

Lesson Created in Partnership with



Title: Factors of Production and the Homestead Act
Summer of 2016

Authors	Carie Miller Trent Goldsmith
Grade Level	4
Class Period(s)	5 – each lesson is one 45-minute class period

**Nebraska Social
Studies Standards**

SS 4.4.4 Students will investigate how capital resources are used to make other goods and produce services

**Nebraska Science
Standard**

**Nebraska Language
Arts Standards**

LA 4.1.6e Determine main ideas and supporting details from text and/or media

LA 4.1.4g Compare and contrast the characteristics that distinguish a variety of literary and informational text

LA 4.1.6i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.

**Nebraska Fine and
Performing Art
Standards**

FA 5.2.1b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, and subjects.

LA 4.1.6j Identify and apply knowledge or organizational patterns to comprehend informational text

Overview

Students will understand how people are forced to make choices based on scarcity of these factors of production: land, labor, capital, and entrepreneurship. The students will role play being a homesteader during the time period of the Homestead Act. Students will use both historical documents/maps of a county in Nebraska, online documents, and The Student Atlas of Nebraska to determine where their “family” will settle in Nebraska. The first lesson provides an overview of the factors of production. Each of the remaining four lessons addresses one of the factors of production.

Big Idea or Theme

Incentives that the Homestead Act created affected the state of Nebraska in immigration, population, culture, and development.

Essential Question/s:

How did the Homestead Act affect the state of Nebraska and how do factors of production play a role in the changes that occurred?

Key Concepts/Vocabulary

Homestead Act
Factors of Production (land, labor, capital, and entrepreneurship)
Scarcity
Incentives
Trade-off
Immigrant
Homesteader

Materials

- Jefferson county homestead map, <http://genealogytrails.com/neb/jefferson/home/index.html>
- National Archives: Homestead Act primary documents.
<http://www.archives.gov/education/lessons/homestead-act/>
- Daniel Freeman info and actual certificate (found in this link).
<http://nebraskastudies.org/0500/frameset.html>
- The Nebraska Adventure Pages 156-175 copyright 2005
- Student Atlas of Nebraska pages 14, 21, 23, 25, 34-36
- EconEdLink (Virtual Economics) "Productive Resources" (Factors of Production) video with interactive activity. <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=191>

Objectives

The student will be able to:

During this unit:

- Review the Homestead Act and its impact on Nebraska
- Discuss the many people, especially foreign immigrants and African Americans, who settled in Nebraska and their incentive to do so.
- Describe homes and life on the Nebraska prairies
- Recognize the tremendous time and effort it took to carve out a living on the Nebraska plains.
- Learn about the "Factors of Production" and how it pertains to the Homestead Act
- Students will understand how scarcity forces trade-offs (opportunity cost)
- Role play being a homesteader and choose a plot of land to "proof".
- Read and interpret historical documents
- compare and contrast different plots of land and the productive resources the land has
- compare and contrast the different types of labor that homesteaders used on their land

Lesson 1: Economics: Factors of Production (FOP)

Materials

- Playdough
- Art tools to help manipulate playdough such as: plastic utensils, toothpicks, pencils, straws, etc
- EconEdLink (Virtual Economics) "Productive Resources" (Factors of Production) video with interactive activity. <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=191> (length, 2:02. Activity included).
- Document A: Factors of Production; lemonade stand

Objectives

1. To teach that to get goods and services, people must engage in production.
2. To teach that people in production use productive resources to provide the goods and services.

Procedure

1. Vocabulary introduction:
 - **Goods-** stress the "physical" aspect. You can touch it (tangible)
 - **Services-** stress the "intangible" aspect. You can't "touch it"
 - **Needs-** required for survival.
 - **Wants-** not required, but would be nice to have. Think presents for birthdays.
 - a. Have students predict what each word means. Discuss what words they have heard of, what words are new. **(For example a KWL chart, Think Pair Share, etc)**
 - b. Define words to students (approach left to teacher discretion)
 - c. Have students call out real world examples and discuss misconceptions and redirect. Possibly redirect with "lemonade stand" examples.
 - d. Make sure that students know that economics studies how **productive resources** are used to provide the **goods** and **services** that satisfy human **wants**. **Goods** are tangible items that result from production, such as books, automobiles, pants, paper clips, and shovels. **Services** are nonphysical, or intangible, results of production, and must be consumed as they are produced. Examples include the services of a dentist, teacher, or doctor. **Goods and services** are things that people want. There are not enough goods and services freely available to satisfy everyone's wants.
2. Introduce factors of production
Teaching objectives:
 1. To teach the difference between the four basic productive resources: land, labor, capital, and entrepreneurship.
- Vocabulary introduction:
Factors of production
 - **Land-** referring to any natural resource, such as oil, water, trees, or land itself
 - **Labor-** human work effort, both physical and mental that is needed in production
 - **Capital-** man-made physical resources, such as buildings, tools, equipment
 - **Entrepreneurship-** creative piece of production; a new idea or the change of an idea to improve something

- a. Have students predict what each word means. Discuss what words they have heard of, what words are new. **(For example a KWL chart, Think Pair Share, etc)**
 - b. Define words to students (approach left to teacher discretion)
 - c. Have students call out real world examples and discuss misconceptions and redirect. Possibly redirect using a “lemonade stand” for examples.
 - d. Make sure students know that productive resources frequently are classified into four basic groups- **land, labor, capital, and entrepreneurship**. **Land** is referring to any natural resource, such as oil, water, trees, or land itself. **Labor** is the human work effort, both physical and mental that is needed in production. **Capital** refers to man-made physical resources, such as buildings, tools, equipment. **Entrepreneurship** is the creative piece of production; a new idea or the change of an idea to improve something.
- Review Factors of Production with video link:
 - EconEdLink (Virtual Economics) “Productive Resources” (Factors of Production) video with interactive activity. <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=191> (length, 2:02. Activity included).
 - After watching the video help students understand what it would take to have a lemonade stand:
 - a. Review: goods/ services. Have one student pass out playdough and tool (such as forks, toothpicks, pencils, art tools, etc) to each student. Discuss how the playdough is your **good** and the delivering of the playdough is the **service**. Discuss with the class what the **goods and services** of a lemonade stand are.
 - b. Think, Pair, Share and discuss with the class what the **goods and services** of a lemonade stand are. **Needs vs. Wants** could be included at this time.
 - c. Review: factors of production. Now students should have their playdough and tools to work with. Have students “label” share out each of the factors of production relating to the supplies at their table.
 - Land** – floor space in the classroom, literally land
 - Labor** - the students manipulating the dough/ mental skills
 - Capital** - tools they can use to manipulate, playdough,
 - Entrepreneurship** - creative ideas to create a product
 - d. Have students use their playdough and tools to recreate everything that they will need for a successful lemonade stand.
 - e. If time allows, have a “gallery” walk of ideas and a brief discussion of ideas produced.

Assessment

Student then complete “**exit ticket**” of their learning. Students use their knowledge about the Factors of Production by completing **Document A: Factors of Production; lemonade stand**. On this document they will label the proper factor of production in the shaded area at the top of each column. For each factor, list at least three economic resources used to have a successful lemonade stand.

Sources

<http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=191>

Lesson 2: Factors of Production: Land and the Homestead Act

PREREQUISITE: Reading lessons 1 and 2, pages 158-163. Can be done as homework the day before or as an independent reading activity during school the day before this lesson.

Materials

- Scarcity Video: <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=194>
- Jefferson County Map & Key: <http://genealogytrails.com/neb/jefferson/home/1884plat.jpg>
- Student Atlas of Nebraska: page 21, page 23
- Document B Homestead Act Review/ Factors of Production - 2 sided document.
- Document C: Venn Diagram of plots to compare plots chosen

Objectives

1. Learn about the “Factors of Production” and how it pertains to the Homestead Act.
2. Students will understand how scarcity forces trade-offs (opportunity cost).
3. Students will understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.
4. Students will understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions.

Procedure

- Review: Factors of Production. Discuss how does our school system relates to the Factors of Production.
 - **land**
 - **labor**
 - **capital**
 - **entrepreneurship**
- Have students read and answer essential question on Student Document B - Homestead Act review sheet. Can utilize the Kagan Cooperative Learning strategy:

**StandUp, HandUp,
PairUp**



Students stand up, put their hand up and quickly find a partner with whom to share or discuss.

This structure is perfect for classbuilding, processing and reviewing information, energizing the class, forming random pairs or teams, lesson starts or wraps.

- Students will then use their knowledge of the Homestead Act and their knowledge about the Factors of Production by completing the second part of Document B Homestead Act Review/ Factors of Production. They will label the proper factor of production in the shaded area at the top of each column. For each factor, list at least three economic resources used to have successfully proofed their **land** during the **Homestead Act**. Help students relate the Factors of Production to be able to successfully “proof” your land to the government. For example, under **land**, students might put sod.

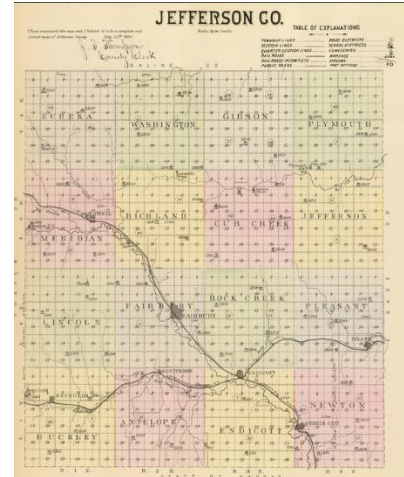
They would also need water sources, natural vegetation, close to a fort or railroad, close to a village, the crops that would grow in this area. The information that students would include in these areas would just be “predictions” at this point.

- Vocabulary introduction:
 - **Scarcity**- Not being able to have everything wanted making choices necessary; when supply is less than demand
 - **Trade-off**- The giving up of one benefit or advantage in order to gain another regarded as more favorable.

- Show students Jefferson County homestead map, by projecting onto a large screen.

<http://genealogytrails.com/neb/jefferson/home/index.html>

Discuss with students that the Oregon Trail went right through this county. (see page 21 of **Student Atlas of Nebraska**). This county also holds “Rock Creek Station”. Rock Creek station was established along the Oregon-California Trail in 1858 to sell supplies and other services to the immigrants. The station subsequently served as a relay station for the Pony Express. Discuss that the closest fort to Jefferson County is Fort Kearny (1848-1871) **Student atlas page 23**



- Have students partner up into groups of 2-4 students. These students will “role play” being homesteaders. They will “stake” their land that they will want to proof over the next five years.
 - *****Do not discuss with students the map key. Once all groups have staked their land (using a sticky note/ticky tac), discuss with students the following vocabulary: **scarcity**. We live in a world of **scarcity**. This means that the desire of individuals for **good and services** exceeds the **productive resources (land, labor, capital, entrepreneurship)** available to satisfy those desires. In other words, the things of **value** that people **want** are virtually unlimited, while the productive resources necessary to produce these things are limited. Every society must determine how to best use its scarce productive resources to produce goods and services. The goods and services that are highly valued and which are more limited in supply are relatively more scarce than those which are not highly valued and which are more abundant in supply.
 - Watch scarcity video for deeper understanding:
<http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=194>
 - Now discuss the map key. Have students discuss the importance of living by/not living by each of the following resources from the map key: railroads, incomplete railroads, school districts, cemeteries, marshes, streams, post offices, etc. Based on **scarcity**, some of the student/groups will need to move. The map is chunked into 36 sections for each “color”. Students will pull out a number (1-36) of a bag. Students will then need to find an available number plot to claim. They can pick any of the #36 slots available, but can not share with another homestead group. This would be the time where you would discuss **trade-off**. Discuss that their currently plot might have made them give up a benefit of a natural resource, but may have gained another regarded as more favorable.
 - Once all students have moved their homestead to a specific spot, have them complete a Student Document C - Venn Diagram comparing their first pick plot to their “**scarcity**” plot. What is similar about the locations and resources? What is different about the locations and resources?

Assessment

On the same Venn diagram, students will individually pick a plot of land on the Jefferson county map that they would claim and proof. Students need to include the productive resources that their land has that would make this a successful homestead.

Extensions

Sources

<http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=194>

<http://genealogytrails.com/neb/jefferson/home/1884plat.jpg>

Student Atlas Of Nebraska by Dr. Randy Bertolas

Lesson 3: Labor and the Homestead Act

Materials

- Jefferson County Homestead Map: <http://genealogytrails.com/neb/jefferson/home/1884plat.jpg>
- Document D: compare and contrast labor of two homesteaders William Avery and Mary Cass as a whole group
- Document D (back side): compare and contrast labor of two other homesteaders as an individual assessment.

Objectives

- Learn about the “Factors of Production” and how it pertains to the Homestead Act. Focusing in on “labor”

Procedure

1. **Review Factors of production-** specifically **Labor** (human work effort, both physical and mental that is needed in production.
2. Students brainstorm different types of labor that they have done in the past. (doing the dishes, mowing the lawn, chores, building something, volunteering their time at church, etc) Divide the “labor” that they brainstorm into 2 different types of categories: physical labor and mental labor.
3. Discuss that human labor includes all able-bodied individuals capable of working in the nation’s economy and providing various services to other individuals or businesses. Human labor can also be improved through training or educating workers to complete technical functions or business tasks when working with other economic resources.
4. Explain that in the 1800s, mass production was introduced in the United States. Mass production means people worked together in factories to make goods in large quantities. The workers in these places worked long and hard for very little pay. The work was often dirty and dangerous. If workers dared to complain about their treatment, they were fired. Employers had a lot of power because there were always other people who needed a job and would be willing to do the work no matter how badly they were being treated.
5. Relate “labor” to the Homestead Act. Predict and brainstorm the different types of labor that a homesteader would have to do to their land to proof their land.
6. Project the below Jefferson County Homestead Act to the students in the best way possible: <http://genealogytrails.com/neb/jefferson/home/index.html>
7. On above website, have students locate and read about two people who homesteaded in Nebraska: William Avery and Mary Watts homesteaded in the same area of Jefferson county. Based on just that information, have students predict, with a shoulder partner, the different ways that these two homesteaders used labor to proof their land.
8. Have students take notes on Document D, the different types of labor that each homesteader used to proof their land.

9. When finished listing the different types of labor they read about, start a discussion on comparing and contrasting the two homesteaders ways of using labor.

Watts, Mary A. Case

Application #: 2384

Application Date: March 16, 1868 **Amount Paid:** \$14.00

Final Certificate #: 1290 **Filed Date:** October 27, 1873 **Approved Date:** November 25, 1873 **Patented Date:** December 31, 1873 **Amount Paid** \$4.00 **Land Office:** Beatrice
Recorded Vol. 3 **Page** 293, noted in tract book No. 66 pp.5

Legal Description: South half of the North East quarter and the East half of the South East quarter of Section No. .Fifteen (15) , in Township No. one (1) north of Range No. one (1) East, containing 160 acres

Status at application: I am a widow with two children and am a citizen of the United States

Status at final date: At the time I made my homestead entry I was a widow woman and the head of a family, and am now a married woman and a citizen of the United States

Final Proof

WE, William Buckley and John T. Buckley do solemnly swear that we have known Mary A. Watts, formerly Mary A. Case, for 5 1/2 years last past; that she was at the time of homesteading the head of a family consisting of herself and two children, but is now a married woman and is a citizen of the United States; that she is an inhabitant of the S ½ of NE ¼ and E ½ of SE 1/4 of section No.15 in Township No. One (1) N of Range No. One (1) E and that no other person resided upon the said land entitled to the right of Homestead or Pre-emption. That the said Mary A. Watts entered upon and made settlement on said land on the 6th day of August, 1868 and has built a house thereon 13x13 feet, partly dug out & partly logs and lived in said dug out house June 1872, when she moved into a hewed log house 16x16 feet in size, with doors, floors, roof &c, and has lived in the said houses and made them her exclusive home from the 6th day of August, 1868, to the present time, and that she has, since said settlement, plowed and cultivated about 25 acres of said land, and has made the following improvements thereon, to wit: dug a well, built a stable, granary, corn cribs, shed for stock &c, and set out a few forest trees.

William Buckley

John T. Buckley

Dated 27 October 1873

Avery, William H.

Application #: 1115

Application Date: May 25, 1866 **Amount Paid:** \$14.00

Final Certificate #: 606 **Filed Date:** May 31, 1872 **Approved Date:** **Patented Date:** October 1, 1872 **Amount Paid** \$4.00 **Land Office:** Beatrice
Recorded Vol. 2 **Page** 73, noted in tract book No. 66 pp. 5

Legal Description: North West 1/4 of Section No.. Fifteen (15), in Township No. one (1) north of Range No. one (1) East, containing 160 acres

Status at application: I am the head of a family (a married man) and a citizen of the United States

Status at final date: I am the head of a family and a citizen of the United States

Final Proof

WE, Samuel Watts and William P. Watts do solemnly swear that we have known William H. Avery for over six years last past; that he is the head of a family consisting of himself, wife and three children and is a citizen of the United States; that he is an inhabitant of the North West 1/4 of section No.15 in Township No. 1 N of Range No. 1 East and that no other person resided upon the said land entitled to the right of Homestead or Pre-emption.

That the said William H. Avery entered upon and made settlement on said land on the 20th day of July, 1866 and has built a house thereon 16 feet square ?? continued to reside in said house until the month of May 1872 when he moved into a frame house which he had built upon said land said house being 20x26 feet, shingle roof, ten doors and nine windows, all respects a comfortable dwelling house, and has lived in the said houses and made them his exclusive home from the 20th day of July, 1866, to the present time, and that he has, since said settlement, plowed and cultivated about 50 acres of said land, and has made the following improvements thereon, to wit: dug and stoned a well, built a stable thereon 16x20 feet, planted out 120 fruit trees and about one thousand forest trees and ¾ a mile of hedge fence and a mile and a quarter of rail fence.

Samuel Watts

William P. Watts

Dated 31 May 187218

Assessment

Exit ticket- Document D (back side)

Using the same website, students will choose two different people who homesteaded in Jefferson County Nebraska. These two people do not have to live in the same area of Jefferson County or be of the same gender. Students will then compare and contrast the ways labor were used in these homesteaders lives.

Extensions

Have students locate on the map where William Avery and Mary Watts lived in Jefferson County. Have them discuss why the labor of the same land looked so different with these two homesteaders.

Lesson 4: Capital and the Homestead Act

Materials

- Student Atlas of Nebraska, pages 25, 34-36
- The Nebraska Adventure Pages 156-175 copyright 2005
- Sample Letters Home (from nebraskastudies.org):
http://nebraskastudies.org/0500/media/0506_0403homestead.pdf
- Letter To Family Template: http://www.datemplate.com/postpic/2012/11/friendly-letters-templates-pdf_106304.jpg
- Pioneer Planting and Harvesting site: <http://www.aitc.sk.ca/saskschools/tools.html>
- Document E: Sample letters home. The actual letter is followed by the same letter typed.
- Document F: Capital and the Homestead (FOP)

Procedures

1. **Review Factors of Production-** specifically capital (the tools used to create).
 - Students select an extracurricular activity they enjoy and apply (Basketball: the basketball, the hoop, the net, etc. Theater: the props, lighting, costumes. Gaming: controller, console, game).
2. **Reference the “Student Atlas of Nebraska”,** pages 34-36 (corn, soybeans, wheat).
 - Have students formulate what types of capital (tools) they will need for such a crop to grow and harvest. This can be done in small groups, think-pair-share, or any other small group, large group method the teacher chooses.
3. **Write a letter to settler already in NE** as if you are coming out to live with relatives and you currently live in Germany (Germans settled Fairbury).
 - **Reference the Student Atlas of Nebraska,** page 25 (Ethnic Communities).
 - **Reference Document E (sample letters home).** This is the model for the student letters. Stress the writing style, the mood, and so forth. You can assign, read in class, select parts, read all, etc.
 - **In the letter,** ask about the land, what tools (capital) they (the settlers that are there already) have, and what they may need you to bring when you come out to settle.
 - Provide each student with a Blank Template for student letter home:
http://www.datemplate.com/postpic/2012/11/friendly-letters-templates-pdf_106304.jpg
 - Using student **Document F: Capital and the Homestead,** Predict needs of homesteaders based on research. Include these capital items in your letter. Also you may reference the textbook: The Nebraska Adventure, copyright 2005. A list of what can be found is on page 128.
 - For further research, direct students to the following site:
<http://www.aitc.sk.ca/saskschools/tools.html>
4. If needed, **revise list** based on the land of Nebraska lesson (lesson 3). Revisit lesson 3.

Assessment

Document F: Capital and the Homestead (FOP)

Extensions

Students could exchange letters written in Procedure 3 above and respond to them.

Sources

- Nebraskastudies.org
- <http://www.aitc.sk.ca/saskschools/tools.html>
- http://www.datemplate.com/postpic/2012/11/friendly-letters-templates-pdf_106304.jpg

Lesson 5: entrepreneurship and the Homestead Act

Materials

- EconEdLink video on Entrepreneurship: <http://www.econedlink.org/tool/212/>
- Photo Gallery of Solomon D Butcher homestead in Nebraska: <http://www.nebraskahistory.org/lib-arch/research/photos/highlite/butcher/photos.htm>
- Windmill Technology page found at nebraskastudies.org: http://nebraskastudies.org/0500/frameset_reset.html?http://nebraskastudies.org/0500/stories/0501_0105.html. Page 7 specifically.
- Windmill Interactive Graphic found at Nebraskastudies.org: http://nebraskastudies.org/0500/media/0505_0602windmill_b/Windmill.html
- Pioneer Tools Planting and Harvesting site: <http://www.aitc.sk.ca/saskschools/tools.html>
- Student Document G: for homestead mapping guidelines.

Objectives

Should this be "Procedures" with numbered, rather than bulleted, items?

- Review Factors of Production- Entrepreneurship focus. Pose this question for sharing (think-pair share): "Think about the things you use daily that make your life better."
 - a. Share: the good or service, what it does, how it makes your life better
 - b. How is the factor "entrepreneurship" involved? (teachers may want to give an example: iPhone. Compare to the first phones or the phones of the 80's. Explain the entrepreneurship is not only creating something, but improving something).
 - c. Show EconEdLink video on entrepreneurship: <http://www.econedlink.org/tool/212/> (length, 2:19).
- In pairs of your choice, allow students to create a list of what entrepreneurial aspects (from the previous video) would be evident on a homestead.
- Entrepreneurship is evident when comparing and contrasting different homesteads. As a group, lead the students into looking at different homestead pictures (there are many sources and sites for photos of homesteads: <http://www.nebraskahistory.org/lib-arch/research/photos/highlite/butcher/photos.htm>). What entrepreneurship is evident? What is different about each picture? The same? STUDENTS COMPLETE VENN DIAGRAM TO COMPARE AND CONTRAST TWO HOMESTEAD PICTURES OF THEIR CHOICE.
- Entrepreneurship is also evident in technological advances.
 - d. Windmill technology page. It will open on page 6. Page 7 has the illustrations. http://nebraskastudies.org/0500/frameset_reset.html?http://nebraskastudies.org/0500/stories/0501_0105.html
 - e. Interactive Windmill Graphic. Shows how a windmill works. http://nebraskastudies.org/0500/media/0505_0602windmill_b/Windmill.html
- Again, using the site for tools, <http://www.aitc.sk.ca/saskschools/tools.html> (from the lesson 4 above, Capital), refer students to the tools used. Are there entrepreneurial aspects here? If so, what? How?

Assessment

Exit ticket: Student Document G. Based on the students' understanding of entrepreneurship and its application to a homestead, have students sketch out their "homestead". Have students:

- a. Sketch a view of their homestead (may be bird's-eye or ground level)
- b. Label all items ("house", "windmill", and so forth)
- c. Be able to explain items included and reason included. This will be the entrepreneurial piece (innovation, necessity, why better).

Sources

<http://www.nebraskahistory.org/lib-arch/research/photos/highlite/butcher/photos.html>

http://nebraskastudies.org/0500/frameset_reset.html?http://nebraskastudies.org/0500/stories/0501_0111.html

Document A: Factors of Production; lemonade stand

Name _____

Factors of Production

Directions: You encounter and use the factors of production daily. Label the proper factor of production in the shaded area at the top of each column. For each factor, list at least three economic resources used to have a successful lemonade stand.

_____	_____	_____	_____
Physical place where economic activity takes place and the natural resources found on it	The physical and mental effort of people to produce goods or services	Physical tools used to produce goods	The ideas and emotional drive a person has to produce something

Document B Homestead Act Review/ Factors of Production

Name: _____

The Homestead Act of 1862



The homesteaders came from all over the globe, from all walks of life. They were newly arrived immigrants. They were American farmers without land of their own in the east. They were families with young kids. They were single women. They were former slaves, freed during and after the Civil War.

What united this diverse group of people was the desire to own their own land. Together they were responsible for one of the most significant and enduring movements — both physically and culturally — of the expansion period of United States history. By granting 160 acres of free land to claimants, the Act allowed nearly any man

or woman a chance to live the American dream.

The sheer number of people and land involved enlarged the scope and impact of the Act. Eventually, 270 million acres — 10% of the land in the United States — was claimed and settled under this Act. Nebraska had already become the main road to the west. So, it's no accident that one of the very first claims for land under the Act was in southeastern Nebraska, near the present town of Beatrice.

Using your knowledge of the Homestead Act, what changes did this act bring to Nebraska? Include at least 4 pieces of evidence from the text homework you read or your understand from previous lessons.

Early Nebraska homesteaders, 1880s. Photos by Solomon Butcher, Courtesy [Nebraska State Historical Society](#)

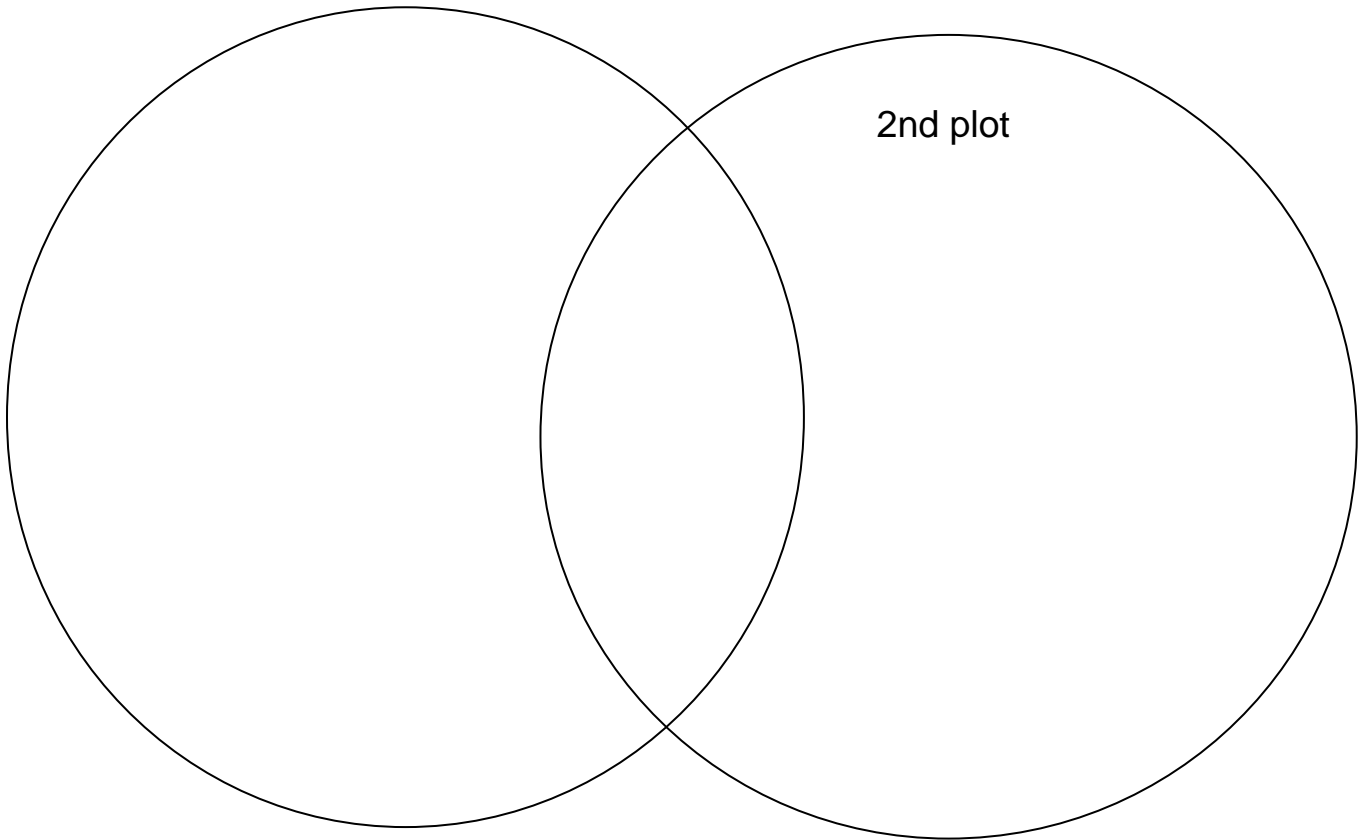
Factors of Production

Directions: You encounter and use the factors of production daily. Label the proper factor of production in the shaded area at the top of each column. For each factor, list at least three economic resources used to successfully prove your land during the HOMESTEAD ACT.

<div>_____</div> <div>Physical place where economic activity takes place and the natural resources found on it</div>	<div>_____</div> <div>The physical and mental effort of people to produce goods or services</div>	<div>_____</div> <div>Physical tools used to produce goods</div>	<div>_____</div> <div>The ideas and emotional drive a person has to produce something</div>

Document C: Venn Diagram of plots

Name: _____



Based on your knowledge about **scarcity** and **trade off**, pick a plot of your own liking. Write about the productive resources that your plot of land has in order for you to be a successful homesteader.

Document D: Labor (Factors of Production - FOP)

Name: _____

Lesson 3: Labor (FOP)- compare and contrast assignment

William H. Avery's labor	Mary A Case Watts labor

In what ways did these two homesteaders use the same type of labor to proof their land?

In what ways did these two homesteaders use different types of labor to proof their land?

Document D: Labor (FOP) - page 2

Lesson 3: Labor (FOP)- compare and contrast assignment

Name of homesteader:_____	Name of homesteader:_____

In what ways did these two homesteaders use the same type of labor to proof their land?

In what ways did these two homesteaders use different types of labor to proof their land?



Letter from Uriah Oblinger to Uncle John and Aunt Eliza Cook

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December 3, 1872

Page 1

Dec 3, 1872
 Hillmore County
 Dear Uncle & Aunt
 I guess I had better write
 ty soon or you will think I have
 other you, but I have not the reason
 we not written sooner is because
 we not had time I have been on
 go almost ever since I left And
 recently & I had to take time to
 at my thoughts before attempting to
 t. At present my health is good &
 been ever since I left Ind. just now
 ve a sore leg. one of my mares fell
 t two weeks ago Sunday & hurt it
 ty bad as the ground was frozen.
 Sunday evening I was feeding
 ans oxen for him and as I went in
 stable to give them the feed one
 ed me on the sore leg so it is quite
 again. well I suppose the first
 tion you would ask me now would
 ow do you like Nebraska. well I

Courtesy Nebraska State Historical Society, RG1346-S01-L085

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NEBRASKA STATE HISTORICAL SOCIETY



NEBRASKA DEPARTMENT OF EDUCATION

December 3, 1872

Page 2

like it well & the greater part of what I have seen can nearly all be cultivated here if we are a mind to we can start & plow entirely round a quarter section and not break a furrow for there is not a stone nor twig to hinder. there is less waste land here than I ever saw in so large a body and the soil is all of the best quality and very even all being about alike. the only pick there is some places there is a little more sand than I like but this is mostly along the streams but it is not any more so than your own El River bottoms. I have traveled about 500 miles in the state & what I have seen I did not pass by in a hurry but took time to look at & inquire about it. I entered the State at Plattsmouth and drove from there to Lincoln and for the most of the way the country was as pretty & good as any that I ever seen (for ~~beauty~~ beauty I do not think Neb can be excelled by any country.)

Courtesy Nebraska State Historical Society, RG1346-S01-L085

December 3, 1872

Page 3

but it was all taken up by rail road
grants or speculators consequently a poor
show for me, and it was thinly settled
after getting a few miles back from the
Missouri River until we got to Lin.
from Lincoln we traveled almost di-
rectly west into Hamilton county before
we found any government land and
the country for the most of the way
was nice. in Hamilton we looked 4
days but found nothing to suit us
as it there was not much gov't land
to select from. we then started south
into Clay & Fillmore counties here we
had more to choose from & made our
choice and went to Beatrice to the
U.S. Land Office to Homestead I had
2 pieces picked & did not care which one
I got but when we got to the Office both
of them were taken only the day before
so I had to come back & look again and
it was no small job, as it was about 70
miles. the piece I have taken this time
is in the Lincoln District and I have to go

Courtesy Nebraska State Historical Society, RG1346-S01-L085

December 3, 1872

Page 4

there to get it. It has been taken by another man but he has been away from it more than six months and has never done anything on it so I ~~jumped~~ jumped his claim the trial comes off the 10th of this month I have to prove by 2 witnesses that he has never done anything on it & his claim will be set aside and then I can homestead it there has been one or two shot not very far from here for jumping claims but I thought I would try it as the claim sits on & the man has not fulfilled the law as he has been off from it more than six months without doing anything on it. It is just one mile East of the Clay Co line in Fillmore Co & is just in the center of the Co North & South & 7 miles from two R.R. Stations South and 11 miles west of the center of the county. Every foot of it can be plowed I can plow round the entire 160 acres and not find a stone on the whole piece and see stand almost any where on and see a rabbit run all over it from Giles Thomas claim we can count some 80 different horses I never tried how many could count from
 miles

Courtesy Nebraska State Historical Society, RG1346-S01-L085



Letter from Uriah Oblinger to Uncle John and Aunt Eliza Cook

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Transcript

(Edited slightly for grammar and sense.)

Dec 3rd 1872
Fillmore County Neb
Dear Uncle & Aunt

I guess I had better write pretty soon or you will think I have forgotten you, but I have not. The reason I have not written sooner is because I have not had time. I have been on the go almost ever since I left Indiana till recently & I had to take time to collect my thoughts before attempting to write. At present my health is good & has been ever since I left Indiana, just now I have a sore leg. One of my mares fell on it two weeks ago Sunday & hurt it pretty bad as the ground was frozen. And Sunday evening I was feeding a man's oxen for him, and as I went in the stable to give them the feed one kicked me on the sore leg. So it is quite sore again.

Well I suppose the first question you would ask me now would be, How do you like Nebraska?
Well I like it well . . .

(Page 2) . . . for the greater part of what I have seen can nearly all be cultivated. Here if we are a mind to we can start & plow entirely round a quarter section and not break a furrow for there is not a stone nor twig to hinder. There is less waste land here than I ever saw in so large a body and the soil is all of the best quality and very even all being about alike. The only pick there is some places there is a little more sand than I like but this is mostly along the streams but it is not any more so than your own Eel River bottoms. I have traveled about 500 miles in the state & what I have seen I did not pass by in a hurry but took time to look at & inquire about it. I entered the State at Plattsmouth and drove from there to Lincoln and for the most of the way the country was as pretty & good as any that I ever seen (for beauty I do not think Neb' can be excelled by any country).

(Page 3) But it was all taken up [claimed] by rail road grants or speculators consequently a poor show for me, and it was thinly settled after getting a few miles back from the Missouri River until we got to Lincoln.

From Lincoln we traveled almost directly west into Hamilton county before we found any government land and the country for the most of the way was nice. In Hamilton Co we looked 4 days but found nothing to suit us as it there was not much gov't land to select from. We then started south into Clay & Fillmore counties here. We had more to choose from & made our choice and went to Beatrice to the U. S. Land Office to Homestead. I had 2 pieces picked & did not care which one I got. But when we got to the Office both of them were taken only the day before. So I had to come back & look again and it was no small job as it was about 70 miles.

The piece I have taken this time is in the Lincoln District and I have to go there to get it.

(Page 4) It has been taken by another man, but he has been away from it more than six months and has never done anything on it. So I jumped his claim the trial comes off the 20th of this month. I have to prove by 2 witnesses that he has never done anything on it & his claim will be set aside and then I can Homestead it. There has been one or two shot not very far from here for jumping claims but I thought I would try it as the claim suits me & the man has not fulfilled the law as he has been off from it more than six months without doing anything on it. It is just one mile East of the Clay Co line in Fillmore Co & is just in the centre of the Co North & South & 7 miles from two R.R. Stations South and 11 miles west of the centre of the county. Every foot of it can be plowed. I can plow round the entire 160 acres and not find a stone on the whole piece and can stand almost any where on and see a rabbit run all over it. From Giles Thomas Claim we can count some 80 different Houses. I never tried how many could count from mine.



Letter from Uriah Oblinger to Uncle John and Aunt Eliza Cook

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(Written on the top left corner of Page 1)

Direct to Sutton Clay County Nebraska
Uriah

Love to all inquiring Friends write soon as I am here without my woman & baby I like to hear
from Ind or I mig get home sick

Document F: Capital and Homestead (FOP)

Name: _____

Predict needs of homesteaders based on research. Include these capital items in your letter to your homesteading family. You may reference the textbook: *The Nebraska Adventure*, copyright 2005. A list of what can be found is on page 128. For further research, you can look at:

<http://www.aitc.sk.ca/saskschools/tools.html>

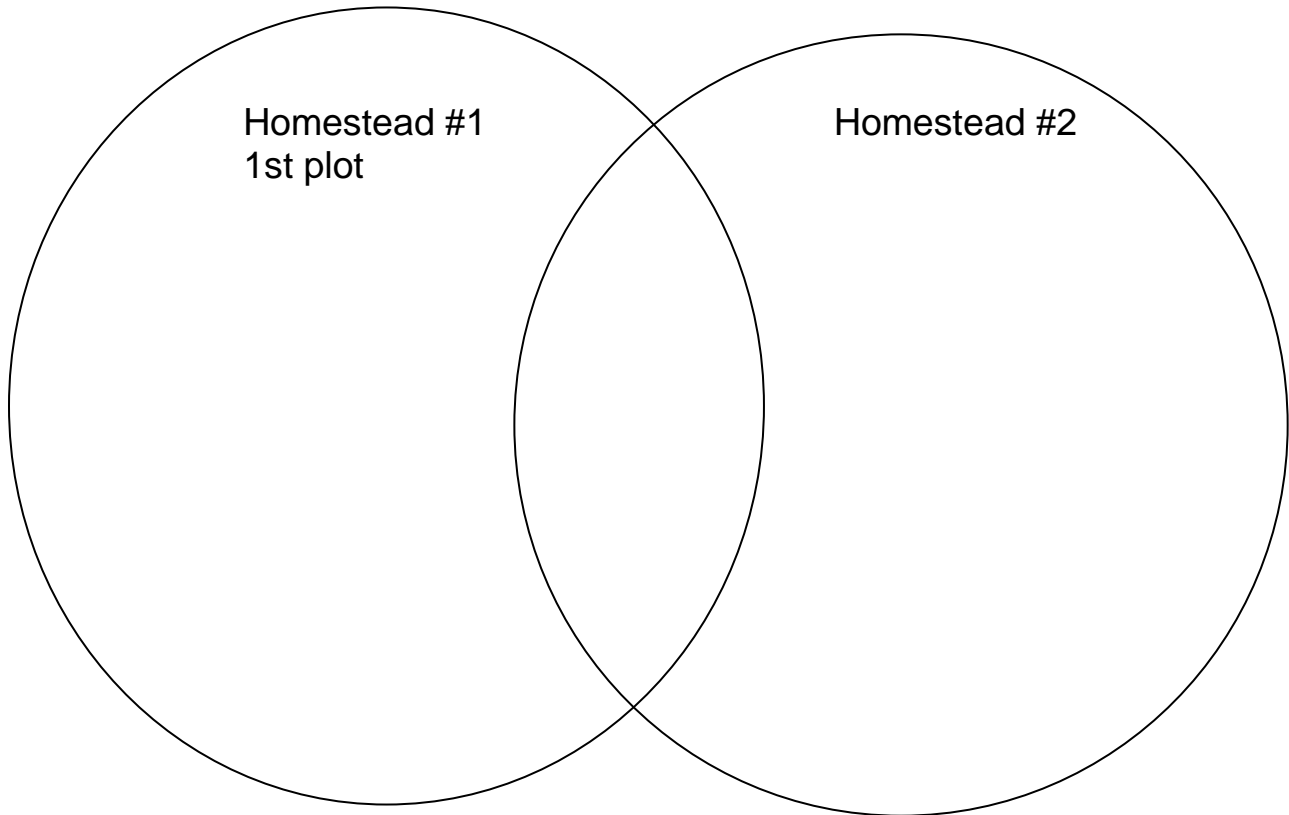
Lesson 4: Capital and the Homestead (FOP)

Tool (capital). Based on page 128, "packing up"	Predict what each tool is used for	Tool (capital). Based on student research	Actual use. Why is it important?

Document G: Entrepreneurship (FOP)

Name: _____

Compare and contrast two homestead pictures:



Document G: Entrepreneurship (FOP)

Name: _____

Lesson 5: Entrepreneurship (FOP)- A checklist for your homestead

Overview: Sketch a rough draft of your homestead. Use the checklist below to make sure all essential items are in your sketch. Make sure to label each on your sketch.

Dwelling (house)

"Improvements to land"- trees, crops, well, windmill (or all of these)

Other structures (stable, storage, outhouse)

Land structures (creek, fields)

Capital (tools used in the process of improving the land and surviving)

Other (this is the key entrepreneurial piece)

Describe your homestead. What makes it different? What makes it the same? Justify your dwelling.
