

Walk Through



Nebraska History



Issue No. 2

Walk Through
Nebraska History, Issue No. 2
1997



An integrated curriculum program with tools for introducing materials within the classroom.

Developed by:

John LeFeber, Director of Social Sciences
Curriculum/Instruction Section
Nebraska Department of Education

Barbara Scudder-Soucie
Section of Health Promotion & Fitness
Nebraska Department of Health

Supported by:

Nebraska Department of Education
Nebraska Department of Health, Section of Health Promotion & Education
Nebraska's Governor's Council on Health Promotion & Physical Fitness
Nebraska State Council for the Social Studies
Nebraska State Historical Society

Resources provided by:

Shauna Burgon-Valentine
The Church of the Jesus Christ of Latter-Day Saints

Art work designed by:

Sandy Peters
Public Information & Publications Section

Walk Through Nebraska History

Issue No. 2

Table of Contents

	<u>Page</u>
Introduction	ii
Letter to Teacher	iii
Writing Team	iv
Reviewers	iv
Travel Log	v
Historical Markers	
Winter Quarters (Marker 19).....	1
Fort Atkinson (Marker 67).....	4
John G. Neihardt Center (Marker 207).....	7
Winnebago Scouts (Marker 44).....	10
Lewis and Clark Campsite (Marker 343).....	13
The Sage Brothers (Marker 101).....	16
O'Neill Irish Capital of Nebraska (Marker 129).....	19
The Neligh Mills (Marker 120).....	21
The Villasur Expedition, 1720 (Marker 305).....	24
Mormon Pioneer Campsite (Marker 162).....	26
The Blizzard of 1888 (Marker 66).....	29
Civilian Conservation Corps (Marker 370).....	31
Custer County's First Courthouse (Marker 134).....	33
Scout's Rest (Marker 232).....	35
Frontier County–Stockville (Marker 84).....	38
The Grand Duke Alexis (Marker 218).....	40
George William Norris, 1861-1944 (Marker 25).....	42
The Leavenworth and Pike's Peak Express (Marker 352).....	44
General Custer in Nebraska (Marker 22).....	46
Champion Water-Powered Mill (Marker 43).....	48
General Resources	50



INTRODUCTION

Background:

The *Walk Through Nebraska History* program was written over a one-day period to serve as an “idea-starter” for teachers. This is the second issue to be printed. Please call Barbara Scudder-Soucie (402/471-2101) or contact John LeFeber via website (<http://www.nde.state.ne.us/SS/nehist.html>) for further explanation and/or additional copies.

Goal:

The *Walk Through Nebraska History* program provides the possibility for integration of all curriculum areas from the fourth through eighth grade levels.

Rationale:

Creativity is a necessity when working in the classroom and this program provides exactly that. With the *Walk Through Nebraska History* program, the opportunity exists for expanded use of materials in multiple curricular areas.

Summary:

The *Walk Through Nebraska History* program provides information on 20 Nebraska historical markers. Integrated curricular ideas are included to be used as “tools” for learning both in the classroom and at home. This program was written by Nebraska teachers with the understanding that this is a starting point and expanded ideas are encouraged! An example of how to use this program:

Start by having students exercise as a class from one historical marker to the next. Miles are earned by actually walking a mile or allotting to equal a mile for activities such as jumping rope or playing softball. Physical activities with families may be included as well. As students are accruing mileage from one marker to the next, math instructors may create story problems to accompany the program (i.e., if Johnnie bikes and Susie walks between historical markers, who will get there first?). At the same time, language arts instructors may have students keep a log of their “travels” from one historical marker to the next, perhaps from the perspective of the pioneer. The science instructor may decide to teach about the different weather patterns experienced across the state as the students are “traveling” from one end to the other. The art instructor may have students paint, design, or mold different historical markers as they “come upon them.”

As you can see, students are not actually physically traveling to the different historical markers, but they are learning about them in different classrooms simultaneously as if they were actually making the trek like the pioneers did. It is up to the school to decide if an historical site is close enough for them to take a field trip and visit. Families may also decide to tour Nebraska with an educational incentive such as the *Walk Through Nebraska History* program in mind.



TO: Teachers

FROM: John LeFeber
Director of Social Science Education
Nebraska Department of Education

Barbara Scudder-Soucie
Section of Health Promotion & Education
Nebraska Department of Health and Human Services

DATE: 1997

RE: ***Walk Through Nebraska History, Issue No. 2***

We are pleased to provide you a copy of the ***Walk Through Nebraska History, Issue No. 2***. This program was developed by teachers from across the State of Nebraska. It is designed to integrate the different curricula areas.

The ***Walk Through Nebraska History*** program includes “idea-starters” for introducing materials within the classroom. This program was developed to help fill a void in the area of available materials. Some of the materials are designed to encourage family participation as well.

We are excited about this program and hope that you will be too. To improve the program, it is our plan to have Issue No. 3 available for 1998. Please assist us in improving this program for the anticipated Issue No. 3 by simply completing the brief evaluation included as the last page of this program booklet. Thank you in advance for your interest in and support of ***Walk Through Nebraska History*** program!



Writing Team

Julie Goertzen
Henderson High School

Becky Martin
Park Middle School/Lincoln

Mary Clair May
Horizon Middle School/Kearney

Lonnie Moore
South Valley Elementary School at Oxford

Laura Parson
Conestoga Elementary School/Nehawka

Bob Rung
McPhee Elementary School/Lincoln

Allen Schnitzer
Nebraska City Middle School

Diane Schnitzer
Nebraska City Middle School

Susan Weber
Milford Public School

Phil Wolfe
Kahoa Elementary School/Lincoln

Reviewers

Marybell Avery
Lincoln Public Schools

Shauna Burgon-Valentine
The Church of the Jesus Christ
of Latter-Day Saints

Barbara Fraser
Nebraska Department of Health and
Human Services

Bill Hayes
Westside Community Schools

Roger Koehler
Nebraska Methodist College

Lonnie Moore
Southern Valley Elementary School at Oxford

Richard Spencer
Nebraska State Historical Society

LaVonne Uffleman
Nebraska Department of Education

WALK THROUGH NEBRASKA HISTORY

Travel Log

Name _____ Date _____ Grade _____

School _____ Teacher _____

I started at _____ Historical Marker I finished at _____ Historical Marker

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date							
Activity							
Time/ Distance							
How Do You Feel About This Activity?							
Adult Signature							

TOTAL MILES

iv

Student Signature

Date Completed

Total Miles



WINTER QUARTERS

Here in 1846 an oppressed people fleeing from a vengeful mob found a haven in the wilderness. Winter Quarters, established under the direction of the Mormon leader Brigham Young, sheltered more than 3,000 people during the winter of 1846-1847. Housed in log cabins, sod houses, and dugouts, they lacked adequate provisions. When spring arrived more than six hundred of the faithful lay buried in the cemetery on the hill. Winter Quarters became the administration center of a great religious movement.

In the spring of 1847 a pioneer band left Winter Quarters to cross the Plains to the Great Salt Lake Valley. Thousands of others followed this trail. In 1855, Young was forced to utilize handcarts for transportation. The first company, comprising about five hundred persons, left here on July 17 and reached the Valley on September 26, 1856.

The town of Florence, established in 1854, was built upon the site of Winter Quarters. James C. Mitchell and Associates of the Florence Land Company established a thriving community. The Bank of Florence, built in 1856, stands today as a symbol of our historical past.

Florence Historical Foundation
Historical Land Mark Council
US 73-75, Florence Park, Omaha
Douglas County
Marker 19

(Distance between Marker 43 and Marker 19 is 387.6 miles.)

Health and Physical Education

- Research and compare health problems (hygiene and disease) of 1854 and today. For health problems facing Mormons, see Finding the Right Place, page 38.
- Brainstorm how the Mormons could have resolved some of these health issues.
- Research the rules on the trail for this large group as compared to managing a physical education classroom.

Math

- Using the Mormon plan of town organization (see *Winter Quarters Revisited*), calculate the dimensions of a community of 40 families.
- Calculate the supplies needed for a family of five on a one hundred day trip on the Mormon Trail.

Reading and Writing

- Read actual children's journals from the Mormon Trail (I Walked to Zion).
- Have students write their own creative stories about traveling on the Mormon Trail.

Science

- Compare the weather events of 1847 for the Mormons to the present year for your location.

Social Studies

- Discover the origin of the Latter Day Saints. What other places did the Mormons settle in the U.S.? Why did they continue to move from one location to another? What kind of groups are there today that face similar opposition because of religion?



- Compare the routes of the Mormon Trail and the Oregon Trail. Use the Winter Quarters Route for Mormon and Independence Route for Oregon. Discuss advantages and disadvantages of the routes and why the Platte Valley was a good roadway.
- Compare the relationships the Mormons had with the Native Americans with those persons who traveled the Oregon Trail. What accounted for the differences?

Visual and Performing Arts

- Design and build a model log cabin or sod house.
- Sing songs of the Mormon Trails (*The Mormon Pioneers* booklet).

General Activities

- Compare the numbers traveling on the Mormon Trail to the numbers traveling on the Oregon Trail. Did any sections of the Mormon Trail overlap with sections of the Oregon Trail? Where? What current towns would the Mormon Trail pass through today?

Resources

- Mormon Pioneer Trail: <http://omahafreenet.org/ofn/trails> (good general information for discussion or research)
- Eighth grade social studies, Mormon Trail: <http://esu3.esu3.k12.ne.us/districts/elkhorn/ms/8ss.html> (good general information for discussion or research)
- I Walked to Zion by Susan Arrington Madsen (\$12.95) (assists with reading and journal accounts)
- Handcarts to Zion by Leroy R. Hafen and Ann W. Hafen
- Winter Quarters Revisited by Gail Holmes (booklet) (assists with math—calculating)
- Finding the Right Place by William E. Hill, an Educational Activity Book (approximately \$7) Oregon-California Trails Association, 524 South Osage Street, PO Box 1019, Independence, MO 64051-0519
- *The Mormon Pioneers* music booklet and audio cassette, Mormon Trail Center, 3215 State Street, Omaha, NE 68112, 402/453-9372 (music of Mormon Pioneers, visual arts)
- Mormon Trail Center at Winter Quarters, 3215 State Street, Omaha, NE 68112, 402/453-9372 (good general information)
- Trailblazer #3, Oregon Trail. Shows map of Mormon and Oregon Trails, pictures of handcarts, information on Winter Quarters.
- “Mormon Pioneer Trail,” pamphlet from National Park Service. Has map of Trail, account of Trail history, and photos of several items take on Trail.



Marker 43 to Marker 19 Distance: 387.6 miles
From: Champion, NE To: Omaha, NE Beginning at Champion, NE Use local roads for approximately 5.1 miles Go East on US 6 for 9.1 miles to State Rte 61 Go North on State Rte 61 for 45.1 miles to I-80 Go East on I-80 for 325.3 miles to I-480 Go North on I-480 for 3.0 miles To Omaha, NE



FORT ATKINSON

From 1820 to 1827, the nation's largest and most westerly military post occupied this site, the earlier scene of Lewis and Clark's Council Bluff. In late 1819, troops under Colonel Henry Atkinson established Cantonment Missouri along the river near here. In 1820, a permanent post was built here on the bluffs and named Fort Atkinson. The post's population of over 1,000 included military personnel of the elite Rifle Regiment and Sixth Infantry, some of their families, and other civilians. The Sixth U.S. Infantry occupied Fort Atkinson when it was abandoned in 1827.

The fortification consisted of a rectangular arrangement of one-story barracks fashioned of horizontal logs. The structures faced inward upon an enclosed parade ground with loopholes on the exterior walls. Four entrances were located near the center of the four walls. Cannons were mounted in the bastions at the northwest and southeast corners. A massively-built powder magazine occupied the center of the enclosed area.

Outside the fortification were located a large Council House for negotiating with Indians, a gristmill, a schoolhouse, sawmill, and other buildings. A brick kiln produced thousands of bricks. Fort Atkinson represents an early step in opening the West.

Fort Atkinson Foundation
Historical Land Mark Council
Fort Atkinson, near Ft. Calhoun
Washington County
Marker 67

(Distance between Marker 19 and Marker 67 is 17.2 miles.)

Health and Physical Education

- Take a walk with two to four bricks in your backpack to simulate trail experience.
- Simulate climbing a bluff by climbing stairs or hills.
- Practice marching drills on a parade ground.

Math

- Count the houses in your neighborhood that are made from bricks.
- Calculate how much weight is in 50 bricks.
- Calculate how many stairs or floors represent a bluff's height near the fort.
- Estimate the number of bricks in one of the houses in your neighborhood. Try to get an accurate count.

Reading and Writing

- Write about a day in the life of a soldier, wife, or child living at the fort.
- Write about a day in the life of the Indians visiting the Council House.
- Keep a journal of the first woman settler including the feelings of isolation she might have felt.
- Develop a treaty between the soldiers and the Native Americans.

Science

- Compare the altitude, vegetation, and animal life of where you live with the area around Fort Atkinson.
- What archeological information could be found in this area?
- The soldiers spent most of their time planting crops on an experimental basis. Plant crops that are not grown in your area such as cotton or canola.
- Research how bricks are made and then make bricks.



Social Studies

- Why did farming play such an important role at Fort Atkinson? Why was the Fort abandoned?
- Research the purpose and layout of the fort.
- Discuss where soldiers, who lived at the fort, came from? What were their expectations of this expedition? What problems did they face?
- Fort Atkinson has a volunteer reenactment group. If you are near the Fort Calhoun area schedule a reenactor to visit your school.
- Fort Atkinson was connected to other U.S. forts in Iowa and Missouri by a forerunner of the Pony Express System. Do research to find evidence of its existence.

Visual and Performing Arts

- Draw to scale or make a model of the first fort in Nebraska.
- Grind corn using two rocks and make cornbread using the ground corn.
- Research music used by the early settlers.
- Lincoln Logs were invented by John L. Wright whose father was the famous Frank Lloyd Wright. Make a fort using Lincoln Logs.
- Discuss how a kiln works, then build a kiln and create artwork/sculpture to be fired in a kiln, such as a log cabin facade or tiles with images from Fort Atkinson.
- Visit or observe pictures of wall sculptures using bricks at Rock Creek Station near Fairbury, Nebraska.
- Visit or observe pictures of wall sculptures using bricks at the Train Depot (outside north wall) in The Haymarket Area in Lincoln, Nebraska.

General Activities

- Schedule a demonstration by a bricklayer.

Resources

- *Nebraskaland Magazine*.
- Nebraska Blue Book.
- Yankee Hill Brick Yard, Lincoln, Nebraska.
- Endicott Brick Yard, Endicott, Nebraska.
- Trailblazer, #9, Fort Atkinson. Contains many photos of found artifacts, photos of leaders/explorers who were at the Fort. Has discussion of life at the Fort and the current rebuilding of the Fort.
- Trailblazer, #23, Spain on the Plains. Contains drawings and information about Mexican leaders visiting the Fort in 1824 in regard to problems with the Pawnee.
- Nebraska Heritage Picture Collection #2, Nebraska State Historical Museum. Contains pictures of excavation at the Fort.
- Nebraska History has several articles on Fort Atkinson.



Marker 19 to Marker 67 Distance:17.2 miles

From: Omaha, NE
To: Fort Calhoun, NE
Beginning at Omaha, NE
Go West on I-480 for 0.8 miles to US 75
Go North on US 75 for 5.5 miles to L28H
Go North on L28H for 0.3 miles to I-680
Go West on I-680 for 0.9 miles to US 75
Go Northwest on US 75 for 9.7 miles
To Fort Calhoun, NE



JOHN G. NEIHARDT CENTER

John Gneisenau Neihardt (1881-1973), teacher, philosopher, and Nebraska Poet Laureate, moved to Bancroft in 1900. Here he first became acquainted with Indians, married, and began his major work, A Cycle of the West, a five-part epic poem "designed to celebrate the great mood of courage that developed west of the Missouri River in the 19th Century."

The John G. Neihardt Study Restoration Project was founded in 1965 by Evelyn Vogt to preserve Neihardt's one-room study in Bancroft. In 1967 the Study Restoration Project was incorporated as the John G. Neihardt Foundation for the purpose of constructing a building to house a museum, library, and research facility to preserve Neihardt's works and effects. In 1968, by gubernatorial proclamation, the first Sunday in each August was designated Neihardt Day in Nebraska.

In 1974 State Senator Blair Richendifer of Walthill introduced in the Nebraska Legislature L.B. 855, which appropriated the "sum of two hundred thousand dollars for the purpose of constructing the John G. Neihardt Foundation." Dedicated August 1, 1976, the center was designed by the architectural firm of Clark & Enersen, Hamersky, Schlaebitz, Burroughs & Thomsen. The firm of Larson & Jipp was the prime contractor.

John G. Neihardt Foundation
Nebraska State Historical Society
In Bancroft at the Center
Cuming County
Marker 207

(Distance between Marker 67 and Marker 207 is 57.2 miles.)

Health and Physical Education

- Play various Lakota Indian games (dice, archery, painyaukapi {stick and hoop game} shinny {ball and stick game}) Games of the North American Indians (pp. 179, 504, 637).

Math

- Compute the miles from your home town to Bancroft and determine how long it would take to get there driving at current speed limits.
- If \$200,000 built the building in 1974, how much money would the same building take to construct today?

Reading and Writing

- Write a biography on John Neihardt.
- Research the position of a "poet laureate."
- Compare Neihardt's poetry to the poetry of Nebraska's poet laureate in 1997, William Kloefkorn.
- Write a letter to Neihardt's daughter, Hilda Petri, c/o The Neihardt Center.
- Provide the story/legend about Hugh Glass.
- Find out what books Neihardt wrote. Give the topics of the books and tell which one you might enjoy reading.
- Write to the Center for pamphlets of available services, materials, and resources.

Science

- Contact the architectural firm that built the museum, determine the dimensions of the building, scientific soil studies made on the site, safety requirements necessary to meet building codes.
- Determine how the architects tried to create a building to reflect Neihardt's uniqueness.



Social Studies

- Interview a person of the community regarding a story of the past (Smithsonian Institution Interview Packet).
- Trace the bill-making process in the Nebraska Legislature.
- Compare the Nebraska legislative process to the U.S. Congressional Law-making process.
- Create a time line of John Neihardt's life.
- Try to find out what drew Neihardt's attention to Native Americans and Black Elk in particular.
- What Native American (Lakota) traditions are expressed in the Prayer Garden on the Center Grounds, i.e. Red Road, Black Road, etc.?

Visual and Performing Arts

- Make a Lakota Sioux pictograph.
- Create a circular/hoop diagram depicting the four colors of the winds/seasons (contact The Neihardt Center).
- Draw Neihardt's portrait (he had a striking appearance).

General Activities

- Read any of Neihardt's works.
- Visit the Neihardt Center or bring a guest speaker in from the Center.
- Have a poetry session where all share two-three stanzas of a Neihardt work.
- See Activities for Marker 44.

Resources

- Clark, Enersen Partners, 600 NBC Center, Lincoln, NE 68508.
- Photo Ideas: picture of Neihardt's study from *Nebraskaland Magazine*, "Historical Places", The National Register for Nebraska *and* a photo of the Neihardt Museum.
- Games of the North American Indian, pp 179, 504, 637, Stewart Culin, Cover Press, NY, 1975 (assists with health, physical education, and games).
- Trailblazer, #16, Red Cloud and the Sioux Nation. Presents history of the Sioux Tribes.



Marker 67 to Marker 207 Distance: 57.2 miles

From: Fort Calhoun, NE
To: Bancroft, NE
Beginning at Fort Calhoun, NE
Go North on US 75 for 26.0 miles to State Rte 32
Go West on State Rte 32 for 13.2 miles to US 77
Go North on US 77 for 12.4 miles
Use local roads for approximately 5.6 miles
To Bancroft, NE



WINNEBAGO SCOUTS

In 1863, the Winnebago Indians were moved from their home in Minnesota to a barren reservation in Dakota Territory. Groups of Winnebago soon moved down the Missouri River to the Omaha Reservation in Nebraska. In March, 1865, the Winnebago used their own funds to purchase land from the Omaha. That land is now the Winnebago Reservation.

In early 1865, about 75 members of the Winnebago Tribe enlisted in the Nebraska Volunteers. Known as Company "A", Omaha Scouts, the unit took an active part in quelling the Indian uprising of 1865 and 1866. This army service exemplified the Winnebago's desire for peace and good relationships between the Indians and the white settlers.

In the summer of 1866, upon the return of the Winnebago veterans, a homecoming festival was held. Shortly thereafter, Chief Little Priest died of wounds received in army service. An annual memorial celebration is held in remembrance of his sacrifice. The year following his death, Little Priest's service flag was raised as a symbol of the tribe's allegiance to their country. This ceremony remains an important part of each celebration. Later the gatherings became known as the Annual Powwow.

To the honor of these brave and noble forebears with their rare wisdom and foresight, do we, the remnants of once a proud nation, dedicate this marker.

The Winnebago Tribe of Nebraska
Historical Land Mark Council
US Highway 73, north of Macy
Thurston County
Marker 44

(Distance between Marker 207 and Marker 44 is 21.6 miles.)

Health and Physical Education

- Play Lacrosse (Stx Ball).
- Using plastic milk jugs, play simulated Lacrosse with homemade scoops.
- Give a short history of Lacrosse and how it ties to Native Americans.

Math

- Calculate the number of buffalo needed to feed a thousand people attending the three day Powwow celebration.
- Compare land costs per acre of land throughout Nebraska, then and now.

Reading and Writing

- Write a letter to the school on the Winnebago Reservation and develop a pen pal or key pal correspondence.
- Create a story in the oral tradition.
- Start a story in one group. Continue it in a second or third group. See how the story grows and develops.
- Pretend you are a sports commentator observing the opening session of Baggataway or Lacrosse with 200 young men on the field. Write a script describing the action of the game.

Science

- Research the number of land forms represented in the Loess Hills region near or on the reservation and in Macy.
- Compare tribes across Nebraska with the Winnebago in terms of housing, food, hunting.



Social Studies

- Compare and contrast the Winnebago Reservation of 1865 with that of today.
- Research the life of Chief Little Priest.
- Attend a Powwow or view a video of a Powwow.
- Describe and contrast tribal customs of 1865 with today.
- Explore the relationship of the Native American Scouts and the rest of the Native American population.
- Explore flag customs, styles, designs, etiquette, etc.
- Many Native American groups now run casinos. What traditions of gambling is present in Winnebago cultural traditions?

Visual and Performing Arts

- Gather and show Native American star quilts, jewelry, dress, and other crafts.
- Arrange for a demonstration of Native American music or dance.
- Design a flag for an occasion of celebration.
- Discuss the symbols that are an important part of North American crafts and traditions.

General Activities

- Simulate a Powwow celebration.
- Invite a Native American to your class. Have your guest compare the Native Americans of 1865 and today.

Resources

- Indian Center, Inc., 1100 Military Road, Lincoln, NE, 402/438-5231 (good general information and assistance for social studies, visual, and general activities).
- Nebraska Arts Council, Artists-In-Residence Program—call your Educational Service Unit for details (assists with visual arts).
- Nebraska Commission for Rural Economic Development.
- Winnebago Public Schools, St. Augustine Elementary School, P. O. Box GG, Winnebago, NE 68771, 402/878-2291 (pen pals).
- Sports in History, Little, Richard B. New York: Athenaeum 1982 (gives history of Lacross—a neat story on one Tribe’s view of creation of the game).
- “More than Moccasins,” by Laurie Carlson, Chicago Review Press. Includes games and art activities, recipes, and communication methods.
- “Indians of the Plains,” American Heritage, Troll Associate Publishers. Includes games.
- “A Trip to a Powwow,” by Richard Red Hawk, Sierra Oaks Publishing Company. A story about a class attending a Powwow.
- “Buffalo Hunt,” Russell Freedman. Contains many illustrations of Karl Bodmer and George Catlin.



Marker 207 to Marker 44 Distance: 21.6 miles

From: Bancroft, NE
To: Winnebago, NE
Beginning at Bancroft, NE
Go East on local roads for approximately 5.6 miles
Go North on US 77 for 16 miles
To Winnebago, NE



LEWIS AND CLARK CAMPSITE: AUGUST 21, 1804

When the Lewis and Clark Expedition to the Pacific Ocean went through this area their mood was undoubtedly gloomy. On the previous day they had buried their comrade, Sergeant Charles Floyd, who died of a ruptured appendix. Although he was the expedition's only fatality, the explorers suffered from a variety of illnesses and accidents. On August 22 Captain Lewis became ill. Although the cause is unknown, Captain Clark mistakenly believed it was caused by arsenic in rocks Lewis had examined. On the return journey in 1806, Lewis was injured in a hunting accident.

On this day the explorers passed the Sioux River. Clark was told about a place high up this river where "a Creek Coms in which passes thro Cliffs of red rock which the Indians make pipes of, and when the different nations Meet at those queries all is piece." This is now known as Pipestone National Monument, located in southwestern Minnesota. The party camped along the Missouri River northeast of here.

Nebraska State Historical Society
National Park Service
US 20 at milepost 421 on north side,
approximately one mile west of Jackson
Dakota County
Marker 343

(Distance between Marker 44 and Marker 343 is 20.6 miles.)

Health and Physical Education

- Hike and explore a stream.
- Study the digestive system, including the appendix.
- Research the illnesses that the expedition encountered.

Math

- Compare methods of distance measurement (i.e. pacing, measurement wheel, aerial photos).
- Compare the closest highway travel distance with river travel distance on a portion of the Missouri River.

Reading and Writing

- Note the spelling, punctuation differences in the quote on the marker. Make corrections using standard English rules.
- Read portions of Lewis and Clark's Journals.
- Write a travelogue for a segment of the Lewis and Clark Trail.

Science

- Collect animal and plant specimens while on your hike, exploring a stream and identify what you have gathered.
- What is "pipestone" and why did the Native Americans prefer it?
- What geomorphic forces caused the formation of "pipestone" in the southwestern Minnesota region?
- Research arsenic, where it is found, and what it's used for.

Social Studies

- Research the type of training that Lewis and Clark did six months prior to their trip.
- Map the region of the above-mentioned hike.
- Trace the Lewis and Clark route on a map.



- Research what events happened in our country and the world in 1804.
- Using a source like “Perky’s Place Names of Nebraska,” or a Nebraska map, what are some examples of how the Expedition effected place names in Nebraska and Iowa (i.e. Council Bluffs, IA)?

Visual and Performing Arts

- Do pencil sketches of landscapes, animals, and plants as Lewis and Clark did in their own journals.
- Sketch or create a replica of a Native American pipe.

General Activities

- Invite a speaker on hunter safety.
- Compare camping then to camping now.
- Request film from your local Educational Service Unit.
- Compare transportation needs and time needed to travel on the Lewis and Clark Trail then and now. Include what had to be done in light of no bridges, etc.
- Search the World Wide Web for information about Lewis and Clark, Sacajawea, and the Missouri River.
- Compare and contrast the Missouri River then and now (before Bureau of Reclamation Work).

Resources

- The Incredible Journey of Lewis and Clark by Rhoda Blumberg. A wonderful book written at a level even fifth graders can read, yet well enough that adults will enjoy. It has illustrations and a lot of information.
- Undaunted Courage by Stephen E. Ambrose. A scholarly work on Lewis, Jefferson, and the famous expedition. It has lots of never before published information, but it has advanced reading levels.
- Trailblazer, #2 Explorers. Picture of, information on, and path of Lewis and Clark shown on Nebraska map.
- “The Lewis and Clark Expedition,” by Peter F. Copeland, Dover Publications. Drawings of Lewis and Clark expedition.
- “The Usborne Book of Explorers from Columbus to Armstrong,” Scholastic Publishers. Account of travels.
- “Discover” Magazine, November, 1996 issue. Account of Lewis and Clark’s journey.



Marker 44 to Marker 343 Distance: 20.6 miles

From: Winnebago, NE
To: Jackson, NE
Beginning at Winnebago, NE
Go North on US 75 for 14.0 miles to US 20
Go West on US 20 for 6.6 miles
To Jackson, NE



THE SAGE BROTHERS

On the night of June 2, 1969, while on maneuvers in the South China Sea off the coast of Vietnam, the Australian aircraft carrier, Melbourne, was in collision with the destroyer USS Frank E. Evans. The impact cut the Evans in two, the bow section sinking almost immediately. Seventy-four American seamen were lost, including three brothers from Niobrara, Nebraska; Gary, Gregory, and Kelly Sage. The brothers, 22, 21, and 19 years of age respectively, were the sons of Mr. and Mrs. Ernest Sage, and had been stationed together aboard the Evans at their own request. This tragedy was perhaps the greatest single loss suffered by any Nebraska family of the many who have contributed their sons to the service of the Nation.

At memorial services in Niobrara on June 11, 1969, the Governor of Nebraska eulogized the brothers saying that "Every generation of Americans has answered the call to the colors. So it was with the Sage brothers who were serving in the finest tradition of the American fighting men. In the truest sense, they gave up their lives that we might continue to enjoy the fruits of freedom . . ."

Benner-Lawrence VFW Post 4834
Nebraska State Historical Society
Nebraska 12, south edge of Niobrara
Knox County
Marker 101

(Distance between Marker 343 and Marker 101 is 95.3 miles.)

Health and Physical Education

- Find out how soldiers on the ships kept physically fit. Share these activities with classes.
- Play games typical of Asian countries such as pick-up sticks, Diablo, ping-pong, badminton, and shuttlecock.
- Make your own versions of the above games and play.

Math

- Compare the Vietnam War with the American Civil War in terms of length, casualties, etc.
- Chart mortality statistics of the Vietnam war with those of Nebraska traffic accidents.

Reading and Writing

- Interview and write a paper about Vietnamese immigrants and the related experience.
- Write the Chamber of Commerce at Niobrara for details of the annual tribute to the Sage Brothers.
- Read a novel or fiction book from the Vietnamese perspective.

Science

- Compare and contrast the Niobrara and Mekong Rivers in terms of source, topography, climate, etc.
- Research Agent Orange, modern farm chemicals, pesticides, and their effects on the environment.

Social Studies

- Find out how many of your family members served in Vietnam.
- Using a map of Vietnam, label major battle sites and cities.
- Map the relocation of Vietnamese immigrants in Nebraska.
- Research and describe how the Selective Service has changed since the Vietnam War. Interview three or four generations within your community to find information on how military service has changed over the past 50 years.



- Research current laws to determine whether it is legal for relatives in one family to be transported on the same military vehicle today.
- Research back issues of Nebraska History to determine how parents of soldiers in WW I and II marked their houses to show they had sons in or lost in the battle.

Visual and Performing Arts

- Compare and contrast the Vietnam Memorial in Washington D.C. with other war memorials.
- Develop a video or cassette documentary of Vietnamese interviews or American soldiers who served in Vietnam.
- Design your own war memorial or tribute to these three brothers or to someone in your own school, community, etc.
- Research protest music of this era.

General Activities

- Be a private investigator and research why the two ships collided.
- Compare religious and burial treatment of the dead in various cultures but specifically to the people of Vietnam and Nebraska.
- Prepare a typical Vietnamese meal.
- Research foods added to the Nebraska diet and restaurant fare since the Vietnam War.
- Interview local Vietnam War veteran.

Resources

- Vietnam—the book (good information for research).
- American Legion Posts on local level (source of American veterans for interviews and research).
- Senator J. Robert Kerrey (American veteran, write for information, etc.).
- Senator Chuck Hagel (American veteran, write for information, etc.).
- Asian Community Cultural Center, 140 South 27th Street, Lincoln, NE 68510, 402/477-3446 (good for speakers and other general information).



Marker 343 to Marker 101 Distance: 95.3 miles

From: Jackson, NE
To: Verdel, NE
Beginning at Jackson, NE
Go West on US 20 for 4.0 miles to State Rte 12
Go West on State Rte 12 for 91.3 miles
To Verdel, NE



O'NEILL IRISH CAPITAL OF NEBRASKA

The Irish were a major immigrant group contributing to the settlement of Nebraska. Speaking the English language, they blended into the population and were found in many communities. However, due to ancient animosities with Britain, some of them colonized in America. Foremost colony in this state is O'Neill, proclaimed the Irish Capital of Nebraska by the Governor in 1969.

O'Neill, county seat of Holt County, was founded by General John O'Neill, a native of Ireland and veteran of the American Civil War. The "general," a rank bestowed on him by admirers because he commanded three Fenian incursions into British-governed Canada, first directed colonists in 1874 to this fertile Elkhorn Valley site which bears his name. General O'Neill also induced other Irish groups to settle at Atkinson in Holt County and in Greeley County.

Many Irish coming to O'Neill had emigrated to America earlier, as result of famine and economic distress, temporarily settling in eastern cities. General O'Neill, knowing the agricultural heritage of his people, said his object in founding Nebraska colonies was "to encourage poor people in getting away from the overcrowded cities of the East."

O'Neill Jaycees
Nebraska State Historical Society
U.S. 20, in O'Neill
Holt County
Marker 129

(Distance between Marker 101 and Marker 129 is 51.1 miles.)

Health and Physical Education

- Perform Irish folk dancing.
- Play Hot Potato and discuss the nutrition of the potato and other uses of the potato.
- Analyze the nutritional value of the potato.

Math

- Make various graphs showing the major immigrant populations in Nebraska.
- Compute in square miles the plains' area surrounding O'Neill.

Reading and Writing

- Research and write a report on the immigrant settlers of your own community.
- Read and write about leprechauns and other Irish folklore.
- Write the O'Neill Chamber of Commerce and request a schedule of events for the St. Patrick's Day Celebration.
- Review a movie about Ireland such as "Dobi O'Gillcsp" and "The Little People." What themes are developed? Is there such a thing as a *happy* Irish movie?

Science

- Research the fungus that destroyed the potato crop in Ireland.
- Compare and contrast the characteristics of the Plains' area of O'Neill to the Sand Hills region of Nebraska.



Social Studies

- Research the Great Potato Famine in Ireland.
- Locate on a map other Irish settlements in Nebraska.
- Research the immigrant groups who are currently settling in Nebraska and the reasons for their relocation.
- Talk about the current division of Ireland and Northern Ireland.
- Research John O'Neill and his participation in the Civil War.
- Were any of your classmates' ancestors members of Sein Finn, the IRA, or Orangeman? What do those terms mean?
- Check your family tree. Try to determine the national or international events leading to your ancestors coming to America.

Visual and Performing Arts

- Sing some Irish tunes.
- Study the characteristics of Irish music and instruments.

General Activities

- Invite a speaker on the Irish Heritage.
- Develop a recipe file for potatoes and the many ways they can be used in one's diet.
- Have a "potato" meal in the classroom.

Resources

- [Trailblazer, #7, Early Settlers](#). Information and pictures about immigrants from Europe, including a graph of various European countries.

Marker 101 to Marker 129 Distance: 51.1 miles

From: Verdel, NE
To: O'Neill, NE
Beginning at Verdel, NE
Go West on State Rte 12 for 23.4 miles to US 281
Go South on US 281 for 27.7 miles
To O'Neill, NE



THE NELIGH MILLS

The Neligh Mills, built from locally fired brick in 1873 by John D. Neligh, was the first business and industry in the then newly platted town. Later owners and operators of the mill included William C. Galloway, Stephen F. Gilman, and J. W. Spirk. Milling operations began in 1874 with two runs of stone. Roller mills were added in 1878, and all new roller mills were installed in 1898. Flour from the Neligh Mills was widely sold throughout the Middle West. Better known brands produced here include Neligh Patent Flour, So-Lite Flour, and Crescent brand feeds.

A good mill was a major factor in the growth of Nebraska communities during the 1870's and 1880's. Mills turned locally grown grain into flour, cutting down on expensive long distance shipping. Mills with an ample water supply and situated on main rail lines were able to produce quantities in excess of local needs, and sometimes received lucrative government contracts with the Army and Indian Bureau for overseas export.

In 1969 the Legislature authorized the Nebraska State Historical Society to acquire and preserve this mill as a symbol of our agricultural history. Its importance was also recognized in 1969 by entry on the National Register of Historic Places.

Nebraska State Historical Society
US 275 in Neligh
Antelope County
Marker 120

(Distance between Marker 129 and Marker 120 is 40.0 miles.)

Health and Physical Education

- Discuss the food pyramid and the grain group which is the base of the pyramid.
- Discuss the importance of fiber in the diet and how it relates to grains.
- Discuss how the food and physical activities complement each other.
- Research or discuss how athletes use grains to carbo-load.
- Play the game, "The Miller is Out."

(Two goals are fixed at opposite ends of the playground. In the one goal are the players, in the other is the miller. The watchman stands in front of the players.

The miller shouts: "Hallo, Hallo!"

The watchman: "Who is there?"

Miller: "The miller."

Watchman: "What do you want?"

Miller: "A sack full of children."

Watchman: "Then catch them."

The players now hurry to the opposite goal. If any one is caught he/she becomes the miller, the miller becomes the watchman, and the previous watchman joins the other players.)

Math

- Graph the major grain crops in Nebraska in terms of annual production.
- When making butter, measure original cream against resulting butter and buttermilk.
- Review measurement before baking bread, or other recipes.

Reading and Writing

- Apply for a new patent.
- Write a recipe for making bread beginning with the grain itself.
- Bring a variety of bread recipes and make into a booklet.
- Develop advertising and marketing strategies for the flour or for the grains from the mill.



Science

- Test leavening agents in making bread products (i.e. baking powder, vinegar and sour milk, baking soda, sour dough and yeast).
- Germinate and experiment with different wheat species.
- Develop a test plot and grow several varieties of grain.
- Make butter to go with the bread (shake whipping cream in a small jar).

Social Studies

- Map the world wide distribution of flour products from Nebraska.
- Compare and contrast production at the Neligh Mill with that of Gooch's Mill today.
- Using a Nebraska road map, find five cities to market the flour from the Neligh Mills. Develop your trip and costs.
- Research how flour was stored in stores and homes in the 1870's. Compare amounts/quantities available for sale and packaging techniques.
- Check with the State Historical Society about information showing the location of flour mills from 1850 to the present. How can this data be used to show the advance of settlement in Nebraska? What factors led to the decline of the flour mills?

Visual and Performing Arts

- Do a mock-up of the Neligh Mill and Gooch's Mill.
- Make Playdough for sculpting.
- Design a float for the Neligh Old Mill Days Parade (July 2-4).
- Do Break Dough sculpting.

General Activities

- Compare bread making techniques of 1873 to 1950 to today (include the cast iron oven, the modern range and the bread machine).
- Bring a recipe for your favorite bread.
- Research the historical buildings that are in your community. Is there an organized plan to preserve these buildings?

Resources

- Gooch's Mill, Lincoln, NE (good general information from a mill of today to use for comparison and history).
- Games for Schools and Gymnasias, W. C. Schaefer, 1900, Freidenker Publishing Company, Milwaukee, WI 11).
- Trailblazer, #19, Agribusiness. Picture and information of Neligh Mills.
- Nebraska Wheat Board, 301 Centennial Mall South, Lincoln, NE 68509-4912; 402/471-2358.



Marker 129 to Marker 120 Distance: 40.0 miles

From: O'Neill, NE
To: Neligh, NE
Beginning at O'Neill, NE
Go Southeast on US 20 for 13.7 miles to US 275
Go Southeast on US 275 for 26.3 miles
To Neligh, NE



THE VILLASUR EXPEDITION - 1720

In June 1720 a Spanish military force led by Sir Pedro de Villasur left Santa Fe, New Mexico, to gather information on French activities near the Missouri River. The contingent included 45 veteran soldiers, 60 Pueblo Indian allies, some Apache scouts, and a priest. Indian trader Juan L'Archeveque, and Jose Naranjo, a black explorer who had reconnoitered Nebraska's Platte River, accompanied the expedition.

Near present Schuyler, Nebraska, Villasur's command encountered large numbers of Pawnee and Oto Indians who were allies of the French. The Spanish withdrew to approximately this spot and camped. The next morning, August 14, 1720, the Indians attacked. In only minutes Villasur, L'Archeveque, Naranjo, 31 soldiers, 11 Pueblo Indians, and the priest lay dead. The survivors escaped across the prairie and reached Santa Fe on September 6. Spanish losses were the greatest suffered by white men in any battle with Indians on Nebraska soil.

The Villasur expedition was the deepest official penetration of the Great Plains by Spanish explorers. Villasur's defeat ended Spanish exploration of the Nebraska country until the 1806 Melgares expedition visited the Pawnee village on the Republican River.

Nebraska State Historical Society

Original marker was destroyed in a flood. The replacement marker is on Park, south edge of Columbus.

Platte County

Marker 305

(Distance between Marker 120 and Marker 305 is 75.0 miles.)

Health and Physical Education

- Teach cross-country running techniques (Pawnee were known as the greatest distance runners of the Plains).
- Have a “relay” run.

Math

- Using the plotted route made in social studies, calculate the miles marched and determine the average number of miles marched per day.

Reading and Writing

- Write journal entries from the perspective of Villasur or one of the people from his contingent.
- Predict what may have happened if Villasur's expedition would have been successful.
- Create a story drama or story depicting the skirmish of August 14, 1720.

Science

- Villasur was attacked when he camped in the tall prairie grass. Research which “tall grasses” were native to Nebraska, then and now.
- Why do the tallest grasses grow in eastern Nebraska?
- Plant a garden plot similar to the Pawnee with corn, beans, and squash.

Social Studies

- Plot a possible route taken by Villasur on a map of the United States.
- Place the Villasur Expedition on a time line.
- Discover other black explorers, particularly west of the Mississippi.
- Compare and contrast the varying accounts of the Villasur Expedition.



- Why did the various participants—Otoes, Pawnees, French, Spanish, and various Southwestern Tribes—choose to take part in this skirmish?
- How did the original hand paintings come to be found in Switzerland?

Visual and Performing Arts

- Visit the mural at the Nebraska State Historical Society Museum which depicts the battle.
- Utilize the Trailblazer Newspaper from the Nebraska State Historical Society as a source for information about the battle and copy the above-mentioned print.

General Activities

- Have students play a traditional team game then have them write a short account of his or her perspective of what exactly happened. Compare the different stories written about the experience. (Putting the history of Villasur together was difficult because of varying accounts.)

Resources

- Nebraska State Historical Society Museum, Lincoln, NE.
- “Massacre on the Platte,” Wild West Magazine, October, 1995 by Jeff Hengesbaugh (a good article on Villasur’s trek into Nebraska and the battle with the Pawnee).
- The Lost Universe by Gene Weltfish (Chapters 11 and 12 tell of Pawnee agriculture, gives information on varieties of corn, beans, and squash and ceremonies of planting, cultivating, and harvesting).
- Trailblazer, #2, Explorers. Path of Villasur in Nebraska shown on map, information about the battle, and drawing of Spanish flag.
- Trailblazer, #23, Spain on the Plains (drawing and discussion of battle, includes mention of Jose Naranjo, a black explorer).

Marker 120 to Marker 305 Distance: 75.0 miles
From: Neligh, NE To: Columbus, NE Beginning at Neligh, NE Go South on State Rte 14 for 34.5 miles to State Rte 39 Go Southeast on State Rte 39 for 18.2 miles to local road Go East on local road for 2.6 miles to State Rte 22 Go East on State Rte 22 for 13.6 miles to US 81 Go Southeast on US 81 for 6.1 miles To Columbus, NE



MORMON PIONEER CAMPSITE

In the early spring of 1847, several hundred pioneers of the Church of Jesus Christ of Latter-day Saints (Mormon) camped near here on their historic trek to the Valley of the Great Salt Lake. Driven from their homes in Illinois and Missouri, more than 3,000 of the oppressed people had wintered near the present site of Omaha, housed in log cabins, sod houses, and dugouts, preparing for the journey to their new Zion in the Rocky Mountains.

The first company of pioneers, led by Brigham Young, left Winter Quarters on April 14 with 143 men, three women, and two children traveling in 73 wagons. They arrived in what is now Salt Lake City on July 24, 1847. Several other companies took the trail in the months and years that followed, traveling the same route, and many of them camping at or near this spot.

Between 1855 and 1860 several thousand made the 1300-mile journey on foot, pulling their worldly possessions in handmade two-wheeled carts. The dramatic and oftentimes tragic story of these Handcart Pioneers is one of the epics of American history. Overpowered by summer heat or caught in the cold of prairie blizzards, hundreds of them lie buried in unmarked graves along the trail.

Church of Latter-Day Saints
Nebraska State Historical Society
Nebraska 14, 2 1/2 miles southwest of Fullerton
Nance County
Marker 162

(Distance between Marker 305 and Marker 162 is 37.2 miles.)

Health and Physical Education

- Discuss heat stroke and heat exhaustion. Talk about symptoms, treatment, and precautions then and now.
- Compare a 1300 mile trip on foot with a 1300 mile trip today in a vehicle.
- Compare a 1300 mile trip in the early 1900's via the train.
- Research food preparation and food storage.

Math

- Compare the carrying capacity of the Mormon handcart to the covered wagon.
- Using statistics available, calculate how many days it would take to make the journey from Florence, Nebraska (Winter Quarters) to Salt Lake City, Utah.
- Graph death statistics along the trail according to cause of death.

Reading and Writing

- Pretend you were a Mormon facing persecution for your beliefs. Journal about your feelings.
- Decide what possessions you will take with you in the handcart. Make a list and tell why you made those choices.
- Write back home telling about death on the trail.
- Keep a journal of life on the trail.
- Write the Family History Center and inquire about the genealogy services available.
- Compare and contrast current day camping experiences/equipment with the Mormon camping experience.
- Get pen pal, key pal correspondence started with youth in Salt Lake City.

Science

- Calculate the length of your trip from Nebraska to Salt Lake City. Determine what month to leave.
- Give advantages and disadvantages of using oxen, mules, and horses to pull the wagons on the trail (include endurance rates of animals, etc.).



Social Studies

- Research the life of Joseph Smith.
- Research the life of Brigham Young.
- Develop the route map from Florence, Nebraska to Salt Lake City, Utah.
- Research why the Mormons did not use the Oregon Trail, staying on the north side of the river during 1847.
- Compare and contrast the Mormon Trail with the Oregon and California Trails and the overlap of some sections.

Visual and Performing Arts

- Write a musical or script a scene in a musical with a theme appropriate for lifting the spirits of the people traveling 1300 miles.
- Research the establishment of the Mormon Tabernacle Choir.
- Create toys and games out of materials which would have been found on the trails.
- Create a quilt design.
- Arrange displays of geographic depictions of the Mormon Trail by artists of this era (i.e. William Henry Jackson).

General Activities

- Build a handcart.
- Fill in a family genealogy chart using information from the Family History Center or personal family records.
- Plan a trip following the old Mormon Trail. Include itinerary, stops, maps, costs, budget, etc.
- Recreate original Mormon/Oregon Trail recipes.

Resources

- Nebraska Mormon Trails Association Packet which includes: music, social studies activities, maps, booklet of activities c/o Shauna Valentine, 2660 Park Avenue, Lincoln, NE 68502 (helps build handcarts, great activities and information for kids to use).
- Finding the Right Place—The Story of the Mormon Trail by William E. Hill (to order, contact OCTA, Oregon-California Trails Association, P.O. Box 1019, Independence, MO 64051-0519; 816/252-2276).
- The Church of Jesus Christ of Latter-Day Saints (Mormons), 3000 Old Cheney Road, Lincoln, NE.
- Family History Center (genealogy records), 3000 Old Cheney Road, Lincoln, NE, 402/423-4561 (assists in general information for Mormons today and pen pal project; assists with family history).
- Lincoln Institute of Religion, 1030 Q, Lincoln, NE, 402/435-6328 (assists in general information for Mormons today and pen pal project).
- Shauna B. Valentine, Public Affairs Director, Nebraska Region, Lincoln Nebraska Stake, 2660 Park Avenue, Lincoln, NE 68502, 402/476-7450 (good general resource on Mormons).
- Mormon Trail Center at Winter Quarters, 3215 State Street, Omaha, NE 68112, 402/453-9372 (good general information).
- AAA Automobile Association—Travel and Insurance (maps, mileage, etc.).



- Oregon Trail Cookbook, Morris Publishing, P.O. 233, Kearney, NE 68848 (general activities on recreating recipes).
- The Overland Migrations printed by the National Park Service. This little book has great photographs and illustrations. It has information on migrations to Oregon, California, and Utah.
- “Handcarts Against Fearful Odds,” Wild West Magazine, pp 34-41. The story of one of the overland Mormon trips. Contains several illustrations.
- Trailblazer, #3, Oregon Trail. Shows map of Mormon and Oregon Trails, picture of handcarts, and information on Winter Quarters.

Marker 305 to Marker 162 Distance:37.2 miles

From: Columbus, NE
To: Fullerton, NE
Beginning at Columbus, NE
Go Northwest on US 81 for 6.1 miles to State Rte 22
Go West on State Rte 22 for 31.1 miles
To Fullerton, NE



THE BLIZZARD OF 1888

On January 12, 1888, a sudden fierce blizzard slashed across the Midwest. The temperature fell to between 30 and 40 degrees below zero. A howling northwest wind swept the plains. The storm raged for 12 to 18 hours and is probably the most severe single blizzard to have hit Nebraska since the settlement of the state.

Sometimes called "the school children's storm," the blizzard caught many children away from home. Many acts of heroism were performed by parents, teachers, and the children themselves.

The story of Minnie Freeman has become symbolic of these many acts of heroism. Miss Freeman, still in her teens at the time, was teaching at a school near here. When the wind tore the roof off the sod schoolhouse, Miss Freeman saved her pupils by leading them through the storm to a farmhouse a half mile away.

Many other teachers performed similar acts of heroism, and at least one lost her life in the attempt. No accurate count of the total deaths from the storm is possible, but estimates for Nebraska have ranged from 40 to 100.

January 12, 1888 Blizzard Club
Historical Land Mark Council
Nebraska. 70, south of Ord
Valley County
Marker 66

(Distance between Marker 162 and Marker 66 is 58.6 miles.)

Health and Physical Education

- Learn the treatment and prevention of frostbite and hypothermia.
- Define the term "stir crazy" in regard to emotional and mental health.
- Participate in cooperative games.

Math

- Chart the years when Nebraska has experienced a severe blizzard.
- Calculate and graph the number of "snow days" your school has taken in the past 20 years.
- Calculate what 40 degrees below zero is on the Celsius scale.
- Calculate how many degrees below average the temperature was during the Blizzard of 1888.
- What percent of a day is 12 hours and 18 hours?

Reading and Writing

- Interview someone who has been in a blizzard and create a report or presentation.
- Tell about a time when you (the student) experienced a severe storm.
- Read the story by Nebraska author Mari Sandoz called "Winter Thunder."

Science

- What weather conditions constitute a blizzard?
- What other "blizzards" has Nebraska experienced? Is there a pattern?
- Study the geometric designs and patterns of snowflakes.
- Research the effects of a blizzard or other severe weather on cows, and other farm animals. How did/do we try to care for animals with such extreme conditions?
- Research other severe weather conditions experienced by Nebraskans such as droughts, tornadoes, and floods.



Social Studies

- What effect did blizzards in the 1800's have on ranching in Nebraska?
- Research and create a map showing the Midwest states that were part of this blizzard.
- Find three or four ways pioneers, teachers, and children found to cope during the blizzard. Tell what methods would be used today.
- Another major blizzard occurred in Nebraska in 1949. Interview how people's lives are affected.
- What causes the most damage in Nebraska, blizzards or floods?

Visual and Performing Arts

- Make snowflakes.
- Create an artwork depicting a winter scene (blizzard). Look at various artists' depictions of storms and use of brushstrokes.
- Visit the "School Children's Blizzard" mural in Nebraska's Capitol Building.

General Activities

- Students may show photos about snow storms they or their parents remember.
- Contact schools in Oklahoma, North Dakota, and interior Alaska to discover what conditions (i.e. temperature, wind speeds, snow amounts) would usually get school canceled. Chart or map the information.

Resources

- Nebraska Old and New by A. E. Sheldon, copyright: 1937. Contains stories and accounts of the blizzard and gives accounts of people caught in the blizzard.
- In All Its Fury by W. H. O'Gara, ed. This is a work that gives several accounts of one of the worst blizzards in Nebraska history. Most of the stories come from members of the January 1888 Blizzard Club.

Marker 162 to Marker 66 Distance: 58.6 miles
From: Fullerton, NE To: Ord, NE Beginning at Fullerton, NE Go West on State Rte 22 for 44.1 miles to State Rte 11 Go Northwest on State Rte 11 for 14.5 miles To Ord, NE



CIVILIAN CONSERVATION CORPS

From 1934 to 1939, Companies 2741 and 2732 of the Civilian Conservation Corps occupied a camp near this site. Barracks housed about 200 men, ages 18 to 25, who built soil conservation dams and planted shelterbelts on nearby farms. The camp moved to Broken Bow in 1939 and the buildings were dismantled. CCC camps across Nebraska and the nation provided employment and training for thousands of young men during the Depression.

Ravenna Genealogical and Historical Society
Nebraska State Historical Society
One mile southeast of Ravenna on Nebraska 2
Buffalo County
Marker 370

(Distance between Marker 66 and Marker 370 is 54.5 miles.)

Health and Physical Education

- Play a game of basketball using the rules used prior to 1930. Compare it to current day basketball. (i.e. 1929 dribbling was introduced; after 1938 center jump after every basket was eliminated; 1933 ten second rule added; 1930's the three second lane violation was added; Stanford developed the one handed jump shot in the 30's, etc.).
- Participate in orienteering activities (see World Wide Web information).

Math

- Calculate how many trees were planted during the 1930's in Nebraska.
- Determine wildlife on an acre of land which has a shelterbelt versus one that does not have a shelterbelt.
- Review or introduce the concepts of degrees and angles in measuring. Use information in orienteering activities.

Reading and Writing

- Correspond with the current Job Corp Camp at Chadron requesting description of current employment and responsibilities.
- Develop conservation strategies for an acre of land you inherit.
- Pretend you are the President of the United States. Draw up a plan to create jobs as a result of a depression which strikes during your administration.
- Write a letter home describing life in the CCC camp.
- Interview grandparents (or great grandparents) about CCC projects in the area they grew up.

Science

- Determine appropriate vegetation to be included in a shelterbelt.
- Invite a guest speaker from the Soil Conservation District to focus on the soil conservation projects of your area.
- Compare natural ponds and lakes versus the man made ponds and lakes in your neighborhood.
- Participate in orienteering activities involving the compass in conjunction with physical education classes.
- Investigate conservation efforts being carried out in your locale.
- Construct bridges and conduct stress tests regarding support.



Social Studies

- Using the principles underlying the CCC, develop a modern plan for solving youth unemployment.
- Investigate the development of the CCC arising from the Depression needs.
- List all the jobs created in Nebraska by the CCC and the resulting project accomplishments (i.e. dams, shelterbelts, roads, irrigation canals, etc.).
- Compare the Works Project Administration and the CCC in terms of projects.
- Determine which projects in your community were carried out by the WPA and the CCC.
- Research Franklin D. Roosevelt's part in the creation of the WPA or CCC including the National Recovery Act.
- Create a topographical map of your area and chart out an orienteering course.
- Find out statistics for out of work people as a result of the depression.
- Visit with "old timers" to find the location of CCC constructions in your county. How did people feel about the work of the CCC?

Visual and Performing Arts

- Bring quilts from the depression era for display.
- Display photos of the depression era.
- Create a medley of depression era music which might be heard in a CCC camp.
- Study artwork/photographs by Dorothea Lange.
- Compare and contrast the quilts with those from the last half of the 1800's and second half of the 1900's.

General Activities

- Bring in grandparents and great-grandparents for a panel discussion on the Depression years.
- Plant a tree in a current arboretum, park, or school ground.

Resources

- "The Civilian Conservation Corps in Nebraska, Memoirs of Company 762," by Charles E. Humberger, Nebraska History, 75 (winter 1994); 292-300.
- Conservation Districts.
- CCC camp near Chadron.
- The Everything You Want to Know About Sports Encyclopedia, edited by Neil Cohen, 1994 Bantam Books, Toronto (gives changes of baseball rules and play over the years).

Marker 66 to Marker 370 Distance: 54.5 miles

From: Ord, NE
To: Ravenna, NE
Beginning at Ord, NE
Go Southwest on State Rte 70 for 14.4 miles to State Rte 58
Go South on State Rte 58 for 10.5 miles to State Rte 92
Go East on State Rte 92 for 0.9 miles to State Rte 10
Go Southwest on State Rte 10 for 18.2 miles to State Rte 2
Go East on State Rte 2 for 10.5 miles
To Ravenna, NE



CUSTER COUNTY'S FIRST COURTHOUSE

Custer County, named in memory of General George Armstrong Custer, was organized July 27, 1877. Frontiersmen and pioneer ranchers had been living in the area since 1872. Earlier, soldiers from Fort McPherson and settlers from the Platte River counties had regularly made hunting expeditions here, for its river valleys were noted feeding grounds for deer, elk and antelope.

The log ranch house of Milo F. Young, then located in Section 23, Township 15N, Range 22W, was designated as the temporary county seat. Built in 1876, it officially served as the county courthouse for seven years, though most of the county records were kept in the homes of the officials. In it, on December 17, 1880, were held the hearings which lead to the Olive-Fisher trial for the lynching of Mitchell and Ketchum, one of history's most noted feuds between ranchers and homesteaders.

The log house continued to serve as a private residence for many years but was finally abandoned. At the request of several community organizations in 1933, the Young estate donated the house to the village of Callaway, and it was moved here to Morgan Park.

Seven Valleys Historical Society
Nebraska State Historical Society
US 40, Morgan Park, Callaway
Custer County
Marker 134

(Distance between Marker 370 and Marker 134 is 83.2 miles.)

Health and Physical Education

- Learn outdoor survival skills such as fire-making, knot tying, and lashing.
- Discuss various past and current methods to conflict resolution.

Math

- What year did the second courthouse come into use?
- What is the longest distance that anyone would have to travel in your county to access the services in the courthouse?
- Research how many counties there are in Nebraska, what the county “numbers” signify, and reassign numbers to counties based on current population statistics.
- Find out the budget statistics for your county.
- Research how many license plates are issued in your county in each year. Graph or plot the numbers by months. Figure revenue proceeds for the year.

Reading and Writing

- Read Paul Goble’s book on the Battle of Little Big Horn (Native American perspective).
- Research the Mitchell and Ketchum lynching and write a short story with dialogue.
- Read the book The Ladder of Rivers by Harry E. Chrisman, which is about the Olive family.

Science

- What land/soil regions are in Custer County?
- Which animals mentioned on the marker have disappeared from the area and why?
- What animals are indigenous to this area (or Nebraska)?
- Compare and contrast architecture and building materials of three early courthouses.



Social Studies

- What is a “county seat?” What is the story of the struggle to determine the county seat in your county?
- What services are located in your county courthouse?
- Take a field trip and tour your county courthouse.
- Nebraska is considering combining counties. Plot what counties you think would work well together and choose the county seat.
- Locate Custer County on a map of Nebraska.

Visual and Performing Arts

- Design a log house of the 1800s.
- Sketch and discover the architecture of your own courthouse.
- Study artwork of Goble in “Battle of Little Big Horn.”

General Activities

- Research legal descriptions of property.
- Invite a county assessor to visit the classroom.
- Research all the offices and activities which occur in your county courthouse.
- Research how many employees work in the county courthouse. How many are elected, appointed, and hired as supplementary staff.
- Research the “Town Square” and its impact on business, social life, etc.

Resources

- The Ladder of Rivers by Harry E. Chrisman. Ladder gives the story of the Olive Family moving from Texas to Nebraska. They drove their cattle from river to river. The book is definitely told from the ranchers point of view.
- The Great Plains by Walter Prescott Webb. A teacher’s resource. Chapters 6 and 7 give great information on the development of the cattle ranches and then building of fences on the plains.

Marker 370 to Marker 134 Distance: 83.2 miles

From: Ravenna, NE
To: Callaway, NE
Beginning at Ravenna, NE
Go Northwest on State Rte 2 for 48.0 miles to State Rte 21
Go Southwest on State Rte 21 for 21.1 miles to State Rte 40
Go West on State Rte 40 for 14.1 miles
To Callaway, NE



SCOUT'S REST

William Frederick Cody (1846-1917), known to the world as "Buffalo Bill," was the most noted Nebraskan of his day. The many national and European tours of his various "Wild West" exhibitions made him the living symbol of the American West.

Cody came to Nebraska in 1869 as guide and scout for the 5th Cavalry at nearby Fort McPherson. He also served as guide for the wealthy and famous on buffalo hunts. Buffalo Bill first went on the stage in 1872, and he formed his first "Wild West" in 1883. He was also involved in ranching and farming, and he was a pioneer in the development of irrigation in both Nebraska and Wyoming.

Scout's Rest was built for Buffalo Bill in 1886 as a place to relax between show tours. Here he entertained in elaborate style his famous contemporaries as well as his old friends of frontier days. Scout's Rest was named to the National Register of Historic Places on January 30, 1978. The house is in Second Empire style with Italianate and Eastlake features; it cost \$3,900. The rear addition was added in 1909.

Nebraska Game and Parks Commission
Nebraska State Historical Society
Buffalo Bill's Mansion, North Platte
Lincoln County
Marker 232

(Distance between Marker 134 and Marker 232 is 73.5 miles.)

Health and Physical Education

- Simulate a cow chip throwing contest.
- Introduce and engage in rest and relaxation techniques.
- Find out how fast a buffalo runs. Time yourself. Determine if you can outrun a buffalo.
- Create a physical education Wild West Rodeo with events which could be done at school without the traditional rodeo animals.

Math

- Compare real estate prices then and now.
- Chart and figure the miles traveled during a Wild West Show Tour.
- Research and graph numbers of people staying at Scout's Rest Ranch between 1886 and 1890.

Reading and Writing

- Write a diary from the viewpoint of a cowboy or from a Wild West performer.
- Read a Louis L'Amour, Zane Grey, or Wayne C. Lee western novel.
- Compare the cowboy poets or musicians of today with Will Rogers (i.e. Baxter Black and Michael Martin Murphy).

Science

- Brainstorm a list of at least 20 uses for the buffalo.
- Research how the buffalo has been reintroduced into the Plains.
- Research Cody's part in the development of irrigation in Nebraska and Wyoming.
- Make a list to compare and contrast wild and tame animals. Categorize the buffalo.



Social Studies

- Plan a road trip for Buffalo Bill Cody and his Wild West Show in the 1890's.
- Describe the stereotype given to the Native American in the Wild West Show.
- Make a timeline of the buffalo killings and near extermination.
- Does your county have a fair? A County Fair Board? Has anyone you know been part of the rodeo circuit? If so, what was his or her experience?

Visual and Performing Arts

- Arrange for a program of cowboy music and rope demonstrations.
- Plan your own Wild West Show.
- Paint or sculpt in the style of Russell or Remington.
- Investigate the architecture of any buildings at Scout's Rest including the Italianate and Eastlake features comparing them to your community buildings.

General Activities

- Create a plan for a 21st Century resort (including food, lodging, and entertainment facilities).
- Gather information about a 20th Century resort complex.
- Compare and contrast resort facilities at Branson, Missouri with Kansas City, Missouri or Las Vegas, Nevada.
- Write and ask for information on Nebraskaland Days in North Platte. Determine its economic impact on North Platte.

Resources

- Nebraskaland Days at North Platte every summer in June, North Platte Chamber of Commerce (good general information about Scout's Rest).
- Buffalo Bill Farm and Ranch Expo in February, North Platte Chamber of Commerce (good general information about Scout's Rest).
- Baxter Black Cowboy poetry.
- Michael Martin Murphy, cowboy musician.
- "The Show Must Go On," Wild West Magazine, August, 1991, pp 26-32. Article on the Wild West shows and showmakers.
- "Buffalo Bill: World Showman, Wild West Magazine, December, 1996, pp 54-60, 95. Extensive article on the show with photos and illustrations of the posters.
- Son of a Gunman by Wayne C. Lee. A western novel written by a Nebraska novelist and author of history.
- Buffalo Bill Ranch State Historical Park, RR #1, North Platte, NE. This state park is a fun and educational place to visit. Buffalo Bill's North Platte home and a large barn have been restored. Directors of the park are a good source of information and can lead to more resources.
- Cow Attack by Baxter Black. The latest work by America's best known cowboy poet. Black is known for his wit, wisdom, and humor.
- A Ride Through Rhyme by R. P. Smith. Smith is one of Nebraska's cowboy poets. His Custer County roots and experiences lend authenticity to his works. His topics deal with expected topics such as horses and pickups but also range to address Alzheimer disease and death.
- Trailblazer, #17, Notable Nebraskans. Contains photo of and information about William Cody.
- "Indians of the Plains," American Heritage Junior Library, Troll Publishing. Includes Buffalo Bill, Wild West poster.



- “Ten Famous Nebraskans,” by Donald Whisenhunt, Wayne Enterprises, Wayne, NE. Contains photos of and information about William Cody.
- “Cowboys of the Wild West,” by Russell Freedman, Scholastic Publishers. Contains photos of cowboys in the Wild West Show.

Marker 134 to Marker 232 Distance: 73.5 miles

From: Callaway, NE
To: North Platte, NE
Beginning at Callaway, NE
Go West on State Rte 40 for 14.3 miles to State Rte 47
Go South on State Rte 47 for 24.4 miles to I-80
Go West on I-80 for 34.8 miles
To North Platte, NE



FRONTIER COUNTY–STOCKVILLE

When Frontier County was organized in 1872, Stockville became the county seat. During its first decade no real town existed, for it was only a trading center for the ranchers of the region. It was not until the middle-eighties, when the county filled with homesteaders, that the town began to grow.

Near here is Medicine Creek, one of the most important waterways of the region. It served as a natural highway between the Republican and Platte Rivers, first for the Indians, then for the whites. With the establishment of Fort McPherson, the Medicine route was regularly used by the military as they protected the frontier. In the heart of the buffalo county, the Sioux were partial to the Medicine Valley. In 1870, a band of former hostiles, the Whistler band of Cut-off Oglala, settled near here, living in peace with the early settlers for several years.

Among the notable frontiersmen of the region were outstanding figures Hank and Monty Clifford, John Y. Nelson, and Doc Carver. Regular visitors were Buffalo Bill Cody and Texas Jack Omohundro, as they guided the wealthy on buffalo hunts.

Stockville Federated Women's Club
Historical Land Mark Council
Nebraska. 23, west of Stockville
Frontier County
Marker 84

(Distance between Marker 232 and Marker 84 is 52.6 miles.)

Health and Physical Education

- Play the game of Snow-Snake from Games of the North American Indians. pg. 415 .
- Play and study the origin of the game Indiaca (Indiaca can be purchased for \$14.95 each from Sportime, One Sportime Way, Atlanta, GA 30340-1402).
- Make your own Indiaca with a tennis ball and feathers (3) stuck in a tennis ball.

Math

- Determine the distance between the Medicine Creek Dam to Stockville.

Reading and Writing

- Read about different entertainers of the Wild West Show and give presentations about them.
- Design an advertising flyer for the trading center of 1872.

Science

- Why was Medicine Creek “Dam” built? What kind of changes occur (positive and negative) when a dam and reservoir are created in a valley?
- Contact the Natural Resource District nearest Stockville. Gather information about Medicine Creek, the Republican, and Platte Rivers. Write a report about information gathered.

Social Studies

- Investigate why Stockville did not grow when later planted communities have thrived.
- Plot the route from Ft. Hayes (Hayes, Kansas) to Ft. McPherson using the Medicine Creek Route.
- Discuss the importance of a trading center. What items would be traded at a typical ranchers’ trading center?



- Compare a “Walmart” trading center to a traditional frontier trading center.
- Look at old maps of your county. How have residential patterns changed? Why are there less farmsteads? How have people’s livelihoods changed?

Visual and Performing Arts

- Produce a Wild West Show.
- Study the original Wild West posters and design one of your own.
- Explore images of waterways, creeks, rivers. Create artwork working on brushstrokes to show water movement.
- Gather then and now pictures of the Platte River, Medicine Creek, and Republican River for display.

General Activities

- Learn about Nebraska counties (how started, named, history, how many, etc.)
- Research why Medicine Creek is one of the most important waterways of the region.
- Compare frontier Stockville with the frontier town at Stuhr Museum.

Resources

- Games of the North American Indian, pp 179, 504, 637, Stewart Culin, Dover Press, NY, 1975 (assists with health, physical education, and games).
- Nebraska Rivers, a *Nebraskaland* magazine publication.
- Natural Resource District.
- Nebraska Blue Book.
- Stockville Federated Women’s Club.
- Stuhr Museum, Grand Island, NE (frontier town).
- Frontier County Historical Society, Box 242, Curtis, NE 69025. A very active group that prints a newsletter with articles on the history of the county and adjoining area. Newsletters and other information can be obtained from the group by writing. Current president is Marlyn Wolf, 1819 Avenue F, Gothenburg, NE 69138. He expressed a willingness to help any information seekers.
- Pioneers, Indians, and Buffaloes by Bayard H. Paine. A history of Frontier County and Medicine Creek by a local historian. Available from Ralph Hinton, P. O. Box 501, Cambridge, NE 69022.

Marker 232 to Marker 84 Distance: 52.6 miles

From: North Platte, NE
To: Stockville, NE
Beginning at North Platte, NE
Go South on US 83 for 33.7 miles to State Rte 23
Go East on State Rte 23 for 7.9 miles to State Rte 18
Go East on State Rte 18 for 11.0 miles
To Stockville, NE



THE GRAND DUKE ALEXIS

During the winter of 1871-72, the Grand Duke Alexis, fourth son of Tsar Alexander II of Russia, paid a goodwill visit to the United States. General Phil Sheridan arranged for a buffalo hunt to be held in his honor. The hunt campsite was about a mile north of here on Red Willow Creek. It was a short distance above the point where a Fort McPherson-Republican Valley military road crossed the creek 1/2 mile east of here. The hunt took place January 13-15, 1872.

Alexis was accompanied by Russian officials and servants. General Sheridan's party included Generals George Custer and George Forsyth. Buffalo Bill Cody was the guide and chief hunter. Many officers, enlisted men, and civilians were required to run the camp. Chief Spotted Tail and an encampment of Brule Sioux entertained with dances and a shooting exhibition. Alexis and others succeeded in killing a number of buffalo, and nightly celebrations were held.

Within two years, the buffalo were gone, and pioneer ranchers moved into the area. A decade later, hundreds of homesteaders moved into the area and Hayes County was organized in 1885.

Hayes County Historical Society
Nebraska State Historical Society
5 miles east & 2 miles north of Hayes Center
Hayes County
Marker 218
(Distance between Marker 84 and Marker 218 is 78.6 miles.)

Health and Physical Education

- Take a walking tour in small groups and shoot photos of the animals encountered on the walk.
- Play the “Hand Guessing Game” (pg. 276) from the Games of the North American Indians.
- Hold an archery demonstration (pg. 386) from the Games of the North American Indians. See game of Pawnee Indians which was similar to yard darts.
- Learn about the nutrition value of buffalo meat (lean). Have a sample brought to class.

Math

- Calculate the difference between the buffalo population at its peak and today.
- Determine how many buffalo were slaughtered between the years 1870 and 1880.

Reading and Writing

- Assume the role of Grand Duke Alexis. Write a letter home to Russia and tell about the buffalo hunt. Give details of what Nebraska looks like compared to Russia.
- Do a political cartoon (i.e. Paul Fell) or commentary on buffalo hunting.
- Give details of the nightly celebrations held from the perspective of Chief Spotted Tail.

Science

- Research the wildlife destruction of farm crops.
- List all the endangered or threatened species in Nebraska.



Social Studies

- Compare Native American use of the buffalo to that of the European.
- Debate the pros and cons of yesteryear and contemporary hunting philosophies.
- On a map, mark the existing countries where royalty reigns still exist.
- Locate and map the proposed Buffalo Commons (a proposal by some people back east that a portion of U.S. from Canada to Gulf be “commons” area of plain where buffalo could “roam” at will). Debate this proposal.

Visual and Performing Arts

- Simulate the Buffalo Dance or find pictures of the Buffalo Dance.
- Draw a picture of the buffalo hunt.
- Examine Remington’s paintings which include the buffalo hunts.
- Do a cartoon strip of a Native American Buffalo hunt vs. the Archduke’s buffalo hunt.
- Compare Russian artwork at this time to show difference in life in Russia vs. the “wild west.”

General Activities

- Investigate and record what was happening January 12-15, 1872 in different places around the world.
- Research what the various titles of people mean and how they have changed or how they are similar among various countries/time.

Resources

- *Nebraskaland Magazine*; book, Voices.
- Gun Manufacturers.
- Remington Arms.
- Ruger.
- Mossberg.
- Cabelas at Kearney or Sidney (wildlife displays, etc.).
- Oley’s Big Game Lounge at Paxton.
- Games of the North American Indians, pp 276, 386, Stewart Culin, Dover Press, New York, 1975 (helps with games under health and physical education).
- See Resources for Frontier County-Stockville. Frontier County Historical Society.
- The Custer Story edited by Marguerite Merington. A teacher resource. Chapter 16 tells of Custer’s role in the Grand Duke’s visit.

Marker 84 to Marker 218 Distance: 78.6 miles

From: Stockville, NE
To: Hayes Center, NE
Beginning at Stockville, NE
Go West on State Rte 18 for 11.0 miles to State Rte 23
Go West on State Rte 23 for 43.5 miles to State Rte 25
Go Southeast on State Rte 25 for 24.1 miles
To Hayes Center, NE



**GEORGE WILLIAM NORRIS
1861-1944**

George W. Norris, whose home is on Norris Avenue, McCook, Nebraska, served forty years in the Congress of the United States. Born in Ohio, he worked his way through college, followed the footsteps of the pioneers westward, and settled in Nebraska. He began his public career as County Attorney of Furnas County, served as District Judge for seven years, and was elected in 1902 to the first of five consecutive terms in the United States House of Representatives.

George Norris was elected to the United States Senate in 1912. During a thirty year service, he championed the rights of the common man, and the conservation and development of our natural resources for the benefit of all. Among his great achievements are the Tennessee Valley Authority, the Rural Electrification Administration, the Twentieth Amendment to the Constitution of the United States, and the Anti-Injunction Act, as well as the establishment of the Unicameral Legislature in the State of Nebraska. He was elected to the Nebraska Hall of Fame in 1961.

George W. Norris, the "Gentle Knight of Progressive Ideals," one of the Nation's great statesmen, served well the State and the Nation.

High Plains Historical Society
Historical Land Mark Council
US 6-34, McCook
Red Willow County
Marker 25

(Distance between Marker 218 and Marker 25 is 37.7 miles.)

Health and Physical Education

- Offer a wellness day to local and state government leaders, including growth and health-related assessment and follow-up.

Math

- Research the amount of water held in the Tennessee Valley Authority's (TVA) Lake Barkley and Kentucky Lake and compare these lakes in size to Nebraska's manmade lakes.

Reading and Writing

- Write a journal about all the electrical items you use on a daily basis. Write a second journal entry about how different your life would be if none of these conveniences were available.
- Write to the State Capitol Building in Lincoln, NE and find out if Norris is displayed in the Capitol art or if any of the rooms are named after him.

Science

- What different ways is electricity produced in Nebraska? Discuss which ways are the most cost effective and safest.
- Discover where the electricity used in your school and/or home is produced.
- Explain how electricity is generated or produced.

Social Studies

- Research and list the states that have benefited from Norris' TVA and Rural Electrification Bills.
- Study the uniqueness of the Unicameral and compare it to other states' systems.
- Find out when electricity came to the homes in your town. What did people use before they had electricity?



Visual and Performing Arts

- Draw portraits and give presentations on famous Nebraska government leaders, including George W. Norris.
- Draw a sketch or diagram of an electrical generator.

General Activities

- Compare working one's way through college then to now.
- Discover where your community or home gets its electricity. What is the major source of electricity? What is the back-up source?
- Develop an emergency plan for your home or community in case there is an electrical power outage which lasts more than three days. Address food preservation, heating and lighting, media and communication, cooking, and telling time.
- Discuss what characteristics made Norris successful. Are these attributes something that are worth adopting?
- Have a class brainstorm concerning needs and wants. How can these needs be met? Is there more than one viewpoint concerning the issues? Have a debate and vote on proposals.

Resources

- George W. Norris, A Brief Portrait (Courtesy of the Nebraska State Historical Society), narrative, photos and timeline.
- REA (Rural Electrical Association).
- City Water and Light Department.
- Electrical Power Plants in your area (Sheldon Station, Hallam, NE; Nebraska Public Power, Omaha Public Power, Gerald Gentleman Plant).
- Trailblazer, #17, Notable Nebraskans. Picture of and information about George Norris.
- "Ten Famous Nebraskans," by Donald Whisenhunt, Wayne Enterprises, Publishers, Wayne, NE. Information about and picture of George Norris.

Marker 218 to Marker 25 Distance: 37.7 miles

From: Hayes Center, NE
To: McCook, NE
Beginning at Hayes Center, NE
Go South on State Rte 25 for 15.0 miles to US 6
Go East on US 6 for 22.7 miles
To McCook, NE



THE LEAVENWORTH AND PIKE'S PEAK EXPRESS

In the spring of 1859 William H. Russell and John S. Jones established The Leavenworth and Pike's Peak Express to carry passengers and freight from the Missouri River to the Colorado gold fields. The route crossed northern Kansas, detouring northwest through an area lacking wood or water, to reach the Republican River in this vicinity. The company's Station Eighteen was located southwest of here near the present Hitchcock-Dundy County line.

Noted newspaperman Horace Greeley took the stagecoach to Denver and stopped at the temporary tent station on June 2, 1859. He wrote, "I would match this station and its surroundings against any other scene on our continent for desolation."

After The Leavenworth and Pike's Peak Express acquired the Hockaday mail contract to California, its stagecoaches were rerouted through the Platte Valley beginning in July 1859. The original stations in Western Kansas and along the Republican River in Nebraska, including station eighteen, were abandoned. Emigrants and settlers continued to use the old trail for a few more years.

Nebraska State Historical Society
Ola Chapter 317, Eastern Star
The Leavenworth and Pike's Peak Express
Park in Stratton
Hitchcock County
Marker 352

(Distance between Marker 25 and Marker 352 is 34.3 miles.)

Health and Physical Education

- Take a hike on a trail.

Math

- Compare travel on the stage coach, train, Pony Express, bus, and space shuttle in terms of distance and time.
- Convert escape velocity to horse power (calculate how many horses it would take to enable the space shuttle to obtain orbit).

Reading and Writing

- Compare length of time letters took to reach destination using Pony Express and Hockaday mail to U.S. mail today and E-mail.
- Write your own description or famous quotation of the landscape using Horace Greeley's, "Go west young man and grow up with the country," as an example.
- Create a newspaper of 1859.
- Research the dime novel and its glamorization of the west.
- Write a letter "back home" describing a 50 mile ride in a stagecoach. Address weather, roads, dirt, rest stops, danger, etc.

Science

- Compute the force necessary for the space shuttle to obtain orbit and compare this to the energy used to pull the stagecoach.
- Explore and explain trail plants and vegetation.
- Develop a trail mix food for today.



Social Studies

- Compare a stagecoach trip with a bus or plane trip of today taking into account both passengers and freight.
- Research the Rock Creek Station incident at the McCanles Ranch involving Wild Bill Hickok.
- What freight would have been included for delivery on this line from Missouri to Colorado?
- Map the various stage lines used for passengers and freight during this era of stagecoach transportation.
- Create a time line of transportation modes from 1850-1950.

Visual and Performing Arts

- Examine public relations enticement strategies by the transportation companies to encourage settlement by the emigrants.
- Create a poster to entice prospective settlers to your present day town.
- Draw a stagecoach typical of 1859.

General Activities

- Find descriptions of the Republican River in some of Willa Cather's novels.
- Search the yellow pages for various freight shipping options available today.
- Research cost of sending five pounds of freight in the following manner today: U.S. Postal Service, UPS, Federal Express.

Resources

- Finding the Right Way by William E. Hill, pg. 17 (transportation information).
- Nebraska Department of Tourism (Rock Creek Station near Fairbury, NE).
- Willa Cather novels: My Antonia, Son of the Lark, O Pioneers, short story collections, and more.
- The Expressmen from the *Time Life Series*. The book is packed with information, pictures, and illustrations from stagecoaches to the Pony Express.

Marker 25 to Marker 352 Distance: 34.3 miles

From: McCook, NE
To: Stratton, NE
Beginning at McCook, NE
Go West on US 6 for 14.8 miles to US 34
Go West on US 34 for 19.5 miles
To Stratton, NE



GENERAL CUSTER IN NEBRASKA

General George Armstrong Custer, commanding troops A, D, E, H, K, and M of the Seventh Cavalry, camped near here June 22 to 30, 1867, after a march from Fort McPherson, Nebraska. They were campaigning against the elusive Sioux and Cheyenne Indians.

On June 24, Pawnee Killer led a dawn attack on Custer's camp, wounding a sentry. There followed a parley between Custer and his officers and Pawnee Killer, Pole Cat, Fire Lightning, and Walks Underground. Neither side was able to learn the plans of the other, and an Indian effort to separate the officers from their command was thwarted. Later, Captain Hamilton and forty troopers, pursuing a decoy war party, rode into an ambush seven miles northwest of the camp but fought their way out, killing two warriors.

Custer's supply train of sixteen wagons, returning from Fort Wallace, Kansas, was attacked near Black Butte Creek, Kansas, and killed several Indians. Lt. Kidder, ten troopers, and scout Red Beard, carrying orders from Fort Sedgwick, Colorado, missed Custer's camp and were killed near Beaver Creek. Their mutilated bodies were found and buried by Custer on July 12.

The flamboyant career of General Custer ended on the Little Big Horn, Montana, June 25, 1876.

Dundy County Historical Society
Historical Land Mark Council
US 34, Benkelman
Dundy County
Marker 22

(Distance between Marker 352 and Marker 22 is 18.0 miles.)

Health and Physical Education

- Teach a unit consisting of arm wrestling, leg wrestling, and combatives.

Math

- Research the number of soldiers that were in a troop and calculate how many soldiers were under Custer's command at Ft. McPherson.

Reading and Writing

- Define and discuss "parley."
- Read and compare various works on Custer.
- Indians gave themselves names based on physical characters or events in their lives. Ask students to name themselves and family members and explain the reasons for choosing these names.

Science

- What types of terrain would the 7th Cavalry have had to cross in their travels in Nebraska?
- What type of supply train would have been best to use—wagons or mules? Defend your answer.

Social Studies

- Make a timetable of Custer's military life.
- Study the weapons used by the cavalry and the Native Americans at this time.
- Research and write about how the Native Americans prepared for battle and what they carried with them into battle.
- Relate Custer's last stand to the Battle of Blue Water Creek by Lewellen, Nebraska, Wounded Knee in South Dakota, and Sand Creek Massacre in Colorado.
- What was the basis of the second battle of Wounded Knee in 1890's?



Visual and Performing Arts

- Research and draw Native American symbols of different tribes and regions.
- Study depictions of Battle of the Little Bighorn by North American artists vs. other artists. Compare and contrast.

General Activities

- Compare and contrast Fort McPherson and Fort Kearny in terms of size, structure, purpose, and use.
- Discuss attitudes toward Native Americans. Why did early thought consider them savages? Could there have been peaceful solutions?

Resources

- Pioneers, Indians, and Buffaloes by Bayard H. Paine. A history of Frontier County and the Medicine Creek by a local historian. Available from Ralph Hinton, P. O. Box 501, Cambridge, NE 69022.
- Fort Kearny, Kearney, NE (Nebraska Department of Tourism).
- Custer by Jeffrey D. Wirt. The most recent work on George A. Custer. A total biography that can work well as a teacher's resource. Chapter 14 contains the story of Custer's campaigns in Nebraska.
- "Indians of the Plains," American Heritage Junior Library, Troll Associates, Publisher. Provides information on General Custer, general information, drawings and photos of him, chiefs, battles, copy of newspaper article from battle.

Marker 352 to Marker 22 Distance: 18 miles
From: Stratton, NE To: Benkelman, NE Beginning at Stratton, NE Go West on US 34 for 18 miles To Benkelman, NE



CHAMPION WATER-POWERED MILL

Champion, on the Frenchman River, is the site of probably the oldest functioning water-powered mill in Nebraska. Preliminary construction on the mill was begun in the fall of 1886. The work was completed and the mill placed in operation by late 1888. The original mill burned in the early 1890's, but was soon rebuilt. It has remained in use since that time.

The construction of flour mills reflected Chase County's transition from ranching to farming. Dominated by ranching in its early years, the county saw a heavy influx of farmers after 1885. The construction of mills symbolized the new dominance of farming.

Chase County was formally organized in 1886. Imperial remained the county seat through three elections, although Champion sought support because of its advantageous location on the Frenchman River.

Chase County was named for Champion S. Chase, Nebraska's first Attorney-General. Originally known as Hamilton, the town of Champion was renamed in honor of the same Champion S. Chase in 1887.

Chase County Historical Society
Historical Land Mark Council
Nebraska 106, west of Imperial
Chase County
Marker 43

(Distance between Marker 22 and Marker 43 is 51.0 miles.)

Health and Physical Education

- Coordinate swimming activities with local facilities.
- Coordinate fishing activities with local facilities.
- Teach rope jumping simulating the water wheel movement (be creative).
- Incorporate water-related activities and games.

Math

- Research other Nebraska mills and give the average life span of a rural mill in Nebraska.
- Using the gear ration you choose, how many revolutions of the waterwheel does it take to turn the millstone?

Reading and Writing

- Rewrite the story of "The Little Red Hen" (any elementary library) to incorporate Champion Water-Powered Mill.
- Write about a day in the life of a miller.
- Write a job description for a miller.
- Compare a current day grain miller operator of a large mill to the miller in a small mill.

Science

- Research and explain different types of flour mills.
- Why was there a transition between waterpower to electrical power?
- Find an appropriate spot on a current stream or river for a waterpowered mill.
- Give ecological impacts for various powered mills.
- Gather and compare water samples from various sources.



Social Studies

- Why were there so many mills during the 1800's and so few today?
- Research what the burning of this mill did to the economy of the town.
- Compare and contrast the Champion Water-Powered Mill with the Neligh Mills.
- Discover why the mill was a social gathering for a town and the rural area surrounding it.

Visual and Performing Arts

- Create a functional waterpowered mill.
- Find songs typical of the 1880's. Do they include any "mill" songs?
- Write a song about a mill experience.
- Draw or paint a landscape of a mill scene.

General Activities

- Take a field trip to a mill (i.e. Gooch's).
- Make bubbles.
- Grind wheat or corn.
- Bake bread using hand ground grain.
- Compare costs of ground flour in 1800's and 1997. Also compare how flour was sold in units then and now.

Resources

- [Water Power Mill in Nebraska](#) by Thomas R. Buecker, Neligh Mills State Historical Society
- [Nebraska Press](#) a *Nebraskaland* publications

Marker 22 to Marker 43 Distance: 51.0 miles

From: Benkelman, NE
To: Champion, NE
Beginning at Benkelman, NE
Go North on State Rte 61 for 36.8 miles to US 6
Go West on US 6 for 9.1 miles
Use local roads for approximately 5.1 miles
To Champion, NE



GENERAL RESOURCES

Battle of the Bridges by Rex Gerwan and Russ Gzapkowski.

Centennial. James Michener. ISBN 0-449-21419-2.

Colonial America Cooperative Learning Activities. Mary Strohl and Susan Schneck. Scholastic. 1991. ISBN 0-590-49133-4.

The Great Platte River Road. Merrill J. Mattes. University of Nebraska Press. 1992. ISBN 0-8032-8153-6.

If You Traveled West in a Covered Wagon. Ellen Levine. Illustrated by Elroy Freem. Scholastic. ISBN 0-590-45158-8.

I Walked to Zion. Susan Madsen.

If You Traveled West in a Covered Wagon.

Indians of the Plains. Robert H. Lowie. University of Nebraska Press. 1982. ISBN 0-8032-7907-8.

Make It Work! North American Indians. Andrew Haslam & Alexandra Parsons. Two-Can Book. Thomson Learning, Publisher. 1995. ISBN 1 56847-137-8.

Mormons Time line.

My Folks Came in a Covered Wagon, Roote and Huff, ed. 1991. Capper Press, Topeka, KS. ISBN 0-941678-13-x.

Native Americans Cooperative Learning Activities. Mary Strohl and Susan Schneck. Scholastic. 1991. ISBN 0-590-49151-2.

Nebraska: A Geography (Westview Geographies of the United States). Bradley H. Baltensperger (out of print—source through inter-library loan). Westview Press. 1985. ISBN 0-86531-218-4.

Nebraska Historical Tour Guide. D. Ray Wilson. Crossroads Communications. 1988. ISBN 0-916445-21-6.

Nebraska Our Towns...6 Volumes A Second Century Publication. Jane Graff, Project Coordinator of Seward, NE 68434. Taylor Publishing Co. Dallas, TX. 1991.

Nebraska Place Names. Gives the origin of the town name and ethnic culture. Lilian L. Fitzpatrick. 1960. University of Nebraska Press.

North American Indian Sign Language. Karen Liptak. Scholastic, Inc. 1990. ISBN 0-590-50829-6.

Nya Nuki. Ken Thomasa.

The Orphan Train Adventures. Joan Lowery Nixon. Bantam Books. (A Family Apart is one book of the series.)

The Orphan Train Quartet. Joan Lowery Nixon. (A Place to Belong, A Family Apart, Caught in the Act, In The Face of Danger are books of the series.)



The Overland Migrations. Produced by the Division of Publications, National Park Service, U.S. Department of the Interior; Washington, DC. Handbook 105.

The Pawnee Indians. George E. Hyde. University of Oklahoma Press. 1974. ISBN 0-8061-2094-0.

The Pioneers. Marie and Douglas Gorsline; Randon House; 1978; ISBN 0-394-83904-8.

The Platte River: An Atlas of the Big Bend Region. Published by the University of Nebraska at Kearney, Kearney, NE. 1993.

Red Dog. Bill Wallace. Archway paperback.

These Were the Sioux. Mari Sandoz. University of Nebraska Press. 1961. ISBN 0-8032-9151-5.

We Pointed Them North. Teddy Blue Abbott.

Wild Towns of Nebraska. Wayne C. Lee. Caxton Publishers. Caldwell, ID. 1988. ISBN 0-87004-325-0.

Health Tour Director's Guide; Wellness Council of America; ISBN 0-9628334-6-0; 1996; Wellness Council; Community Health Plaza, Suite 311; 7101 Newport Avenue, Omaha, NE 68152, E-Mail: welcoa@neonramp.com

The Nebraska History CD Project

Videos: Blossoms on The Prairie through Great Plains TV

Great Plains Trails Network

5000 North 7th Street
Lincoln, NE 68521

Health Observances Calendar

American School Health Association
P. O. Box 708
Kent, OH 44240
216/678-1601

OR

National Health Information Center
11426/28 Rockville Pike
Rockville, MD 20852
301/770-5800/5801 (fax: 301/984-4256)

Indian Center

1100 Military Road
Lincoln, NE 68508
402/438-5231

Local Natural Resource Districts

Dr. Robert Manley

See Nebraska Humanities Council



MECC

6160 Summit Drive, North
Minneapolis, MN 55430-4003
(Oregon Trail II Program, computer simulation game)

Nebraska Brand Committee

HDQS: P. O. Box I
Alliance, NE 69301-0775
308/762-2496

Nebraska Department of Agriculture

301 Centennial Mall South
Lincoln, NE 68509-4947
402/471-2341

Nebraska Department of Health and Human Services

Section of Health Promotion and Education
301 Centennial Mall South
Lincoln, NE 68509-5044
402/471-2101

Get Fit for Life program and *Take the Challenge: Be More Active* manual

Nebraska Humanities Council

215 Centennial Mall South
Lincoln, NE 68508
402/474-2131

Nebraska State Historical Society

1500 R Street
Box 82554
Lincoln, NE 68501
800/833-6747
Nebraska Trailblazer Newspaper

Four disks referred to as NebData may be purchased from the Nebraska State Historical Society. The data may also be found on the Social Science Resources HomePage (<http://www.nde.state.ne.us/SS/ss.html>). Use the Excite search tool.

Nebraska Tourism Office

700 South 16th Street
Lincoln, NE 68508
402/471-3796 (800/228-4307)

Stewards of the Platte

308/382-5221

Stuhr Museum

Dale Clark, Director of Educational Programs
Grand Island, NE

United States Department of Interior

University of Nebraska-Cooperative Extension

University of Nebraska-Lincoln
211 Agricultural Hall
Lincoln, NE 68583-0703
402/472-2966