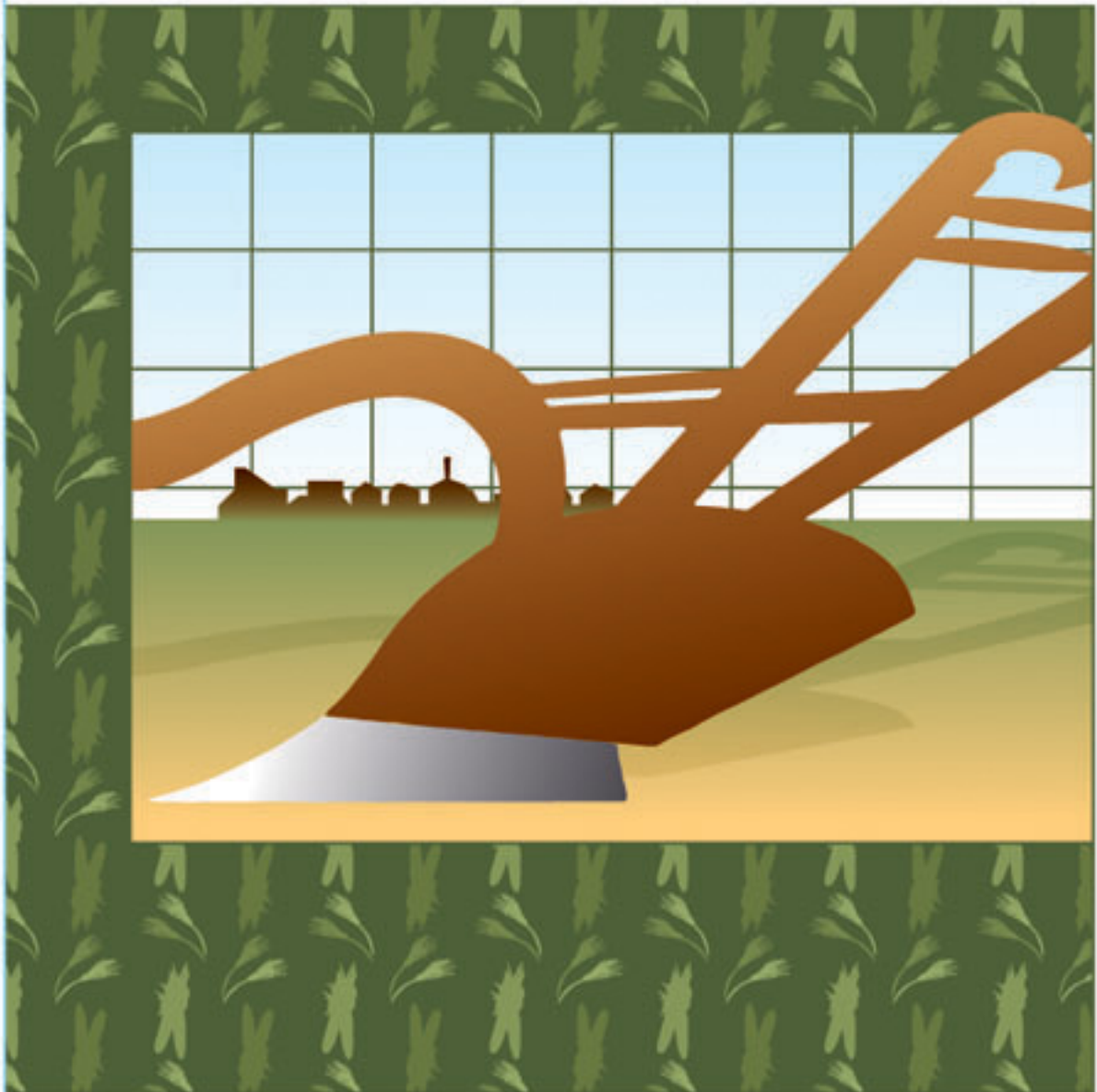


www.teachinteract.com

HOMESTEAD



A Simulation of Establishing a Frontier Farm and Community

HOMESTEAD

A simulation of establishing a frontier farm and community

The authors:

JAY REESE has his M.A. from the University of Oregon and teaches in the Bethel School District, Bethel, Oregon. Jay regularly creates simulations to vitalize his students' learning in several disciplines. The other simulations Jay has written for Interact include FLIGHT and MERCHANT.

JOHN WESLEY, the co-author of HOMESTEAD, has done his graduate work at California State University, San Diego, and teaches in the Cajon Valley School District, El Cajon, California. Among other simulations John has written for Interact are DESIGN, INTERACTION, and MAHOPA.

Copyright ©1974

Interact

10200 Jefferson Boulevard

P.O. Box 802

Culver City, CA 90232-0802

www.teachinteract.com

ISBN 978-1-57336-066-1

All rights reserved. Only those pages of this simulation intended for student use as handouts may be reproduced by the teacher who has purchased this teaching unit from **Interact**. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

BEFORE BEGINNING

PURPOSE

HOMESTEAD is a simulation concerned with the daily life of early frontier settlers. This simulation gives students a better understanding of the kind of lives these rugged frontiersmen lived, particularly how their decisions changed the West. By making decisions concerning what type of land to settle, what type of crops to raise, where to build roads and what persons should run their government, students gain a better understanding of one important period in American history.

Specifically students will experience the following:

Knowledge

- 1 why the homestead laws were passed
- 2 how homesteaders lived
- 3 why communities were established
- 4 how various modes of transportation affected homesteaders' lives
- 5 what type of government was established on the frontier
- 6 how land area was measured
- 7 how land values were determined
- 8 what taxes were used for

Skills

- 1 making individual decisions
- 2 making group decisions
- 3 reading maps
- 4 keeping neat, accurate records

Attitudes

- 1 appreciation of the dedication of persons who left secure, "civilized" communities to go to live on the perilous frontier
- 2 respect for frontier Americans who used democratic processes while trying to solve frontier problems: boundary disputes, representative government, taxes

OVERVIEW

HOMESTEAD begins when the students draw family identities as early pioneer homesteaders shortly after the Civil War. The students then read a brief history of homesteading and discuss what homestead laws were, where homesteads were established, what kinds of people homesteaded and other things such as land types and land measurement. Having acquired this background, students are ready to become homesteaders. On a large bulletin board map they select their quarter-sections of land and begin farming them.

Among the decisions that they must make are what type of land to settle on, what type of crops to raise, what kind of livestock to keep and what to do with any profits they make. During several class periods students live on the land as homesteading farmers. Once it becomes evident that some students are better farmers than others, certain students decide to leave their farms. After reading a short essay on why communities are founded, these students start their own community. After moving to town they must buy homes, find jobs or start small businesses of their own.

During the simulation's next several hours students continue to farm, work or run their businesses. However, there is more to their lives than just work. They realize their need for a government to make rules, to settle disputes and to raise taxes for necessities such as roads. Finally, with the coming of the railroad to their community, students feel they are now a part of post Civil War America. (In addition to daily decisions and other activities, fate is introduced through FATE CARDS. They simulate a wide variety of other events that could have happened to homesteaders during this period of history.)

During HOMESTEAD'S final period, you and your students evaluate what has been happening. By testing, discussion and observation you evaluate the skills students developed, the attitudes they formed and the knowledge they gained.

INITIAL ORGANIZATION

1. Read over all materials in both this guide and the STUDENT HANDBOOK.
2. Make a digital copy of the JEFFERSON TOWNSHIP MAP. Then project it onto a large sheet of butcher paper in order to make a bulletin board size duplicate map for the students to use. Doing this several days in advance will stimulate student interest.
3. Make a digital copy of the TOWN MAP and use it to make another bulletin board size duplicate of this map before HOUR 9 of the game. (**Note well: Keep this map secret from your students.**)
4. Make copies of the following forms found in the back of the Teacher Guide. HOMESTEAD PREPOST TEST (2 class sets); TAX STATEMENTS (1 class set); LOAN RECORDS (1 class set).

OPTIONS

HOMESTEAD, as are all INTERACT simulations, is designed to be used by flexible, creative teachers who desire a participatory classroom. We expect such teachers to modify, add or delete materials to fit their needs and interests. The following options will suggest ways you might modify HOMESTEAD to better meet your goals. (*Study these options only after you are already familiar with the STUDENT HANDBOOK and the remainder of this Teacher Guide.*)

1. Expand the study of Homestead laws, the people who homesteaded and the conditions they faced. Have students read Western stories or keep a diary of experiences or write a brief research project on relevant topics.
2. Have students conduct a historical research for your community's origins. This study might include field trips and guest speakers.

Emphases

- a. Who established your community?
- b. When was your community founded?
- c. Why did these people choose this particular site for the community?

- d. What is interesting about the early history of your community?
 - e. How did your community grow?
 - f. How has the community most significantly changed since early homesteaders or settlers lived here?
3. Expand the study of establishing a community by spending additional time on why communities are founded, how the electoral and governmental procedures work, how roads and railroads have grown over the years.
 4. Expand the simulation by adding additional farming years and/or business years.
 5. Add additional, relevant FATE CARDS. (Either write them yourself or encourage students to do the research and earn \$25 for an accurate, "historical" FATE CARD. See FATE CARDS page in STUDENT HANDBOOK for comments encouraging students to research and write FATE CARDS.)
 6. Bring mining into the simulation by adding appropriate minerals and mines to the map and mining columns to the income charts.
 7. Shorten the simulation by deleting one or more of the last six HOURS of play: ESTABLISHING A COMMUNITY, FRONTIER ELECTIONS, EARLY TAXES, FRONTIER ROADS, RAILROADS.

UNIT TIME CHART

Take PRE-TEST Discuss INTRODUCTION Examine map Pull FAMILY IDENTITIES 1	Obtain initial wealth Discuss HISTORY OF HOMESTEADING Choose and establish homesteads 2	Farming Year 1 FATE CARDS 3	Farming Year 2 FATE CARDS 4	5
Farming Year 4 FATE CARDS 6	Discuss ESTABLISHING A TOWN and MOVING TO TOWN New town residents fill out COMMUNITY JOB OR BUSINESS form Property sold Loans obtained 7	Businesses established Jobs filled Farming Year 5 Business Year 1 FATE CARDS 8	Election Day Discuss FRONTIER ELECTIONS File PETITIONS Candidates speak Cast BALLOTS 9	Taxes introduced Discuss TAXES and calculate each property owner's taxes Farming Year 6 Business Year 2 FATE CARDS 10
Roads introduced Discuss FRONTIER ROADS Roads planned and established Farming Year 7 Business Year 3 FATE CARDS 11	Railroads introduced Discuss RAILROADS Establish railroads Explain consequences of railroad: land values, income, taxes Farming Year 8 Business Year 4 12	Evaluation and De-Briefing Take POST-TEST Discuss knowledge, skills and attitudes Evaluate the simulation 13	This UNIT TIME CHART is intended only as an example of how to allocate time. Alter it as desired.	

TIME SEQUENCE

HOURL 1

OBJECTIVES:

1. The student will take the HOMESTEAD PRE-POST TEST to determine entry knowledge.
2. The student will read and briefly discuss the INTRODUCTION TO HOMESTEADING.
3. The student will examine the JEFFERSON TOWNSHIP MAP.
4. The student will receive his FAMILY IDENTITY.

MATERIALS:

1. Class set of HOMESTEADERS PRE-POST TESTS
2. Class set of STUDENT HANDBOOKS
3. Large bulletin board JEFFERSON TOWNSHIP MAP
4. Slips of paper (the number of slips corresponding to how many students you have) placed in a "hat" or "box." Each slip should have the name of one of the 36 identities on it. If you have more than 36 students, you will need to create additional identities.

PROCEDURES:

1. Hand out HOMESTEAD PRE-POST TESTs and have students complete. Collect and correct later. **Key:** 1) B, 2) D, 3) C, 4) B, 5) C, 6) D, 7) F, 8) False, 9) True, 10) False, 11) True, 12) True, 13) False, 14) True, 15) False.
2. Hand out STUDENT HANDBOOKs and have the students read the INTRODUCTION TO HOMESTEADING.
3. Briefly discuss the INTRODUCTION. Among the points you might want to cover are:
 - a. Period of time covered is the 1860s and 1870s
 - b. Land measurements: acres, sections, townships
 - c. How such things as weather affects the life of a homesteader.
4. Have the students examine the JEFFERSON TOWNSHIP MAP on page 9 of their handbooks and on the bulletin board. Briefly discuss the map:
 - a. Prairie land: light grazing and grain farming
 - b. Grazing land: the lie of the land makes it suitable for grazing.
 - c. Valley land: richest land for farming (grain, corn or grazing)
 - d. Timber land: possibly some light grazing but mostly harvesting timber.
5. Have the students draw their family identity names from the "hat."
6. As time permits, discuss FAMILY IDENTITIES:
 - a. Why people wanted to leave their homes to homestead
 - b. Points of origin and why they were different

- c. Types of occupations
- d. How family size affected homesteading

HOURL 2

OBJECTIVES:

1. The students will receive their beginning wealth.
2. The students will read and briefly discuss THE HISTORY OF HOMESTEADING.
3. The student will establish his initial homestead.

MATERIALS:

1. STUDENT HANDBOOKS
2. BULLETIN BOARD MAP
3. 36 consecutively numbered slips of paper, 1 to each student, placed in a "hat."

PROCEDURES:

1. Tell the students that fate will now give them their beginning wealth in dollars. Let each student call out any number between 1 and 100. (Don't let two students pick the same number.) After each student calls out a number, tell him how much money he begins HOMESTEAD with (see below). The student enters this figure on his HOMESTEADER'S EARNINGS FORM under **Column 1, Miscellaneous Income: Other.**

1-200	2-350	3-400	4-450	5-500
6-550	7-450	8-400	9-450	10-250
11-550	12-250	13-450	14-600	15-700
16-450	17-550	18-500	19-300	20-550
21-500	22-450	23-300	24-650	25-500
26-600	27-500	28-350	29-450	30-550
31-450	32-500	33-650	34-350	35-350
36-300	37-400	38-450	39-550	40-450
41-400	42-600	43-550	44-350	45-400
46-450	47-350	48-650	49-350	50-400
51-500	52-300	53-350	54-400	55-500
56-450	57-400	58-450	59-500	60-550
61-450	62-400	63-500	64-550	65-300
66-350	67-500	68-600	69-400	70-600
71-600	72-550	73-900	74-650	75-400
76-500	77-600	78-550	79-450	80-450
81-550	82-450	83-550	84-450	85-600
86-550	87-450	88-500	89-600	90-550
91-400	92-500	93-400	94-500	95-350
96-400	97-500	98-450	99-250	100-650
2. Have the students read THE HISTORY OF HOMESTEADING and then briefly discuss the following:
 - a. Why the government would want to give land away (e.g., to protect frontiers, to settle unused land and to allow poor people an opportunity to make a new start)
 - b. Background leading to passage of the Homestead Act of 1862
 - c. Division of land into counties, townships, sections, quarter-sections and acres
 - d. Areas homesteaded in the United States.

3. Have each student draw a numbered slip of paper from the hat. Then have students go to the large map *in the order of their numbered slips* and put their initials in the quarter-section (or sections) of land they are going to homestead. If there is one adult in the family, they get one quarter-section; if there are two adults they get one quarter-section each. For the purpose of this simulation, all children are under 21. **Note well: Do not let them choose the sections marked UNAVAILABLE FOR HOMESTEADING.**

HOURL 3

OBJECTIVES:

1. The students will build a house and possibly other buildings on their quarter-sections of land.
2. The students will examine the various "farming forms."
3. The students will make their decisions concerning land use for Farming Year 1.
4. The students will record their earnings for Farming Year 1.
5. Five FATE CARDS will be read.

MATERIALS:

1. Classroom map of JEFFERSON TOWNSHIP
2. FARMING DECISION FORM, FARMING INCOME CHART and HOMESTEADER'S EARNINGS FORM
3. One die

PROCEDURES:

1. Have each student go individually up to the large classroom map of the TOWNSHIP. There he/she places an X in a special place in the quarter-section to represent where he/she is building the family home. To represent farm buildings, have students use •. After all students have done this, tell them to enter \$300 spent for house (X) and \$200 for farm buildings (•) on their HOMESTEADER'S EARNINGS FORMS. (These will be entered as "Miscellaneous Expenses.")
2. Have students briefly examine these forms: FARMING INCOME CHART, FARMING DECISION FORM and HOMESTEADER'S EARNINGS FORM.
3. Have each homesteader fill out Year 1 on the FARMING DECISION FORM. They decide what to do with each quarter-section of land they have and place an X in the appropriate box. They may carry out only one crop, type of livestock or activity on each quarter-section of land.
4. Once all homesteaders have made their decisions and completed Year 1 on FARMING DECISION FORM, have one student roll a die *for the whole class*. The number which comes up determines column to use on the FARMING INCOME CHART (e.g., a roll of "1" means use the NORMAL column; a roll of "3" means use the LEAN column).

5. Have homesteaders turn to their FARMING INCOME CHARTS. First, homesteaders use the 2 left hand columns, **Type of Land** and **Type of Crops**, to find the land and crops they have. Then by going across this column to the column of the die rolled, they find their income for that quarter-section of land for the year.
6. During the remainder of the hour, you should work with individual students. See that they understand what they are doing and that they find their income from their crops and animals.
7. Have the students record these earnings on their HOMESTEADER'S EARNING FORMS. Again the homesteaders find the column which indicates **Type of Land** and what is being raised on it. Earnings for the year are recorded in this column.
8. Homesteaders next use their HOMESTEADER'S EARNINGS FORMS to add up their earnings, subtract their expenditures and find their accumulated wealth.
9. Place 36 consecutively numbered slips of paper in a "hat" or box. Have the following identities draw a slip from the hat: Helms, Rodgers, Austin, Casas and Dearborn. The number on the slip corresponds to numbered FATE CARDS found on page 22 of the STUDENT HANDBOOK. Discuss the FATES as time permits. Discard drawn numbers. Encourage students to earn \$25 by researching and writing appropriate FATE CARDS.

HOURL 4

OBJECTIVES:

1. The student will complete Farming Year 2.
2. Five FATE CARDS will be read.

MATERIALS:

Same as Hour 3.

PROCEDURES:

1. Before having students start Farming Year 2, allow any who wish to do so to buy or sell land. They record their earnings or expenditures on their HOMESTEADER'S EARNINGS FORMS. Students can sell their land for what they can get for it. As the government, you can sell any unsettled land for \$1.50 an acre (in quarter-section parcels).
2. Repeat Hour 3's activities.
3. At the end of the hour, have the following identities pull numbers from the "hat": Dean, Carlen, deJong, Marsh and Samuels.

HOURL 5

OBJECTIVES:

1. The students will complete Farming Year 3.
2. Five FATE CARDS will be read.

MATERIALS:

Same as Hour 3.

PROCEDURES:

1. Same as Hour 3.
2. Have the following identities draw FATE CARD numbers: Edwards, Bensen, Novak, Lee and Holt.

HOOR 6**OBJECTIVES:**

Same as Hour 3.

MATERIALS:

Same as Hour 3.

PROCEDURES:

1. Same as Hour 3.
2. Have the following identities pull a number from the "hat": Davis, Nelson, Boone, Murphy, O'Toole and McKenna.

HOURS 7-8**OBJECTIVES:**

1. All students will read and discuss ESTABLISHING A TOWN and MOVING TO TOWN.
2. Certain students will move to town and get jobs or start businesses. They will then complete Business Year 1.
3. Those students who remain on the land will complete Farming Year 5.
4. Five FATE CARDS will be read.

MATERIALS:

1. ESTABLISHING A TOWN, MOVING TO TOWN, COMMUNITY JOB OR BUSINESS and TOWN RESIDENT'S EARNINGS FORM in STUDENT HANDBOOK
2. Bulletin board sized duplicate of the TOWN MAP
3. Ten or more copies of the LOAN RECORDS (Give to banker to study prior to handing them out during these hours.)

PROCEDURES:

1. Have the students read pages 13-14-15 in their STUDENT HANDBOOKS.
2. Discuss the establishment of a town.
 - a. Why did people need a town? (trading center, meeting place, location for specialists)
 - b. Who moved to the town? (specialists such as doctors, lawyers, store owners; and those who could not or did not want to work the land)
 - c. Where were towns established? (on rivers, at crossroads, along trails, in areas easy to defend against attackers)
3. Establish the new frontier town.
 - a. Show them the TOWN MAP and discuss why this area is the best location for the town.
 - b. Those that wish to move off their

homesteads into town must buy a home lot on TOWN MAP. Land values are marked on the map. If the lot buyer does not have the cash for the lot, he must negotiate a loan from the banker or a rich citizen. Pass out several copies of LOAN RECORDS for persons to examine if they are going to have to borrow money. Bankers and rich citizens can loan money.

- c. Persons coming to town will have to build homes on their lots at a cost of \$500. They may have to borrow money.
- d. Those who want to have a job or run a business in town should fill out page 15, COMMUNITY JOB OR BUSINESS. Encourage your imaginative students to dream up new jobs or businesses not listed on page 14.
- e. You must hold conferences with students wishing to have town businesses. Cover items such as the following:
 - How reasonable and appropriate is your business for this frontier community?
 - How realistic is your set-up expenses figure?
 - Where are you getting the capital to set up your business?
 - What actual classroom activities will you be doing each hour (e.g., keeping records, collecting taxes, writing newspapers, etc.)?

Have students give you input and then agree to certain activities. Finally, turn prospective businessmen and businesswomen loose to raise the capital to start their businesses.

- f. Hold a town meeting during which all town citizens make recommendations for names for the town and for the streets. Then have the mayor, police chief and justice of the peace get together and name the town and the streets.
4. Those students who elected to remain on the farm should be filling in their FARMING DECISIONS FORMS as you work with the town residents. Once the homesteaders have finished their planning, a die should be rolled and the homesteaders should fill out their HOMESTEADER'S EARNINGS FORMS for Farming Year 5.
 5. Have the following identities draw FATE CARD numbers: Juarez, Hudson, Moore, Caluchi and Sage.

HOOR 9**OBJECTIVES:**

1. The student will read and discuss FRONTIER ELECTIONS.
2. The student will participate in elections of town and county government.

MATERIALS:

1. FRONTIER ELECTIONS, PETITION FOR OFFICE and OFFICIAL BALLOT in STUDENT HANDBOOK

PROCEDURES:

1. Have the students read FRONTIER ELECTIONS.
2. Have a brief class discussion concerning the reading:
 - a. Why government was necessary on the frontier
 - b. The difference between a town or municipal government and a county government
 - c. Functions of each office: 3 county commissioners; sheriff; county judge; mayor; police chief and city judge
3. Carry out the county and town elections.
 - a. Interested candidates get their PETITIONS FOR OFFICE filled out and filed with you.
 - b. Allow brief campaign speeches by candidates and their backers.
 - c. Pass out OFFICIAL BALLOTS and have students elect their town and county officials.

HOURL 10**OBJECTIVES:**

1. The student will read and discuss TAXES.
2. The student will complete Farming Year 6 or Business Year 2.
3. Five FATE CARDS will be read.

MATERIALS:

1. TAXES in STUDENT HANDBOOK.
2. Class set of TAX STATEMENTS. (Have the county treasurer fill in each student's identity name on a separate TAX STATEMENTS form prior to beginning the hour.)

PROCEDURES:

1. Have the students read TAXES.
2. Discuss the reading:
 - a. Why are taxes necessary for civilization?
 - b. What kinds of taxes are there?
 - c. Who pays taxes?
 - d. Do you understand how to calculate your taxes during this simulation?
3. Have the students complete Farming Year 6 or Business Year 2, including paying their property taxes.
 - a. Fill out FARMING DECISION FORM.
 - b. Roll die.
 - c. Fill in HOMESTEADER'S EARNINGS FORM or TOWN RESIDENT'S EARNINGS FORM. Help the county treasurer as he/she goes around the room with students' TAX STATEMENTS. Students and the treasurer may need help in calculating their taxes the first time through this process. (See page 19 of STUDENT HANDBOOK plus the two ex-

amples at the top of the TAX STATEMENTS form.)

4. Have the following identities draw FATE CARD numbers: Peterson, Luckman, Cohen, Braun and Gibson.

HOURL 11**OBJECTIVES:**

1. The student will read and discuss FRONTIER ROADS.
2. The student will participate in locating local roads.
3. Five FATE CARDS will be drawn.

MATERIALS:

1. FRONTIER ROADS in STUDENT HANDBOOK
2. JEFFERSON TOWNSHIP MAP

PROCEDURES:

1. Have the students read FRONTIER ROADS.
2. Discuss early frontier roads:
 - a. Why were roads needed? (to get across private property, to get where you want to go and to overcome problems of winter)
 - b. Who was in charge of roads? (road commissioners, maintenance crews)
 - c. Who paid for roads? (property owners and persons who used toll roads)
 - d. How were roads located and built? (right-of-way decided by county commissioners and then right-of-way purchased)
3. Have county commissioners meet and map out where the 20 miles of roads are to be built.
4. Other students begin Farming Year 7 or Business Year 3.
5. Once the county commissioners have made their decision, they present it to the other homesteaders. Their decision is either accepted or rejected. If any person(s) rejects it, the county commissioners may either change the road's proposed location or take the issue to court. If they go to court, the county judge must decide a) whether or not the road will be built even if there are objections; and b) how much each objector shall be paid. Once the offers are all accepted or settled by the court, the county commissioner's draw the roads on the map. (Property owners may draw their own roads on their property from their homes or farm dwellings to the nearest county road.)
6. Homesteaders and town residents should finish filling out the EARNINGS FORMS. They also must pay their taxes.
7. Have the following identities draw FATE CARD numbers: Ericson, Lucas, Sherman, Fitzgerald and Gunther.

HOURL 12**OBJECTIVES:**

1. The student will read about and discuss

RAILROADS.

- The student will participate in deciding where railroad lines will be located.
- The student will complete Farming Year 8 or Business Year 4.

MATERIALS:

RAILROADS in STUDENT HANDBOOK

PROCEDURES:

- Have the student read RAILROADS.
- Discuss the reading:
 - Why were railroads needed and where?
 - When were railroads started and how did they move West?
 - What did a railroad mean to a community?
- Discuss the procedure for establishing a railroad as outlined on page 21 of the STUDENT HANDBOOK.
- You now draw the proposed railroad right-of-way on the large map as follows:

6	5	4	3	2	1
7	8	9	10	11	12
• 18	17	• 16	15	• 14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Railroad

☒ = Town • = Federal land grant to R.R.

- Be sure students are aware of how land values have changed:
 - Government land will now sell for \$2.50 an acre or \$400 per quarter-section.
 - Valley land is now worth \$5.00 an acre (\$800 a quarter-section).
 - Prairie land is now worth \$4.00 an acre (\$640 a quarter-section).
 - Timber land is now worth \$3.00 an acre (\$480 a quarter-section).
 - Grazing land is now worth \$2.50 an acre (\$400 a quarter-section).
- Note:** Stress to students how these land value changes will also change tax payment.
- Tell students that the railroad will also pay each property owner whose land borders the new rail line \$100 per mile for a small strip of railroad right-of-way.
- Point out that since it is now easier to get crops and livestock to distant markets, prices have doubled for crops and livestock. More money is also being spent in town. Consequently, prosperity has come to the area. All farmers' earnings, all business earnings, all job salaries — and all property values and all taxes — have

doubled for this year.

- Have the students complete Farming Year 8 or Business Year 4. Assist as necessary.
Remember: Everything doubles this year.

HOUR 13

OBJECTIVES:

- The student will take the HOMESTEAD PRE-POST TEST covered during this simulation.
- The student will evaluate the knowledge he/she has gained concerning homesteading and community building.
- The student will evaluate the attitudes he has developed during the simulation.
- The student will evaluate the simulation.

MATERIALS:

One class set of HOMESTEAD PRE-POST TESTS

PROCEDURES:

- Pass out the HOMESTEAD PRE-POST TESTS and have the students complete them. Correct them together in class.
- Pass out the first set of tests, taken during HOUR 1.
- Have the students compare their tests so they can see how their answers have changed.
- Ask the students to point out what they have learned.
- Cover any of the following information that students did not discuss in number 4 above:
 - Homestead laws
 - Who homesteaded
 - Why they homesteaded
 - Where they homesteaded
 - Why they established towns
 - Why roads were necessary
 - What type of government most frontier communities had
 - How the railroads influenced frontier life
- Evaluate the attitudes developed by the students.
 - What kind of daily life do you think homesteaders had?
 - If you had been a homesteader, what would have been the first thing you would have done to make your life better?
 - How did these homesteaders' lives and actions affect American history?
- Evaluate the simulation itself.
 - Do you believe this simulation gave you a better understanding of frontier life? Why?
 - How would you compare this simulation with other methods of learning? (textbook readings, lectures, films, etc.)
 - What do you consider the simulation's strongest points?
 - What do you consider the simulation's weakest points?
 - Should next year's students play this simulation? If NO, why not? If YES, why? If YES, what would improve it?

HOMESTEAD PRE-POST TEST

your name

MULTIPLE CHOICE

(Circle correct letter)

1. Western land is divided into **sections**. A section is made up of
 - a. 300 acres
 - b. one square mile
 - c. ten square miles
 - d. one-half mile wide and three miles long
2. The Homestead Act was passed in
 - a. 1802
 - b. 1822
 - c. 1842
 - d. 1862
3. The head of a family could file a homestead claim for
 - a. one section of land
 - b. one-half section
 - c. one-quarter section
 - d. 50 acres
4. To receive a homestead title from the government, the person who filed the claim had to improve the land and live on it for a period of
 - a. ten years
 - b. five years
 - c. two years
 - d. one year
5. Property taxes are largest for a person owning
 - a. \$10,000 in cash
 - b. \$10,000 in the bank
 - c. 160 acres of land
 - d. a \$10,000 annual income
6. Local communities were founded because of a need for
 - a. markets where farmers could sell farm produce
 - b. stores where farmers could buy goods
 - c. centers for schools, churches and meeting places
 - d. all of these
7. The state or states where homesteaders first settled after the Civil War were
 - a. Iowa
 - b. Kansas
 - c. Nebraska
 - d. Minnesota
 - e. none of these
 - f. all of these (a-b-c-d)
8. Only citizens of the United States could file a homestead claim.
9. After living on the homestead for the full number of years and farming it, the homesteader would receive the land free (except for a small filing fee).
10. Property taxes can be levied only by a state, not by a city or county.
11. A section of land is composed of 640 acres.
12. Some railroads were given sections of land free by the federal government.
13. The coming of a railroad to a community generally made little difference in market prices.
14. Any person over 21 years of age could file a homestead claim.
15. The merchants in farm communities who sold goods to farmers made as much money when the farmers had poor crops as when they had good crops.

TRUE-FALSE

(Circle numbers of correct statements)

Jonathan Wither Spoon,
Surveyor

NW
Quarter-
Section

NE
Quarter-
Section

15

SW
Quarter-
Section

Timber
Creek-

Park

For
public
buildings

White Feather Creek

SE'
Quarter-
Section

B = business lot
H = home lot

LOAN RECORDS

Note to banker or wealthy citizen: Study page 13 to understand how this imaginary citizen's yearly loan payments were calculated. Then fill out the Loan Agreement below and have the person who owes you money fill out a check each year.

Loan Agreement example

Account Name	Reason for Loan	Loan Amount (Principal)	%	Number of years for Repayment	Repayment Total (Principal + Interest)	Yearly Payment
Anthony Andrews	start a general store	\$1500	5	10	\$2250	\$225

I agree to pay \$ \$225 each year.

Anthony Andrews

Signature of person borrowing money

Actual Loan Agreement

Account Name	Reason for Loan	Loan Amount (Principal)	%	Number of years for Repayment	Repayment Total (Principal + Interest)	Yearly Payment

I agree to pay \$ _____ each year.

Signature of person borrowing money

To simulate your yearly payment of money, fill out a check each year as Anthony Andrews did.

JEFFERSON TRUST and SAVINGS BANK <u>January 1</u> 18 <u>74</u> Pay to <u>Jefferson T. & S. Bank</u> \$ <u>225</u> <u>Two hundred twenty-five & no/100</u> dollars <u>Anthony Andrews</u>	JEFFERSON TRUST and SAVINGS BANK _____ 18 _____ Pay to _____ \$ _____ _____ dollars
JEFFERSON TRUST and SAVINGS BANK _____ 18 _____ Pay to _____ \$ _____ _____ dollars	JEFFERSON TRUST and SAVINGS BANK _____ 18 _____ Pay to _____ \$ _____ _____ dollars
JEFFERSON TRUST and SAVINGS BANK _____ 18 _____ Pay to _____ \$ _____ _____ dollars	JEFFERSON TRUST and SAVINGS BANK _____ 18 _____ Pay to _____ \$ _____ _____ dollars

TAX STATEMENTS

Note to County Treasurer: Follow the 2 samples in preparing each citizen's TAX STATEMENT. Deliver the TAX STATEMENT personally. When the citizen enters the tax in the appropriate space on his EARNINGS FORM, you should consider the yearly property tax to have been paid.

Sample for Homesteader

Citizen's name <u>Dirk Van Omering</u>		
Citizen's address(es) <u>SW quarter - section of section 10</u>		TAXES
Tax Calculations		
Land (amount, condition, type)	<u>1/4 sect., improved, Valley Land</u>	= \$ <u>48</u>
Buildings (number, description)	<u>1 farmhouse, 1 barn</u>	= \$ <u>20</u>
Year <u>1874</u>	Signed: <u>William Waterman</u>	TOTAL TAXES = \$ <u>68</u>
	County Treasurer	DUE

Sample for Town Resident

Citizen's name <u>George Goodman</u>		
Citizen's address(es) <u>#6 Madison St. (home); #9 Hamilton St. (business)</u>		TAXES
Tax Calculations		
Land (amount, condition, type)	<u>home lot worth \$200; business lot worth \$400</u>	= \$ <u>36</u>
Buildings (number, description)	<u>1 house and 1 business building</u>	= \$ <u>40</u>
Year <u>1874</u>	Signed: <u>William Waterman</u>	TOTAL TAXES = \$ <u>76</u>
	County Treasurer	DUE

ACTUAL TAX STATEMENTS

Citizen's name _____		
Citizen's address(es) _____		TAXES
Tax Calculations		
Land (amount, condition, type)	_____	= \$ _____
Buildings (number, description)	_____	= \$ _____
Year _____	Signed: _____	TOTAL TAXES = \$ _____
	County Treasurer	DUE

Citizen's name _____		
Citizen's address(es) _____		TAXES
Tax Calculations		
Land (amount, condition, type)	_____	= \$ _____
Buildings (number, description)	_____	= \$ _____
Year _____	Signed: _____	TOTAL TAXES = \$ _____
	County Treasurer	DUE

Citizen's name _____		
Citizen's address(es) _____		TAXES
Tax Calculations		
Land (amount, condition, type)	_____	= \$ _____
Buildings (number, description)	_____	= \$ _____
Year _____	Signed: _____	TOTAL TAXES = \$ _____
	County Treasurer	DUE

Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

Interact • Attn: Editorial
10200 Jefferson Blvd. • P.O. Box 802
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

***We enjoy receiving photos or videos of our units in action!
Please use the release form on the following page.***

Your Name: _____

Address: _____

E-mail: _____

Interact Unit: _____

Comments: _____

Release Form for Photographic Images

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

To Parents:

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: _____ (print)

Age of Student: _____ (print)

Parent or Guardian: _____ (print)

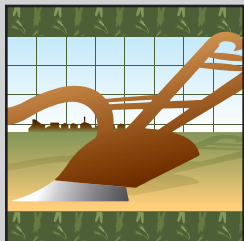
Signature: _____ Date: _____

Address:

Phone: _____

Interact

10200 Jefferson Blvd.
Culver City, CA 90232-0802
310-839-2436



HOMESTEAD

A simulation of establishing a frontier farm and community

INTRODUCTION TO HOMESTEADING

YOUR WESTERN IDENTITY: You are about to participate in HOMESTEAD, a simulation in which you will be a pioneer making a home out on the Western prairies. You will learn about acres, sections, townships, homestead laws, taxes and railroad right-of-ways. HOMESTEAD begins when you draw a family identity telling who you are, where you came from and how large your family is. As you live this identity, you will set up a homestead, raise crops, form a town, hold community elections, layout roads and build a railroad.

CHOOSING YOUR LAND: Facing you and your fellow students will be many problems similar to those facing early American settlers during the 1860s and 1870s. To solve these problems as you make a living and strive to keep your homestead, you will have to make many important decisions. Your first key decision is choosing the land you want for your homestead. The area you are homesteading has four kinds of land, and you may homestead a quarter-section of anyone of these four types: prairie land, valley land, timber land and grazing land. The kind of land you own will determine what crops and animals you raise and how much money you make.

OTHER DECISIONS: As time passes, you will have other decisions to make:

- Shall I raise crops or animals on my land?
- If I raise crops, shall I plant wheat, corn or hay?
- If I raise livestock, shall I raise cattle, horses or sheep?
- Does my land have timber which I could log and sell?
- Where shall I build my home and farm buildings on my quarter-section?

These and other decisions you make will directly affect your prosperity as a homesteader.

WEATHER: You will find that the one thing definitely beyond your control is the weather. (And that is as it should be. Early homesteaders lived with one eye looking into the sky.) You may have normal rainfall and adequate crops. You may have lots of rain and bumper crops. But then again the rainfall may be so slight that you will have lean crops. Also a possibility is a drought hitting your area. Regardless of what weather you experience, you will not face it alone. Your fellow homesteaders will share your weather. You may all rejoice and make lots of money, or you may all suffer and nearly starve to death.

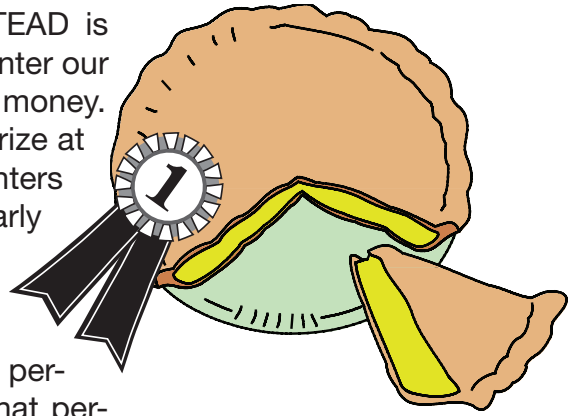


978-1-56004-424-6



INT813SG v1.0

FATE CARDS: Another unpredictable element in HOMESTEAD is FATE CARDS. They represent the other chance factors that enter our lives. They may give you extra money or make you payout money. Your mule may die, your well may go dry or you may win a prize at a local harvest festival. No matter what good or bad fortune enters your life, you will have to learn to adjust to it as America's early Westerners did.



TOWNS AND GOVERNMENTS: As the farming years pass, you will help establish a town in your area. You will learn why persons started communities, where they located them and what persons usually decided to leave their farms and move to town. Some of you will decide that farming is not for you any longer. You will go to the new town and get a different job or start your own business. Once your town is born, you will need community governments. Electing students from your class to be officials in these new county and city governments will be an important task. These officials will make decisions which will touch every person's life in your county. You will also find that towns and counties need money to operate. And where does this money come from? Taxes, of course! The importance of taxes and tax collecting will become meaningful when you all find out that you are taxpayers during the simulation.

ROADS AND RAILROADS: The problem of transportation will become real to you. You will have heated arguments about where your roads should go and who should pay for them. You and your elected officials will have to make these decisions and then live with the consequences. A railroad will also come to your area. You will learn how a railroad and its right-of-way is built, why railroads are important and how during our history the national government encouraged railroads to build many miles of new lines. The new railroad in your community will mean wealth and prosperity for some, lower prices for others and possible disaster for a few.

COMPARING WEALTH: As the simulation concludes, you will have a chance to compare your wealth with that of other homesteaders to see who made the best decisions and who had the best luck. The unofficial winner is the person who has earned the most money and has acquired the most property. Thus, by the end of HOMESTEAD, you will have considerable knowledge of what a homesteader's life was really like. Though no simulation can make you really feel the scorching summer sun, the icy winters or the weary hours laboring in the fields, HOMESTEAD will help you appreciate the hardships and excitement these early settlers faced. You will know the importance of weather in raising crops. Also remembered will be the type decisions needed in establishing a frontier community and in building roads and railroads. And after the simulation ends, you and your teacher may want to find out more about the actual pioneers who settled your own community.

HOMESTEADING TODAY AND TOMORROW: Both Canada and the United States still have homestead laws. So if in the future you find some land that has never been claimed and is not in a national park, forest or wildlife area, you may still file your own homestead claim. Some persons do, but you will have to be very lucky. For as more persons inhabit our land and as prices soar, giving away a piece of the Earth will become a part of history you can only read about in a book. But if man discovers an uninhabited planet around a distant star, a planet that will support human life, homesteading might again become a reality. Will this be in your lifetime? Could you possibly become a homesteader in your future?

Name: Casas
Home: Texas
U.S. Citizen: yes
Occupation: farmer
Race: Chicano
Family: husband, wife, 4 children

Name: McKenna
Home: Scotland
U.S. Citizen: no
Occupation: wheelwright
Race: White
Family: husband, wife, 1 child

Name: Cohen
Home: New York
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife, 2 children

Name: Juarez
Home: Arizona
U.S. Citizen: yes
Occupation: farmer
Race: Chicano
Family: husband, wife, 3 children

Name: Hudson
Home: Connecticut
U.S. Citizen: yes
Occupation: doctor
Race: White
Family: none

Name: Carlen
Home: Vermont
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife, 1 child

Name: Murphy
Home: Alabama
U.S. Citizen: yes
Occupation: farmer
Race: Black
Family: none

Name: Braun
Home: Germany
U.S. Citizen: no
Occupation: cabinet maker
Race: White
Family: husband, wife

Name: Ericson
Home: Massachusetts
U.S. Citizen: yes
Occupation: minister
Race: White
Family: husband, wife, 1 child

Name: Dearborn
Home: Massachusetts
U.S. Citizen: yes
Occupation: doctor
Race: White
Family: husband, wife, 2 children

Name: Dean
Home: New York
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife

Name: Gibson
Home: Pennsylvania
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife, 3 children

Name: Fitzgerald
Home: Ireland
U.S. Citizen: no
Occupation: farmer
Race: White
Family: none

Name: O'Toole
Home: Ireland
U.S. Citizen: no
Occupation: cabinet maker
Race: White
Family: husband, wife

Name: Lucas
Home: Pennsylvania
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife, 1 child

Name: deJong
Home: Netherlands
U.S. Citizen: no
Occupation: farmer
Race: White
Family: husband, wife, 4 children

Name: Moore
Home: Virginia
U.S. Citizen: yes
Occupation: storekeeper
Race: White
Family: husband, wife, 1 child

Name: Caluchi
Home: Italy
U.S. Citizen: no
Occupation: wine maker
Race: White
Family: husband, wife, 3 children

Name: Davis
Home: Virginia
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife

Name: Austin
Home: North Carolina
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife

Name: Sage
Home: Tennessee
U.S. Citizen: yes
Occupation: cabinet maker
Race: White
Family: husband, wife, 1 child

Name: Lee
Home: Georgia
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: none

Name: Samuels
Home: Alabama
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: none

Name: Gunther
Home: Germany
U.S. Citizen: no
Occupation: doctor
Race: White
Family: husband, wife

Name: Sherman
Home: Mississippi
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife, 1 child

Name: Rodgers
Home: South Carolina
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife

Name: Boone
Home: Kentucky
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: none

Name: Holt
Home: Ohio
U.S. Citizen: yes
Occupation: wheelwright
Race: White
Family: husband, wife, 1 child

Name: Luckman
Home: Michigan
U.S. Citizen: yes
Occupation: merchant
Race: White
Family: husband, wife

Name: Novak
Home: Louisiana
U.S. Citizen: yes
Occupation: farmer
Race: Black
Family: husband, wife, 1 child

Name: Bensen
Home: Indiana
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife

Name: Edwards
Home: Illinois
U.S. Citizen: yes
Occupation: minister
Race: White
Family: husband, wife, 1 child

Name: Nelson
Home: Texas
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: none

Name: Marsh
Home: Louisiana
U.S. Citizen: yes
Occupation: merchant
Race: White
Family: husband, wife

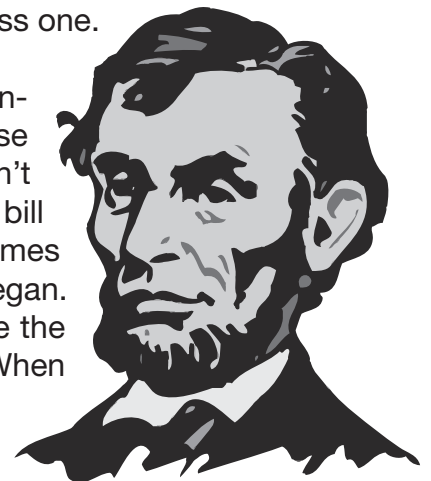
Name: Helms
Home: Ohio
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: none

Name: Peterson
Home: Indiana
U.S. Citizen: yes
Occupation: farmer
Race: White
Family: husband, wife, 3 children

THE HISTORY OF HOMESTEADING

BACKGROUND: During the 1840s and 1850s many persons felt that if the United States was going to grow, the government was going to have to give part of its vast areas of land to people who wanted to farm it. They believed this would encourage people to settle the Western states. Many poor people and immigrants would have a chance to live better lives. The Free Soil Party was formed to promote a homestead law, but the party never was able to influence Congress to pass one.

PASSING A BILL: In 1859 a homestead bill was again introduced in Congress by the new Republican Party. Southerners blocked the bill because they believed the new territories would be settled by Northerners who didn't want slavery to spread across America. In 1860 another homestead bill was introduced and Congress approved it. However, since President James Buchanan vetoed the bill, it failed to become a law. Then the Civil War began. During the war, another homestead bill came before Congress, and since the Southerners were no longer in Congress to block it, the law was passed. When President Abraham Lincoln signed it, it became law in 1862.



CONTENTS OF BILL: The Homestead Act provided that any person who was the head of a family, or who was 21 years of age or older, could file a homestead claim to a quarter-section of public land. Land was divided into sections that were one mile square. Each square mile section contained 640 acres. All sections were numbered; 36 sections made up a township. When a homesteader took a quarter-section of 160 acres, his quarter-section was named within a section. For example: “Northeast quarter of Section 2,” “Southwest quarter of Section 10,” and so on. Thus, every section had a north-west quarter, a northeast quarter, a southwest quarter and a southeast quarter. A half-section of 320 acres could be either a north half, a south half, an east half or a west half.

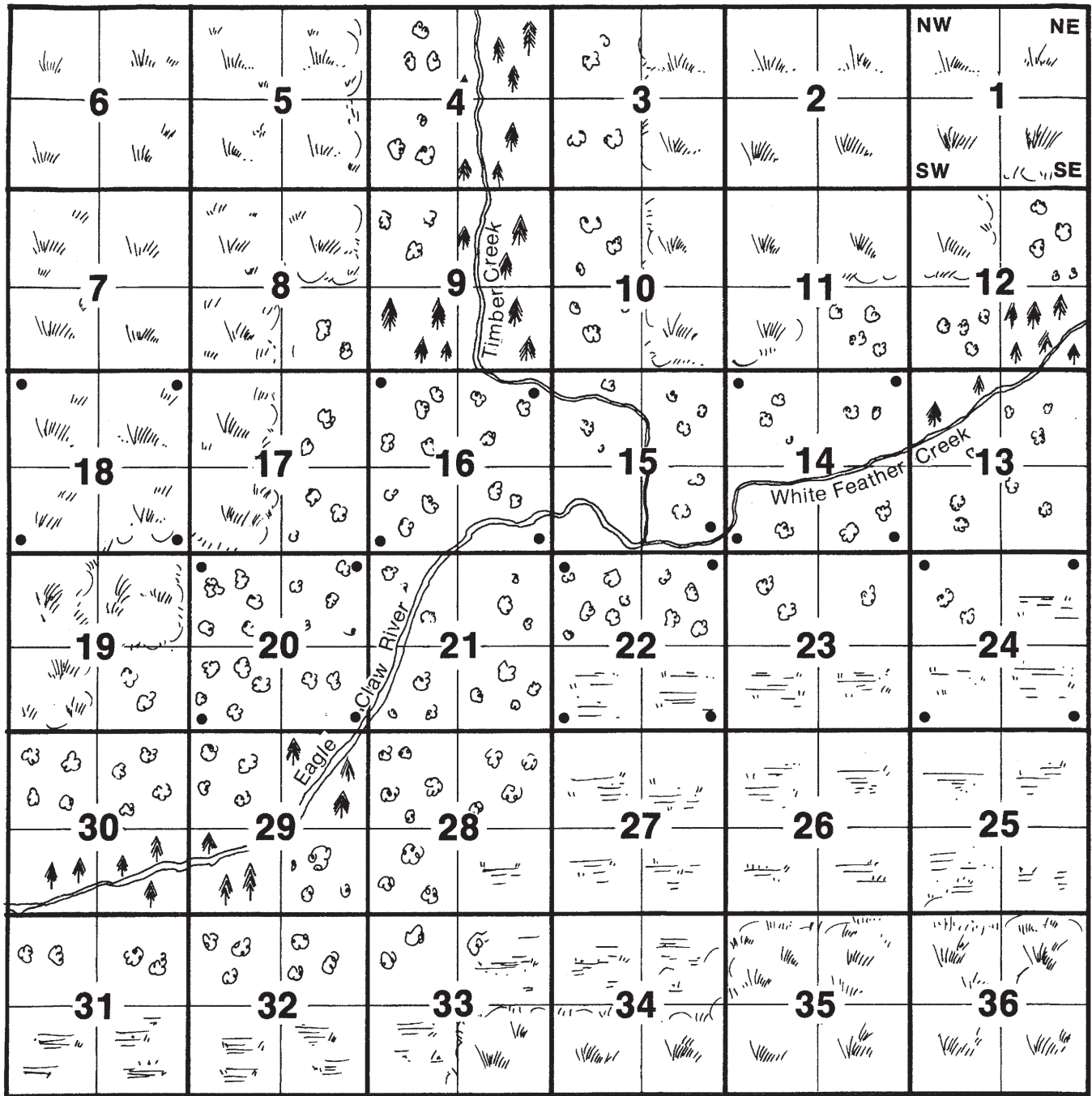
The Homestead Law stated that the homesteader must erect a dwelling, live on the homestead for five years and make the land productive. At the end of five years, the homesteader would receive full title to the land and could sell it or dispose of it in any way he wished. There was a small filing fee, but otherwise the land was free. Since anyone over 21 could file, if a husband and wife were *both* over 21, they could homestead a *half*-section of land. The Bureau of Land Management, which is part of the Department of the Interior, was responsible for the homestead laws. Homestead claims were filed with them, and department members checked to make sure each homesteader had met all the requirements before he received his land. Persons who were not U.S. citizens but who had recently come to the United States as immigrants could also file homestead claims. But they had to declare that they would also become U.S. citizens.






RESULTS OF HOMESTEAD ACT: The first homestead, New Beatrice, Nebraska, was granted to Daniel Freeman on January 1, 1863. (In 1939, this homestead was made a National Monument; thousands of tourists visit it each year.) During the Civil War, few persons filed homestead claims, but after the war ended in 1865, the states of Iowa, Kansas, Nebraska and Minnesota rapidly filled with new homesteaders. Soon other Western states were opened and homesteaders poured in. During the next 40 years hundreds of thousands of homesteaders settled throughout the West. These adventurous pioneers played a great part in opening new farmland, building new communities and creating new national wealth. Homesteading has also played a major part in settling Canada. Several Canadian provinces have provided homestead land for interested persons looking for land to live on and farm.

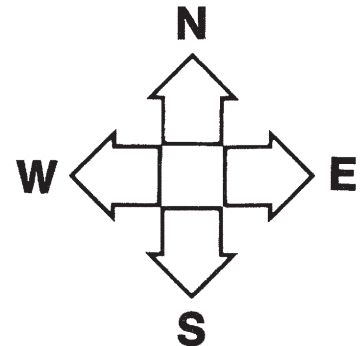
We still have homestead laws though little public land is still available for farming, except in Alaska. National Forests, National Parks, National Wilderness and Recreation Areas and other special public lands cannot be claimed for a homestead. But even today if you are over 21 and you find unclaimed land somewhere in the United States that is suitable for farming, you could file a homestead claim, erect a dwelling and farm the land. After five years, you would own the land just as the early pioneers did.



JEFFERSON TOWNSHIP MAP



-  = quarter-section of Timber Land
-  = quarter-section of Grazing Land
-  = quarter-section of Prairie Land
-  = quarter-section of Valley Land
-  = quarter-section unavailable for homesteading



FARMING INCOME CHART

(Income per Quarter-Section)

<i>Roll of die</i> →		1	2	3	4	5	6
TYPE OF LAND	TYPE OF CROP	NORMAL	BUMPER	LEAN	NORMAL	NORMAL	DROUGHT
PRAIRIE	Cattle	\$50	\$100	\$10	\$60	\$50	Pay \$40
	Horses	\$30	\$70	\$5	\$40	\$30	Pay \$40
	Sheep	\$30	\$70	\$5	\$40	\$30	Pay \$15
	Wheat	\$50	\$100	\$0	\$65	\$55	Pay \$20
VALLEY	Cattle	\$75	\$150	\$15	\$85	\$75	Pay \$50
	Horses	\$50	\$100	\$10	\$65	\$55	Pay \$40
	Sheep	\$50	\$100	\$10	\$60	\$50	Pay \$10
	Corn	\$60	\$120	\$10	\$75	\$60	Pay \$30
	Hay	\$70	\$150	\$10	\$90	\$75	Pay \$15
	Wheat	\$70	\$140	\$15	\$90	\$75	Pay \$15
TIMBER	Logging	\$75	\$150	\$50	\$85	\$80	Pay \$0
	Sheep	\$40	\$80	\$5	\$50	\$45	Pay \$5
	Cattle	\$30	\$60	\$0	\$40	\$35	Pay \$10
GRAZING	Cattle	\$60	\$120	\$10	\$75	\$70	Pay \$20
	Horses	\$40	\$90	\$15	\$60	\$50	Pay \$15
	Sheep	\$45	\$85	\$10	\$65	\$55	Pay \$0

FARMING DECISION FORM

Farmer's name: _____

		Number of quarter-sections devoted to various farming activities							
TYPE OF LAND	TYPE OF CROP	Farming Year:							
		1	2	3	4	5	6	7	8
PRAIRIE	<i>Cattle</i>								
	<i>Horses</i>								
	<i>Sheep</i>								
	<i>Wheat</i>								
	<i>Withheld</i>								
VALLEY	<i>Cattle</i>								
	<i>Horses</i>								
	<i>Sheep</i>								
	<i>Corn</i>								
	<i>Hay</i>								
	<i>Wheat</i>								
	<i>Withheld</i>								
TIMBER	<i>Logging</i>								
	<i>Sheep</i>								
	<i>Cattle</i>								
	<i>Withheld</i>								
GRAZING	<i>Cattle</i>								
	<i>Horses</i>								
	<i>Sheep</i>								
	<i>Withheld</i>								

HOMESTEADER'S EARNINGS FORM

Homesteader's name: _____

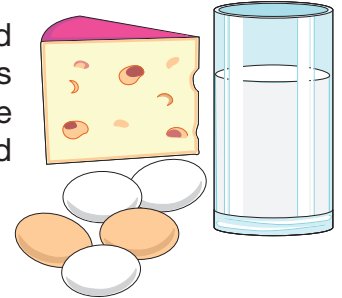
List each year's income (+) and expenses (-) in appropriate spaces		Farming Years							
TYPE OF LAND	TYPE OF CROP	1	2	3	4	5	6	7	8
PRAIRIE	Cattle								
	Horses								
	Sheep								
	Wheat								
VALLEY	Cattle								
	Horses								
	Sheep								
	Corn								
	Hay								
	Wheat								
TIMBER	Logging								
	Sheep								
	Cattle								
GRAZING	Cattle								
	Horses								
	Sheep								
Miscellaneous Income	Land Sold								
	Railroad								
	Other								
Miscellaneous Expenses	Land Bought								
	Taxes Paid								
	House Bought								
	Other								

Box 1	TOTAL INCOME (+)								
Box2	TOTAL EXPENSES (-)								
Box3	YEAR'S BALANCE								
Box 1 – Box 2 =									
Box4	RUNNING BALANCE								
Box 3 + or – previous Box 4 =									

ESTABLISHING A TOWN

Now that you have had a few years of simulated farming experience, you may want to make a change. You may have extra money and want to invest it. Or you may find yourself broke and tired of farm life. You may be asking yourself or your teacher, “Where on the map is the nearest town?”

A PLACE TO BUY AND SELL: As the frontier grew, farmers found they needed a town within a day’s horseback or buggy ride. A town could provide farmers with goods and services they needed. First of all, they needed a town where they could sell their produce and livestock. Then their wives and children could go to town and sell the farm’s milk, cream, butter, eggs and poultry. The farmers also needed a nearby town where they could buy things: harness, clothing, shoes and other essentials such as sugar and salt. Usually a general store in the town could supply most of the nearby farmers’ needs.



OTHER REASONS: There were other reasons for establishing a nearby town. Since many early farmers were religious, they wanted churches in their new towns. Doctors and nurses were also important in those days of epidemics. So were dentists, blacksmiths, carpenters, barbers and lawyers. Obviously such persons needed a town to live in where people could come to receive their services. Since the pioneers valued education for their children, they always built schools in their communities. Then too, because of bad luck, bad land or no experience, some people just couldn’t make it as farmers. They had to find some other way to make a living. Stores, shops and other offices provided these jobs in the little frontier towns.

LOCATING A TOWN: But where did settlers establish their towns? If a river was near, they usually built their town above the flood plain. If there was no river, the town was built near other water sources or at the junction of two trails or along a railroad line. (Later the teacher will show you exactly where your new town is located and will show you an enlarged map of the area.)

LEAVING YOUR FARM: If you should want to move to town, what will you have to do? You will have to sell or rent your land to a classmate. If no one will buy, the teacher will represent other pioneers and will pay you the market value. You will have to buy a lot in town for a price listed on the TOWN MAP; you will also have to build a house at a cost of \$500. Finally, you will have to find a job or start your own business.

MONEY NEEDED: The money for your lot, your home and your possible business can come from 1) your own money, 2) the sale of your homestead to a buyer, 3) 1/2 from above and 1/2 from a loan from the bank or from a wealthy citizen. If you borrow money from your town banker or some citizen, you must make arrangements to payoff your loan in 10 yearly payments or less. These payments must be a combination of *principal* and *interest*. The *principal* is the actual money you borrowed; the *interest* is the fee the lender charges you for lending you the money.

Here is an example of how to figure 10 yearly loan payments. Say you borrowed \$1500 at 5% interest in order to start a general store. First multiply $5\% \times \$1500 = \75 . Then multiply this yearly total interest $\times 10$ years (the number of years the loan will last) ... $\$75 \times 10 = \750 . Next add the principal, \$1500, and the total interest for 10 years, \$750, = \$2250, the repayment total. Finally, divide the \$2250 repayment total by 10 yearly payments = a \$225 yearly payment of principal + interest.

JOB OR BUSINESS: Of course, if you leave the farm, you will have to earn income either from a job working for someone else or from a business working for yourself. To get yourself established in a job or to start a business, fill out page 15 in this STUDENT HANDBOOK and hand it in to your teacher. Your teacher will make the final decision about what job you obtain or what business you establish. Each simulated year you live in town you will have a chance to earn an income from your job or to make a profit from your business, just as the farmers make a profit from their farming.

MOVING TO TOWN

If at any time you wish to leave your homestead and move to the new town, you must either find a job working for someone else or start a business working for yourself. Listed below are possible businesses and jobs that should interest you. After each job or business title is a brief description of the business or job's responsibilities, its requirements and its potential earnings. If you wish to start a business not listed or to have a job not outlined, explain it by filling out page 15, COMMUNITY JOB OR BUSINESS. Then hand in this page to your teacher. If you choose one of the jobs or businesses on this page, you must also fill out page 15 and give it to your teacher. In case several persons wish to have the same job or business, your teacher will select the person for the job or business.

EXISTING JOBS AND BUSINESSES

BANKER: You assume the responsibility of making loans to citizens. (Your teacher has the copies of a LOAN RECORDS form.) To start your bank you will need to invest \$3,000 in capital. Your earnings will be as follows: +\$200% on your investment in BUMPER YEARS, +100% in NORMAL YEARS, +20% in LEAN YEARS, -50% in DROUGHT YEARS.

GENERAL STORE OWNER: You must make a detailed list of the items you would have in your frontier general store. You must also create three or more newspaper ads featuring items from your store. To start your business you will need \$1500 to invest in the store and inventory. You will earn +200% on your investment in BUMPER YEARS, +100% in NORMAL YEARS, +15% in LEAN YEARS, -75% in DROUGHT YEARS.

NEWSPAPER PUBLISHER: You need to put together a 6–10 page newspaper before the end of the simulation. This newspaper should include ads, stories on major happenings in the area and feature stories on some of the people who live in your community. You need an \$800 investment to start your newspaper. Earnings from your investment will be 100% during BUMPER YEARS, 80% during NORMAL YEARS, 50% during LEAN YEARS, and nothing during DROUGHT YEARS.



BANK CLERK: Your job will be to assist the banker in all his duties and jobs. You will earn \$350 a year for all years except DROUGHT YEARS, when you will earn \$200.

GENERAL STORE CLERK: You will assist and work with the general store owner. You will earn \$200 a year in all years except DROUGHT YEARS, when you will earn \$125.

NEWSPAPER REPORTER: Your job is to assist the newspaper publisher in putting together a newspaper. You will earn \$225 a year during all years except DROUGHT YEARS, when you will earn \$125.

COMMUNITY JOB OR BUSINESS

BUSINESS TITLE: _____

JOB TITLE: _____

DUTIES AND RESPONSIBILITIES (Must perform actual service for class members—see examples on page 12): _____

INVESTMENT NEEDED (Your estimate and where it's coming from—see examples on page 12): _____

Teacher Comment: _____

EARNINGS EXPECTED (Your estimate—see examples on page 12):

BUMPER YEARS _____

NORMAL YEARS _____

LEAN YEARS _____

DROUGHT YEARS _____

Teacher Comment: _____

MY QUALIFICATIONS FOR THIS JOB OR BUSINESS: _____

homesteader's signature

Teacher Comment: _____

TOWN RESIDENT'S EARNINGS FORM

Town resident's name: _____

Directions: List each year's income (+) and expenses (–) in appropriate spaces. Then fill out totals at bottom of the form.

INCOME	Business Year 1	Business Year 2	Business Year 3	Business Year 4
Business				
Job				
Other				
Total Income				

EXPENSES				
Business				
Job-Related				
Home				
Land				
Taxes				
Other				
Total Expenses				

TOTALS				
Box 1 TOTAL INCOME (+)				
Box2 TOTAL EXPENSES (–)				
Box3 Box 1 – Box 2 = YEAR'S BALANCE				
Box4 Box 3 + or – previous Box 4 = RUNNING BALANCE				

FRONTIER ELECTIONS

As more and more people begin living near one another, they have problems. When someone steals a horse, who catches the thief? And if the thief is found, who decides what to do with him? Or what if a dispute arises over land ownership? Who settles it? What happens if a man dies and has no will and no family? Who will get his property? And in a town, who determines when and where streets will be built and who will pay for their construction?

NEED FOR LOCAL GOVERNMENT: The United States Government cannot settle all such problems. Anyway, who would want to write or visit Washington, D.C. every time something came up? Nor can a state or territory government solve certain problems. State capitals are too far away. So there must be local governments. Each town needs a mayor, a police force, a judge and other officials. Persons living outside the town must set up another local government called county government.

LOCAL GOVERNMENT SERVICES: What services do city and county officials provide? Police, of course, are needed to enforce the law and to catch criminals. Courts and judges try criminals and settle lawsuits and firemen put out fires. (Of course, frontier towns had unpaid volunteers as firemen.) Finally, a city needs a mayor to be in charge while county governments sometimes are led by county commissioners.

UPCOMING ELECTIONS: Shortly your class will hold both city and county elections. Since all of you live in the county, all of you will get to vote for three county commissioners, a sheriff, a treasurer and a county judge. However, only those living in the town may vote for their mayor, police chief and justice of the peace. Here are descriptions of the responsibilities of your local government officials.

- **County Commissioners (3):** You three individuals make the key decisions related to governing the county. 'You help the teacher set the tax rate, determine land values and make other similar decisions. You also locate the county's roads and see that the money is available to build them. To assist you in your work you may hire no more than two people at salaries of \$250 per year. Your salaries will be \$400 a year.
- **County Sheriff:** You make sure all county laws are enforced and serve notices when laws are violated. The county judge, county commissioners and your teacher will point out your other responsibilities. You may hire one deputy, who will receive \$175 a year. Your salary will be \$350 a year.
- **County Treasurer:** You prepare all tax statements, deliver these statements and collect all due taxes. You may hire one resident of the town to assist you as a deputy county treasurer. This person shall receive a salary of \$275 per year. You will receive a salary of \$350 a year.
- **County Judge:** You decide all disputes involving residents of areas outside the town. These cases might be between two citizens, between the county government and a citizen or between other governmental agencies and a citizen. You must weigh the facts in each case objectively and then make an impartial judgment based on the facts and the law. You will receive a salary of \$500 a year.
- **Mayor:** You make all decisions related to the city or town government. You help decide zoning laws and property values with the teacher. You also are the official person whom persons interested in establishing a business, railroad or other service must contact before they can start their enterprise. You will receive a salary of \$425 a year.
- **Police Chief:** Your duties are the same as those of the county sheriff (see above) except that your area of jurisdiction is the town limits. You will receive a salary of \$300 a year.
- **Justice of the Peace:** Your duties are similar to those of the county judge, except that you handle only those matters which apply to land and people within the town. Your salary will be \$325 a year.

PETITION FOR OFFICE

I, _____, having read and understood the duties of the office of _____ agree to meet all of those responsibilities. If for any reason I am unable or unwilling to perform the duties assigned me, I shall resign or be subject to immediate recall by the community or by a "higher government official" (the teacher).

petitioner's signature

witness's signature

date

We, the undersigned, know the above petitioner and believe that he/she could successfully meet the responsibilities of his/her chosen office. Our signatures on this petition do not constitute an endorsement or a pledge to vote for the above candidate. (5 signatures needed to qualify for ballot)

Signatures

Addresses (streets or sections)

TAXES

Once you have established town and county governments in your area, you can start solving your problems. Who will pay the salaries of the new officials? Who will pay for roads, streets, a county courthouse, a city hall, a jail? Where will the money come from? From taxes. A society must tax its citizens so that the governments can collect the money necessary to do the many jobs. Each government—city, county, state and federal—collects its own taxes. (Today there are even other governments such as school districts, water districts, sewage districts and port districts—all of which also collect taxes.)

KINDS OF TAXES: Who pays taxes? How much does each person pay? How are the taxes collected? The easiest way to levy taxes is to ask each citizen to pay the same amount of money. If a person doesn't pay, he can't vote. This is called a **poll tax**. (In the United States it is now illegal to deprive a person of his right to vote because he can't pay his taxes.) Another way of collecting taxes is to require each person to pay according to how much property he owns. Those with the most property pay more. Those with no property pay nothing. This kind of tax is called a **property tax**. A third way is to make each person pay a tax on whatever he buys. If he buys a lot, he pays a lot. If he buys little, he pays little. This is a **sales tax**. A fourth way is to tax a person's income. If he makes a lot of money, he pays a lot. If he has no income, he pays nothing. Such a tax is called an **income tax**. There are other ways of collecting taxes, such as **excise taxes** (on luxuries) and **import taxes** (tariffs on goods coming into the country) but these are minor ways of raising money.

		<i>Improved</i>	<i>Unimproved</i>
Valley Land	Value	\$960	\$400
	Tax	\$48	\$20
Prairie Land	Value	\$480	\$300
	Tax	\$24	\$15
Timber Land	Value	\$480	\$300
	Tax	\$24	\$15
Grazing Land	Value	\$200	\$200
	Tax	\$10	\$10

TAXES IN HOMESTEAD: In the homesteading days, property taxes and poll taxes were used. (Income taxes became legal only in 1913.) Since this simulation is based on owning land, property taxes will be used to raise the money necessary to run your community. The first step in collecting a citizen's property tax is to determine how much his property is worth. Improved land (land that is farmed) is worth more than unimproved land. We will assume in HOMESTEAD that all property owners must pay 5 cents per \$1.00 of value of their property, based upon the values on the left.

The land values above are land values **per quarter-section of land**. Each property owner must also pay \$10 for each house, barn and group of other buildings he has erected on his land. Persons living in town must pay 6 cents per \$1.00 of value for their town property plus \$15 for their house and \$25 for any building built on any business property they own. The mayor, consulting with the teacher, must decide property values in town. Whether you live in the country or the town, as a property owner you must pay your property taxes. Be sure you record these taxes on your HOMESTEADER'S EARNINGS FORM or your TOWN RESIDENT'S EARNINGS FORM.



FRONTIER ROADS

TRANSPORTATION PROBLEMS: Getting your wagon to town has not been easy for you early homesteaders. Your area has no roads, just crude trails crossing private property. And many of the persons who own this land have gone ahead and fenced themselves in and you out. This is their right. You have undoubtedly run across some of these fences and have had to lengthen your route to get to town. Of course, some of you who have lived near one of the creeks or the river have been quite lucky. Using the waterway as a road, you have carried your produce to market and have brought home what you purchased in a boat. But of course, this has worked only part of the year. During the winter the creeks and river have been frozen, and if you have not had a sleigh, you have been out of luck. Another winter problem has been the dirt trails that have become either thick, slushy mud or rough, rock-like ruts. Sometimes it has taken you hours to move only a few miles. Some of you who own two or more quarter-sections of land that do not touch one another have possibly had a third problem. To get from one portion of land to another, you have had to cross someone else's property. Even if you have a good neighbor who has let you cross his land, something still must be done. The country must build roads so that no one need trespass on someone else's land.

COUNTY ROADS: Now that taxes have been collected, the county has money to build roads. There is enough money in the county treasury to build 25 miles of gravel roads this year. These roads must go along section lines. Each property owner whose property borders the road will receive \$20 for a mile of right-of-way. (A right-of-way gives permission to another person, usually a government, to use part of your land for a particular purpose: roads, canals, telephone or power lines.) The county commissioners will announce where they plan to build county roads. They will then offer the affected property owners right-of-way money. (If your land is involved, you will be offered \$10 for each quarter-section of right-of-way since a quarter-section is half a mile square). Any property owner whose land is to be used may accept or reject the county offer. If you reject this right-of-way offer, the county commissioners may either change the road's location or take you to court. If they take you to court, the county judge will hear both sides and then decide whether or not to build the road over your land even if you object. If the judge decides to build the road on your land regardless of your objections, the judge must also decide how much the county must pay you for your right-of-way land.

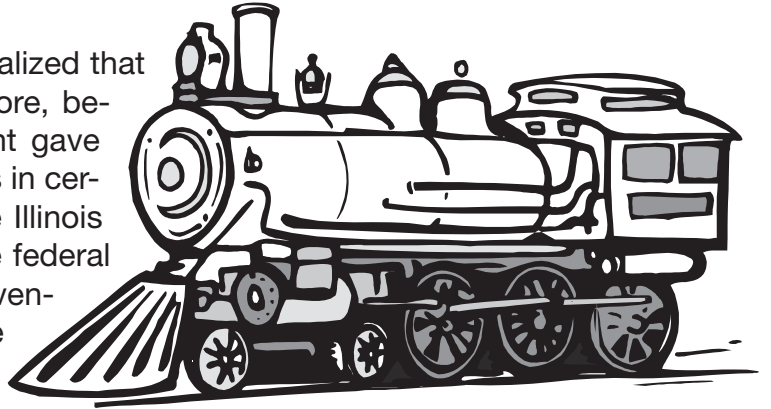
Once property owners have accepted the county's request to buy some of their land or the court has ruled that the county may use your land, the county commissioners will draw the new roads on the classroom map, using a colored felt pen or a crayon. You property owners may then go to the map and draw in your own roads on your property from your homes or farm buildings to the nearest county road.



RAILROADS

Homesteaders needed not only market roads taking them to the nearest town, but also other roads connecting them with the remainder of the United States. In the late 1800s, the best long-distance “roads” were railroads. The United States government recognized the need for railroads to the newly settled territories and states.

LAND GRANTS TO RAILROADS: Congress realized that building new railroad lines cost money. Therefore, beginning in 1850, the United States government gave free land to railroads that built new railroad lines in certain states. The first grants of land were to the Illinois Central and the Mobile and Ohio railroads. The federal government gave to the railroad alternate, even-numbered sections of land on either side of the new routes. The railroads could sell this land and use the money to build the tracks. As the years passed, the government continued giving land to railroads so that development of almost one-tenth (9%) of the present railroad mileage in the United States was encouraged by land grants.



A NEW RAILROAD: When the first railroad came to a community, the farmers and town people all rejoiced. A railroad meant higher prices for farm products and lower prices for factory-made goods. Travel was also easier and quicker. While the railroad was being built, farmers and their teams of horses were hired to help in construction. This meant additional income for these families. The construction laborers also spent much of their earnings locally. This extra business made the town merchants happy.

YOUR RAILROAD: Your teacher will first draw the proposed railroad right-of-way on your large classroom map and also mark the even-numbered railroad-owned sections of land. Because the coming of the railroad will increase land values, the odd-numbered sections of government land touching the railroad (sections 13, 15, 17, 19, 21, 23, will now all sell for \$2.50 an acre (\$400 a quarter) rather than \$1.25 an acre (\$200 a quarter). The even-numbered railroad sections will sell for:

- **Valley land:** \$5 an acre (\$800 a quarter-section)
- **Prairie land:** \$4 an acre (640 a quarter-section)
- **Timber land:** \$3 an acre (\$480 a quarter-section)
- **Grazing land:** \$2.50 an acre (\$400 a quarter-section)

The railroad will also pay each property owner whose land borders the new route \$100 per mile for a small strip of railroad right-of-way land. You may negotiate this issue with your teacher, who will represent the railroad. Once your railroad is built, you will find it easier to get your crops and livestock to the Eastern markets. Consequently, prices will rise. Therefore, double all prices on the FARMING INCOME CHART after your community has its new railroad. Similarly you town residents should double your wages and profits on your TOWN RESIDENT'S EARNINGS FORMS.

FATE CARDS

1. The county wants to buy five acres of your land for a gravel pit. The county will pay you \$175. Will you sell?
2. You needed to add another room to your house. It cost \$150.
3. You needed a new cast-iron cook stove for your kitchen. It cost \$35.
4. "Quick-Eye" Sam Snerk disputed your homestead title. Your lawyer's fee to settle the case was \$50.
5. Rabbits destroyed part of your crops last spring. Your loss was \$50.
6. Mice ate up some of your sacks of seed. Cost for new seed was \$25.
7. You sold a load of firewood to a neighbor and received \$20.
8. Rustlers stole some of your animals. You lost \$40.
9. A travelling salesman sells you \$20 worth of tools and an anvil.
10. While in town, you found a \$20 gold piece on the street. Since no one claimed it, you have \$20.
11. You needed to have a new well dug. The cost was \$50.
12. Your beautiful new windmill cost you \$50.
13. A sheep herder pays you \$50 to let his sheep graze on your land all fall and winter.
14. A traveling photographer stops his wagon and takes pictures of you and your family to send to relatives back East. The cost is \$10.
15. You spent a day shoeing a neighbor's horses and he paid you \$20.
16. The railroad has chosen you to act as their special agent in this township. As your pay, you receive anyone quarter-section touching the railroad.
17. Your farm buildings needed repair. It cost \$50.
18. Your horse, old Dobbin, could out-pull any other horse at the county fair. You just sold old Dobbin for \$200.
19. You sold eggs and chickens and received \$25.
20. You decided to sell part of your growing herd of cattle for \$100.
21. Your rich Uncle Louie back East sends you a \$500 check as a birthday present.
22. From the sale of milk, eggs and vegetables, receive \$30.
23. Oops! Your best work horse slipped and strained a leg muscle. You paid \$25 for a case of Doc Semple's Horse Liniment.
24. If you own any quarter-section touching a river, pay \$10 per quarter-section for dikes.
25. Pay \$30 for harnesses for your horses.
26. You need a new horse and pay \$100.
27. You just sold a horse and receive \$100.
28. You pay \$75 for a new surrey.
29. The circus has come and you treat the neighbors and their children. At the end of the day you have spent \$15.
30. Your squash was the largest at the county fair. As first prize you receive \$20.
31. Members of your family have had medical problems lately and you must pay \$35 in doctor's bills.
32. A tornado destroys your barn and you must pay \$150 to rebuild it.
33. You find an extra rich salt deposit on your land and earn \$95 a year for selling blocks of salt to the general store.
34. Locusts settled on your farm and destroyed half this year's growing crops in a few days' eating.
35. A passing book salesman sells you some agricultural books for \$8. One book has revolutionary ideas which increase your crops and animals' growth by 40% this year.
36. Your apple trees began bearing fruit this year. You sold \$75 worth of apples to neighbors.

RESEARCH OTHER FATE CARDS: If you are resourceful and want to make \$25, write a FATE CARD which further simulates events that might have occurred during homesteading. (Of course, your teacher has the right to accept or reject all FATE CARDS submitted.)

OFFICIAL BALLOT

HOMESTEADERS: Complete only to the broken line.

County Commissioners
(Vote for 3)

Sheriff

County Treasurer

County Judge

TOWN RESIDENTS: Complete only below the broken line.

County Commissioners
(Vote for 3)

Sheriff

County Treasurer

County Judge

Mayor

Police Chief

Justice of the Peace

WORK PAGE

Use the space below for taking notes or solving math problems.

WORK PAGE

Use the space below for taking notes or solving math problems.

WORK PAGE

Use the space below for taking notes or solving math problems.