

1850 – 1874

AFRICAN AMERICAN SETTLERS

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ACTIVITIES

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Activity 1: African American Settlers in Nebraska

Activity Grade Level:
4th - 8th Grades

Activity: Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0504_0100.html

Then, have students discuss the following question:

Why would African Americans move to Nebraska?

Nebraska State SOCIAL STUDIES Standards

- Standard 4.1.1.** By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.
- Standard 4.1.2.** By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.
- Standard 4.1.5.** By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.
- Standard 4.1.7.** By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.
- Standard 8.1.5.** By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.
- Standard 8.1.7.** By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.
- Standard 8.4.2.** By the end of eighth grade, students will demonstrate skills for historical analysis.
- Standard 8.4.3.** By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Nebraska State READING AND WRITING Standards

- Standard 4.1.4.** By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.
- Standard 4.1.7.** By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- Standard 8.1.2.** By the end of the eighth grade, students will locate, access, and evaluate resources to identify appropriate information.
- Standard 8.1.1.** By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Activity 2: Shores Family Photo

Activity Grade Level:
12th Grade

Activity: Photo Analysis

Have students read the Where Did African Americans Live? The Shores and Speese Families page in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0504_0102.html

Have students use the National Archives *Photograph Analysis* Worksheet in the Resources section at the end of this document to analyze the photograph of the Shores family.

What inferences can you make?

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Nebraska State READING AND WRITING Standards

Standard 12.1. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.1 By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Activity 3: African Americans of Nebraska

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0504_0100.html

Have students identify the following African Americans and indicate their connection to Nebraska:

- Speece family
- Sally Bayne
- Robert Anderson

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Nebraska State READING AND WRITING Standards

Standard 12.1. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.1 By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Activity 4: Exodusters & the Civil War

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0504_0100.html

Have students assess the significance of Exodusters and the Civil War with reference to African Americans settling in Nebraska.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Nebraska State READING AND WRITING Standards

Standard 12.1. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.1 By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Activity 5: African Americans in Western Nebraska

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the Where Did African Americans Live? page in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0504_0101.html

Then have students discuss why many of the African American settlers moved to western Nebraska rather than to the eastern part of the state?

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.1.12. By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Nebraska State READING AND WRITING Standards

Standard 12.1. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.1 By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

Standard 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Lesson Plan: African American Homesteaders

Lesson Grade Level:

8th – 12th Grades

Lesson Objectives:

1. Students will analyze why African Americans settled in Nebraska and what challenges they faced.
2. Students will compare and contrast the growth and distribution of African Americans in the latter part of the 19th century and early part of the 20th century with the 21st century in Nebraska.
3. Students will develop skills to analyze primary documents and images.

Introduction:

Provide students with the handout on Robert Ball Anderson located in the Resources section at the end of this document. After students have had the opportunity to read the information, conduct a classroom discussion based on the questions that follow the information contained in the handout.

Nebraska State SOCIAL STUDIES Standards

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.3. By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.4. By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.5. By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.

Standard 8.4.6. By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.1.5. By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.

Standard 12.1.12. By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.7. By the end of twelfth grade, students will analyze structure and function of Nebraska state and local governments.

Standard 12.4.3. By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7. By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING & WRITING Standards

Standard 8.1.1. By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.3. By the end of the eighth grade, students will identify and classify different types of text.

Standard 8.1.5. By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.2. By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 8.2.3. By the end of the eighth grade, students will revise and edit descriptive compositions.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.3.2. By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.3. By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.1. By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Standard 12.2.2. By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

The Resources

Books:

Bish, James. *The Black Experience in Selected Nebraska Counties, 1854-1920*. Master's thesis, University of Nebraska at Omaha, 1989.

Cottrell, Barbara J. and Laresen, Lawrence H. **The Gate City A History of Omaha**. Lincoln: University of Nebraska Press, 1997.

<http://books.google.com/books?id=fDs0uh12Ft4C&dq=the+gate+city+a+history+of+omaha&pg=PP1&ots=sBTCLLezAU&sig=5ppDligvdlfHzJd8bSz7K5fN5tc&hl=en&prev=http://www.google.com/search?hl=en&q=The+Gate+City+A+History+of+Omaha&btnG=Google+Search&sa=X&oi=print&ct=title&ad=one-book-with-thumbnail>

Naugle, Ronald C. and Olson, James. **History of Nebraska**. 3 rd edition. Lincoln: University of Nebraska Press, 1997.

<http://books.google.com/books?id=1R5dX7OkHggC&printsec=frontcover&dq=History+of+Nebraska&sig=aZ0LCpkW8WGcJnehhQQjRk56seA>

Magazines:

Kennedy, Patrick. "Nemaha County's African American Community. *Nebraska History*. Vol. 82. No. 1. Spring 2001. Pp. 11-25.

Schubert, Frank N. "Ten Troopers: Buffalo Soldier Medal of Honor Men Who Served at Fort Robinson". *Nebraska History*. Vol. 78. No. 4. Winter 1997. Pp. 151-157.

Internet Resources:

African-American Mosaic. Nicodemus, Kansas. Library of Congress.

<http://www.loc.gov/exhibits/african/afam010.html>

African-American Mosaic. Western Migration and Homesteading. Library of Congress.

<http://www.loc.gov/exhibits/african/afam009.html>

The Exodusters. PBS. New Perspectives on the West. African-Americans in the West.

<http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm>

Nebraska Studies 1850-1874. Homestead Act Signed section.

http://www.nebraskastudies.org/0500/stories/0501_0100.html

Nebraska Studies 1850-1874 website, African American Settlers section

http://www.nebraskastudies.org/0500/stories/0504_0100.html

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

PBS. New Perspectives of the West.

<http://www.pbs.org/weta/thewest/program/>

PBS. New Perspectives on the West. African-Americans in the West.

http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_std rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Have students read two pages in the Homestead Act Signed section of the 1850-1874 timeline on Nebraska Studies.
 - How Do I Get My Free Land? http://nebraskastudies.org/0500/stories/0501_0203.html
 - The "Proving Up" Form http://nebraskastudies.org/0500/stories/0501_0204.html
2. Then, have students read the African American Settlers section of the 1850-1874 timeline on Nebraska Studies:
 - http://nebraskastudies.org/0500/stories/0504_0100.html
3. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:
 - a. What are the provisions of the Homestead Act?
 - b. What is a "Proving Up" form? What are the provisions? Why do you think such a form was necessary?
 - c. Were African Americans qualified to acquire land under the provisions of the Homestead Act? Explain.
 - d. Were Black homesteaders in the Nebraska area more likely to be treated as equals than in southern cities in the United States? Why or why not?
4. Have students access the National Archives *Document Analysis* Worksheet in the Resources section at the end of this document and review with them how primary resources are analyzed.
5. Assign individual students or groups of students to use the National Archives *Photo Analysis* Worksheet located in the Resources section at the end of this document to analyze one or more of the following photographs located in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline.
 - The Shores and Speese Family http://nebraskastudies.org/0500/stories/0504_0102.html

6. Tell students to compare and contrast the two photographs of the Shores and Speese families in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline using a Venn diagram located in the Resources section at the end of this document to illustrate their conclusions.

The Shores and Speese Family http://nebraskastudies.org/0500/stories/0504_0102.html

Students should also be able to answer orally or in written form answers to the following questions:

- a. How is the clothing between the two families different? Why?
 - b. What are the differences in the number of horses and wagons? For what would the wagons be used?
 - c. Are the buildings different in structure and number? Explain.
 - d. Are there the same numbers of people, and are they of the same sex in each photograph? If not, how are they different?
7. Instruct students, in a cooperative endeavor or individually, to compare and contrast the following photographs located in the segment, African American Settlers:
- Jim Shores
 - Men in front of Kilpatrick Bros. Groceries & Railroad Supplies store
 - Bunch of genuine old time cowboys

Students should include answers to the following questions:

- a. What was the time period for each photograph?
 - b. Are different occupations indicated?
 - c. Did the same photographer take the photographs?
 - d. Which of the occupations inferred by the photographer was the occupation most African Americans chose during this time period? Why?
 - e. Were all the photographs taken of Black Americans living in Nebraska? Explain.
 - f. Are there any indications indicated in the photographs that the photographer was prejudice against Black Americans?
8. Instruct selected students to read the link to Robert Ball Anderson included in the segment titled Where Did African Americans Live? in the African American Settlers section of the 1850-1874 timeline on Nebraska Studies:

http://nebraskastudies.org/0500/stories/0504_0101.html

Then, have them discuss these questions.

- a. Who was Robert Ball Anderson?
 - b. Why did he leave Kansas to settle in Nebraska?
 - c. What is the Timber Culture Act?
 - d. Why did he settle in Box Butte County?
 - e. Did the other county residents accept him?
 - f. Was he successful?
 - g. How did the Nebraska Constitution and the laws of Nebraska of that time period both treat Anderson as an equal to whites and not as an equal to whites?
9. Conclude the discussion of African American homesteaders by engaging students in an oral discussion of the following questions:
- a. Why did Black settlers tend to settle on homesteads rather than in urban areas?
 - b. Were white settlers prejudiced against African American settlers? Why or why not?
 - c. Name at least three African American homesteaders and indicate where they settled.

- d. Have the number of African Americans living in Nebraska on farms or ranches increased or decreased in the 21st century? Why or why not? Is the same true for European Americans?

Learning Advice:

1. Review the Nebraska State Historical website at <http://www.nebraskahistory.org/> and familiarize students with the Nebraska History magazine located at: <http://www.nebraskahistory.org/publish/publicat/history/index.htm>
Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.
2. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <http://www.nde.state.ne.us/SS/>.
3. Review with students the following people and define any terms that are included:

Robert Ball Anderson	Speese family	first Nebraska Constitution
Sally Bayne	13 th /14 th /15 th Amendments	Nebraska becomes a state
S. Butcher	Black Codes	"Proving Up" form
Bertha Calloway	Exodusters	Reconstruction
Ava Speese Day	Kansas Nebraska Act	sharecroppers
Oblinger family and letters	Homestead Act provisions	Timber Culture Act
Shores family	Ku Klux Klan	Venn diagram
Benjamin Singleton		

4. Have students access the following websites and review with them the contents of each website:
 - Prairie Settlement Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] <http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>
 - PBS. New Perspectives on the West. African-Americans in the West. http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm
 - Teaching with Documents. The Homestead Act of 1862. National Archives. Digital Classroom. http://www.archives.gov/digital_classroom/lessons/homestead_act_1862/homestead_act.html

Emphasize the following:

- a. Where were African American most likely to settle in Nebraska and why?
- b. What was the connection between the Homestead Act provisions and African Americans?
- c. What is the distribution of the African American population in Nebraska today as compared/contrasted with their distribution in the latter part of the 19th century and the earlier part of the 20th century?
- d. Differentiate between African American homesteaders and African Americans who came to Nebraska cities in the early 20th century to work in packing houses, factories, etc.

Conclusion:

Students will have learned why African Americans settled in Nebraska and what challenges they faced. They will understand how the Homestead Act affected African Americans, and why they tended to settle in western Nebraska. In conclusion, they will develop skills to analyze primary resources such as letters and photographs and become familiar with a variety of websites related to Nebraska studies.

Assessment Activity:

One or both of the following activities could be used to assess student knowledge.

Activity # 1: Analytical Essay

Instruct students to do a written analysis of a minimum of 500 words about the challenges Black homesteaders faced in their attempt to acquire land ownership in the late 19th and early 20th centuries in Nebraska. Students should include the following in their analysis:

1. How provisions in the Homestead Act made it possible for Blacks to own land
2. Where Blacks tended to homestead in Nebraska and why
3. Reception the Black homesteaders received from White homesteaders
4. Two examples of Blacks who owned a homestead or ranch

Have students include documentation, a bibliography, etc.

Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Activity #2: Multiple Choice Assessment

Make copies for all students of the Multiple Choice worksheet in the Resources section at the end of this document.

Answers to the Multiple Choice assessment activity:

1. D 2. B 3. A 4. C 5. C 6. A 7. B

Possible Extension Activities:

- Instruct students to use the National Archives *Photo Analysis* Worksheet located in the Resources section at the end of this document as a guide to analyze the photograph of the Jerry Shores family located on the PBS Archives of the West website located at http://www.pbs.org/weta/thewest/resources/archives/seven/w67i_shores.htm
- Have students access the Prairie Settlement Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] from the Library of Congress. American Memory Collection located at <http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Then have students do a search for the photograph titled, "African American rancher and two other men on a ranch near Goose Creek, Cherry County, Nebraska". Instruct students to use the National Archives *Photo Analysis* Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph.

- Direct students to do a search for Afro-Americans from the Library of Congress American Memory Collect "Prairie Settlement: Nebraska Photographs and Family Letters, 1862-1912" at <http://memory.loc.gov/ammem/psbibquery.html>.

Then instruct students to do one or more of the following activities:

1. Compare and contrast the two photographs titled:
 - a. “Group in front of the printing office of the Overton herald newspaper Supplies store, Broken Bow, Nebraska”
 - b. “Group in front of the printing office of the Overton Herald newspaper”
 2. Use the National Archives *Photo Analysis* Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph titled “Bunch of genuine old time cowboys and bronco busters at Denver Colorado” (2 photographs). Ask students if they think there were similar black cowboys in Nebraska and indicate why or why not.
- Direct students to access the PBS website titled “the West: the Geography of Hope” located at <http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm>

Have students read the information listed and answer the following questions:

1. Who was Benjamin Singleton?
2. What were Singleton's key goals?
3. Who is Bertha Calloway?
4. Who were the Exodusters and how did they get that name?
5. Compare the Black settlers in Kansas with the Black settlers in Nebraska.
6. How did the movement of Exodusters to Kansas affect Black settlement in Nebraska

1850 – 1874

AFRICAN AMERICAN SETTLERS

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES**National Archives
Photograph Analysis Worksheet****Step 1. Observation**

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>PEOPLE</u>	<u>OBJECTS</u>	<u>ACTIVITIES</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
<http://www.archives.gov>

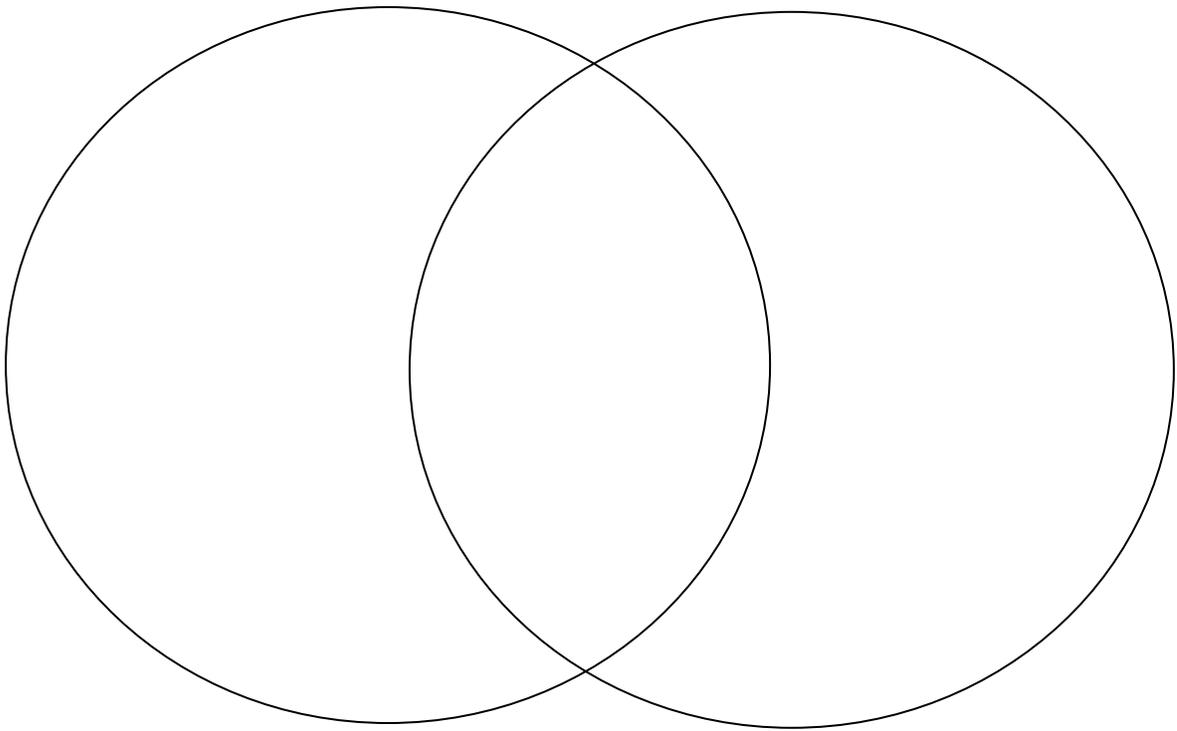
RESOURCES

Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.



RESOURCES

Robert Ball Anderson

Robert Ball Anderson was born into slavery in 1843 in Kentucky. Eventually, Robert Anderson arrived in eastern Nebraska. In 1884, he headed for western Nebraska, and by 1886, he took up a tree claim under the provisions of the Timber Culture Act. Anderson suffered through some financial disasters, but was eventually able to add to his land holdings. By 1918, he was the owner of 2,080 acres of land.

Anderson escaped the racial prejudice of the South, but found he still lived in a society influenced by racist ideas. Nebraska prohibited slavery in the State Constitution of 1875, but had laws that did not recognize mixed marriages and required that the "color" of voters be indicated on registration cards. The white community, however, generally accepted Anderson as he was one of the few black men living in Box Butte County, had a good military record, and was a successful rancher and farmer. As one man stated, "If there was ever a gentleman — if I've ever known one — it was Robert Anderson".

Discussion Questions:

1. Who was Robert Anderson?
2. Why do you think he came to Nebraska?
3. What is the Timber Culture Act?
4. Why do you think the Nebraska State Constitution of 1875 prohibited slavery, yet had laws that did not recognize mixed marriages and required that the "color" of voters be indicated on registration cards?
5. What dates were the 13th, 14th, and 15th US Constitutional Amendments passed, and would there be any connections between them and the Nebraska State Constitution of 1875?
6. How was Robert Anderson received by other Nebraskans?

RESOURCES

African American Settlers Multiple Choice

Name _____

Directions: Circle the best answer.

1. Which of the following was not a Black homesteader and/or rancher?
 - A. Robert Bell Anderson
 - B. Speese
 - C. Shore
 - D. S. Butcher
2. In the 19th century, Black settlers in Nebraska were most likely to settle in which of the following Locations?
 - A. eastern Nebraska
 - B. western Nebraska
 - C. western Nebraska urban areas
 - D. eastern Nebraska urban areas
3. Which of the following statements is accurate?
 - A. Former Black slaves acquired homesteads in Nebraska.
 - B. Ex slaves could not own land in Nebraska.
 - C. African Americans were unable to obtain land in western Nebraska.
 - D. African Americans acquired homesteads but could not own ranches.
4. The Homestead Act:
 - A. Prohibited all Black settlers from owning land.
 - B. Prohibited all Black settlers from living in Nebraska.
 - C. Allowed Black settlers to acquire land if they met the requirements of the Homestead Act.
 - D. Allowed Black settlers to own ranches, but did not allow them to own farms.
5. Which of the following encouraged African Americans to settle in Nebraska in the 20th century?
 - A. the ease of transportation facilities
 - B. the absence of Native Americans
 - C. the potential for acquiring free land
 - D. the ability to acquire free seed and farm equipment
6. Which of the following occurred first?
 - A. Homestead Act
 - B. 13th Amendment
 - C. First Nebraska state constitution was written
 - D. Kansas Nebraska Act
7. In which of the following time periods would you find information about the Speese and Shores families on the Nebraska Studies website?
 - A. 1800-1849
 - B. 1850-1874
 - C. 1875-1899
 - D. 1900-1924