 70-71.



## Bear Claws, the Dog-Teacher Annotated Copy

*Eunice W. Stabler (Mrs. George), 1124 H. St., Lincoln, Omaha Indian, tells the story of some of her tribesmen who were overtaken by the famous blizzard.*

As we read this excerpt from the book, *In All Its Fury*, we will practice our reading skill of cause and effect. Read the passage and determine the cause (why an event happened) and effect (an event that happened as a result of a cause). The cause happens first but may not always be written first in a sentence or passage.

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During the winter of 1888 a group of Omaha Indians secured permission to go to the western part of Nebraska for hunting and for trapping muskrat and beaver. The pelts of these animals gave them very good returns.

- *THINK ALOUD: When we read “the pelts of these animals gave them very good returns” we realize that they chose to go hunting where they could hunt and trap muskrat and beaver.*
- *What CAUSED them to hunt is knowing they would get good returns on the pelts. The EFFECT is “they went hunting for muskrat and beaver”.*

The Omahas camped on Beaver Creek, somewhere near Genoa, Nance County. On the morning of January 12th two of the young men started out from camp to hunt along the creek. They were Gui-kam, whose English name was Charley Stabler, and his friend Mon-xpi-axaga, or Rough Clouds, whose English name was Hewitt. With them was Charley’s dog, Bear Claws.

The day was bright and ideal for hunting. But in the afternoon the wind changed and it began to snow. The snow was so thick and the wind so strong that they could not see their way. They decided to sit under a tree. They were kept busy clearing the snow from the place where they sat. In a short time the snow was banked high on all sides. They attempted to make a fire that night, but were not successful.

Rough Clouds was a very tall man, and unusually heavy for an Indian. The long battle with the wind tired him more than it did his wiry companion. His exhaustion undoubtedly explains the sad end of his story.

- *THINK ALOUD: The wind CAUSED Charley and Rough Cloud to sit under a tree and keep clearing away the snow. We refer to the “wind” as the CAUSE and the EFFECT is that they had to sit under a tree and keep clearing away the snow.*

The next day they woke to find themselves imprisoned in a hut of ice and snow. The dog, Bear Claws, was missing. Rough Clouds wrapped his robe about him and said to Charley that he was going to have some sleep. He lay down-and never wakened.

Charley Stabler did not realize that his friend had died until much later. He spoke to him-and Rough Clouds was silent.

Then Charley knew he must keep himself awake. He rubbed his body and stamped his feet. He had nothing to eat or drink, and he could not break his way out.

About noon on the 15th he heard his dog whining and digging over his head. He called to the dog and Bear Claws dug frantically. Between them they finally broke the crust of snow and made a small hole through which Charley made his way out. It was the first time he had seen daylight since the storm began.

- *CAUSE: Charley heard his dog whining and digging over his head.*
- *EFFECT: What did Charley do BECAUSE of the whining and digging over his head? (He called to the dog.)*

Leaving his dead comrade, he tried to return to the camp, Bear Claws leading the way. He found himself too weak and chilled to stand, so he got down on his hands and knees and crawled. In the far distance he could see a dim light and he made his way toward that. The snow was very deep and it was hard going. Bear Claws stayed beside him, seeming to try to encourage him. It was almost dark when they finally reached a farmhouse. Charley tried to knock on the door, but only fell against it. The white farmer and his family came to see what made the noise and found Charley Stabler, exhausted and with frozen hands and feet, lying at the door.

- *CAUSE: Charley was weak and too chilled to stand.*
- *What was the EFFECT? (He got down on his hands and knees and crawled.)*
- *CAUSE: Charley sees a dim light.*
- *What was the EFFECT? (He made his way toward it.)*
- *CAUSE: (Charley fell against the door.)*
- *EFFECT: The farmer and his family came to see what made the noise and found Charley.*

They took him in and cared for him, placing him in a cool room and rubbing his body with kerosene, doing all they could to relieve him. Meanwhile, Bear Claws went on to the Omaha's camp where he whined and whimpered until some of the men followed him and he lead them straight to the farmhouse. Then Charley learned that all the men from the camp, and the white farmers in the neighborhood, had

been out searching for him and Rough Clouds. But only the faithful dog knew where to look for them.

- *CAUSE: (Bear Claws dug him out and led him to the farmhouse.)*
- *EFFECT: Charley lived.*

The next day Bear Claws lead them again to the spot where Rough Clouds' body lay. Tracks in the snow showed that the dog had made many trips back and forth, trying to bring help to his master and friend.

"I lived near Charley Stabler in my childhood," says Mrs. Stabler, "and heard him tell this experience many times. He died in 1910. Bear Claws lived to a ripe old age, dying about 1896 or later. Charley always insisted that we children must be good to Bear Claws because he saved his life. The dates and places mentioned were verified by my brother-in-law, Roy D. Stabler, Winnebago, Nebraska, and now (1946) 70 years of age."

- CAUSE: Bear Claws saved his life.
- EFFECT: (Charley wanted people to treat his dog, Bear Claws, very kindly.)

Vocabulary

Pelts-an animal skin with the fur

Very good returns-payment received was very good

Wiry-very thin

Comrade-friend

Kerosene-a very thin oil often used in lamps for light

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by W.H. O'Gara, 1947, pages 70-71.

Blizzard of 1888, Contrasting Then and Now

Blizzards are classified in the broad category of natural hazards; created by nature, they can cause damage to people, property and our surroundings. How people view natural hazards has a major impact on how people prepare and respond. Fill out the Today category.

1888	Today
<p>Many small prairie schoolhouses were not well built. “Sometimes the building was made of sod, and equipped with homemade benches; at the time of the storm there were many small frame schoolhouses, some of which had been left unplastered, and all of them offered but meager protection against penetrating winds.” <i>In All Its Fury</i>, page 41</p>	<p>Schools are now solid buildings that can withstand most wind from blizzards.</p> <p>Our school is made of _____.</p>
<p>“The buildings were heated by stoves and the fuel might be coal, wood, cobs, or even hay.” <i>In All Its Fury</i>, page 41</p>	<p>Most modern schools are centrally heated by oil, electricity, or natural gas.</p> <p>Our school is heated by _____</p>
<p>“All, except those who lived near the schoolhouse, carried a cold lunch and drank from a common cup which hung beside the water pail. Often the water had to be brought from the nearest farmstead.” <i>In All Its Fury</i>, page 41</p>	<p>My friends and I eat and drink water at school.</p> <p>Describe your lunches: _____</p> <p>_____</p> <p>_____</p>
<p>People just looked to the sky and noted changes in the wind and temperature. The telegraph was the fastest communication system available at the time. Having been a beautiful morning, the blizzard surprised all when it struck in the middle of the day while many students were at school.</p>	<p>Satellites in space, radar systems on the ground, scientific instruments, and computers help meteorologists predict the path and intensity of storms. Communication systems like cell phones, televisions, radios, and the internet help meteorologists tell people about the approaching weather dangers.</p>
<p>People learned about what happened from newspapers, magazines, the telegraph or from stories that were told from one person to another. “Due to the difficulties of communication in rural communities, which difficulties were greatly increased by the storm, newspaper reports of such experiences were not always accurate. The newsgatherer reported such facts as were</p>	<p>Global communications now allow people to almost instantly see what is happening around the world. The internet connects places that used to be remote. Even with today’s technology, news stories sometimes have errors.</p>

obtainable and omitted, or supplied, others. In a single issue of a daily paper we may find three or four spellings of the same name, and no two versions of these stories are alike.” *In All Its Fury*, page 45

Our town’s newspaper is called:

Name the technology your school and family have to get important messages about weather.

Background information on Blizzards for Reading with Social Studies Connections to Historical Thinking; H. Payne

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by W.H. O’Gara, 1947.

The Blizzard of 1888 - Cause and Effect

Directions: Read the following stories and determine the cause (why an event happened) and effect (an event that happened as a result of a cause). Remember that the cause happens first but may not always be written first in a sentence or passage.

John Craig

John Craig was a 7-year-old farm boy who lived nine miles southeast of Leigh, Nebraska. He was in a country school when the cataclysmic cold front dropped in about 2 p.m. He later wrote:

"With the suddenness of a clap of thunder, the sheer front of the blizzard crashed against the schoolhouse like a tidal wave, shaking the wooden frame building and almost lifting it from its foundation."

Cause: _____

Effect: _____

Blind Mare Finds the Way

Theodore Peterson of Oakland, Nebraska, had been to the mill at Lyons to grind wheat for flour when he was caught in the storm. He was driving a wagon hitched to an old blind mare and another horse. The blind horse had been over the road many times without seeing it, so Peterson loosened the reins and let her find the way home.

Cause: _____

Effect: _____

Cow Leads the Way Home

A girl named Mary was out with the family cows in an Antelope County, Nebraska, field of corn stubble.

One of the old cows led the herd, and when it was time to take the cattle in, Mary would hold the old cow's tail to walk home and the others would follow. The old cow started for home when the blinding storm hit. Mary grabbed the tail and was safely guided home.

Cause: _____

Effect: _____

Vocabulary: Cataclysmic: A sudden violent action

Source: "125 years ago today, Blizzard of 1888 ravaged the Plains", *Omaha World-Herald*, January 12, 2013. http://www.omaha.com/news/years-ago-today-blizzard-of-ravaged-the-plains/article_687162f2-ff65-5b26-93a4-10202c338a82.html

A Reluctant Folk Hero The story of Minnie Freeman

Minnie Freeman was a reluctant folk hero.

Freeman's actions quickly symbolized the countless acts of bravery that surfaced in the wake of the Blizzard of 1888, despite her attempts to dismiss national acclaim for leading her pupils to safety when the storm struck central Nebraska.

A musician composed "Thirteen Were Saved," a song honoring "Nebraska's Fearless Maid." She received more than 80 marriage proposals. The State Education Board gave her a gold medal. A wax bust of Freeman was exhibited across the nation.

Accounts vary of how many children were in Freeman's sod schoolhouse at Mira Valley near Ord. Some say 13, others 17. A few say 16.

Newspaper accounts detailed Freeman's matter-of-fact explanation of what happened during the storm:

"I took a ball of stout twine I had in my desk and tied the children together, fastened one end to my arm and waited for an opportunity. Then the roof blew off. We started. It was about three-quarters of a mile to the nearest house, and the wind blew in our face ... but we finally got through. I really do not think I am deserving of so much credit."

The youngest student was 5. Freeman described the journey:

"I told them we would all have to stick together. If anyone was to stop to rub cold hands, all would stop. We went two by two, with strict orders to keep hold of the one just ahead."

Freeman said that walking into the wind toward the farmhouse where she boarded kept her from wandering off course. Visibility was four or five feet.

"Somehow or other we managed to struggle to that house, where hay was put on the floors, covers brought out and all the children taken care of for the night. Parents were desperate. They thought all had perished. When they found all were saved, they called it providential. It must have been because not far away a farmer froze to death trying to get to his house from the barn only 150 feet away."

Three years later, Freeman married farmer Edgar Penney. They had two sons, and she was politically and socially active. According to obituaries, she was Nebraska's first Republican national committeewoman, first president of the Nebraska American Legion Auxiliary, an officer of the Nebraska League of Women Voters, president of the Nebraska Federation of Women's Clubs and a member of the committee that selected a new state seal. The Penneys kept their legal residence in Fullerton, Neb., after moving to Chicago in about 1923. Penney was president of a chemical company.

Source: "125 years ago today, Blizzard of 1888 ravaged the Plains", *Omaha World-Herald*, January 12, 2013.

http://www.omaha.com/news/years-ago-today-blizzard-of-ravaged-the-plains/article_687162f2-ff65-5b26-93a4-10202c338a82.html

Vocabulary

Maid-a young, unmarried woman

Boarded-ate and slept at someone else's similar to staying in a hotel

Providential-caused by act of God

Obituaries-announcements of deaths usually printed in a newspaper

Arthur Heywood

Minnie Freeman

