



## Home on the Range

<b>Created by:</b> IRRC	<b>Date:</b>
<b>Subject:</b> Science/Language Arts	<b>Grade Level:</b> 5 <sup>th</sup> +
<b>Time Required:</b> 45 minutes for 4 weeks	<b>Standards:</b> Science: Standard: 3 Biology Language Arts: Standard: 2 Comprehension/Interpretation

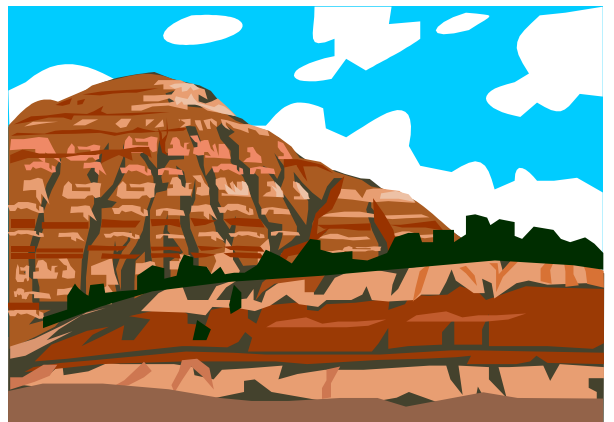
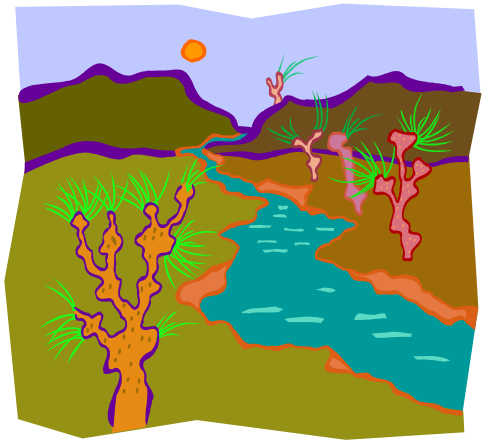
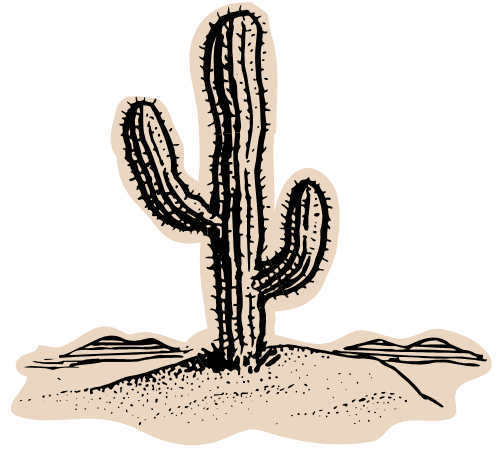
<b>Overview</b>	Students will demonstrate an understanding of the predicament of the homesteaders as they faced the challenge of improving a small plot of land.
<b>Goal(s) &amp; Objective(s)</b>	Students will understand the difficulty of “proving up” a claim by making improvements on their own individual plots within an assigned time limit. The improvements will include deciding where to farm, where to clear the plot of sod and/or weeds to build and farm, where to build useful structures, design the structure, and design a fence around their plot.
<b>Materials</b>	<ol style="list-style-type: none"> <li>1. <i>Rangeland Idaho’s Roots</i> Booklets</li> <li>2. Beans</li> <li>3. Copy of <i>Homestead Act</i></li> <li>4. Plot pictures</li> <li>5. Plot Descriptions</li> <li>6. Weekly Scenarios</li> </ol>
<b>Teaching Activities:</b> <i>Instructional Approaches/Strategies</i>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Have students read page 4 of <u>Rangeland - Idaho's Roots</u>. Discuss the enlarged homestead act of 1909 (See "Timeline Event Cards Key" #21 for information). Ask students to list anything they know about how the pioneers lived. This could be done as a journal entry or as a KWL on a flip chart for comparison at the end of the unit.</li> </ol> <p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Divide class into 6 “families.” Instruct students to name the family and choose their position within the family- the family should include at least 2 adults (male &amp; a female) and 2 children(male &amp; female). The other two can be whatever. Explain that they don’t have to have a husband and wife, they can be brothers, uncles, sisters, grandparents etc. (they have to be related though)</li> <li>2. Write one paragraph explaining their family history and background; which should include: what state they came from, why they came out</li> </ol>

	<p>west and to list all their family members (explain how they are related, age, and name). They should choose a family name. When they have chosen their last name, they need to tell the teacher so there aren't repeat last names.</p> <ol style="list-style-type: none"> <li>3. In addition, each family member will write one paragraph about his/her character in the family.</li> <li>4. Each family will stake their claim by a random drawing. Each drawing will have a plot description. They will then list their liabilities and assets from the given description.</li> <li>5. Distribute equal amounts of bean seeds or dry peas per family. They may have any mix of beans and peas as long as the total is the same. Have them attach to their plot diagram. Beans represent crops, and peas represent livestock. Each day they will choose a scenario- this will determine how many seeds sprout/how many animals live, and how successful they are due to weather etc. This is done randomly.</li> <li>6. Each family must design and build a useful building- (House, barn, etc)</li> <li>7. Each family will design a fence that would not allow a baseball rolled toward the fence to enter the plot.</li> <li>8. Each family will keep a journal of their daily events- Ex: how far their fence got, what natural occurrences happened (creativity is encouraged, but they must include the facts of each day's lesson and weekly scenarios that are drawn.)</li> <li>9. Each week each family will draw a scenario. This may have good things such as "It rained all week - you don't have to water your crops" or bad things such as "Your plot has been flooded - you lose 3 beans". This will be recorded in their journal.</li> </ol> <p><b>Closure</b></p> <ol style="list-style-type: none"> <li>1. Students will present to the class their building and fence design and paraphrase their journals.</li> </ol>
<b>Assessment:</b>	Have students write 2-3 paragraphs on their thoughts of this project. Did it give them a good idea of what the homesteaders experienced? What did they learn by doing this project and what did they like/dislike about homesteading.

**Background/Preparation:** The teacher will need to review the Homestead Act of 1862 in books and the Internet. Choose 6 groups, or designate a grouping method.

**Attachments:**

- 6 pictures for students to choose from
- 6 descriptions of homestead plot.
- Weekly Scenarios



## Plot Description

### **Waterfall:**

You have Southern Idaho on the Utah/Idaho Border. Your land is covered in sagebrush. You're soil is sandy (it does NOT hold water very well.) To homestead you will need to clear a spot. You have a river ½ mile from where you plan to homestead and a small creek that runs through your plot of land.

Wildlife present: deer, elk, bears, coyotes and snakes.

### **Cactus:**

You have settled in Southwestern Idaho, on the Nevada border. You're land is part loam (A combination of silt, sand, clay and organic material. It absorbs the water perfectly) and part clay (water sits on the surface.) To homestead you will need to decide which side you want to build on and which side you want to farm. You also need trees to protect your homestead. You are close to a big river (¼ mile).

### **Tree:**

You have settled in the mountains of Idaho. You have good loamy soil (It absorbs and holds water well). Your land on the mountain is in a forest. Your land at the base of the mountain is rocky. To homestead you will need to decide where to farm & where to build- (on the mountain or at the base.) You will have to make clearings. Your river is very close (1/8 mile)

### **Mountain:**

You have settled in Eastern Idaho. It is covered in sagebrush, grassland and trees. You live by a river (1/8 mile). There are little creeks feeding into the river. You're soil is rocky in parts, sandy, and clay. To homestead you will need to decide where to build and where to farm. You will need to decide if you need to make a clearing or to use an already cleared area on your land.

### **River:**

You have settled in southern Idaho. It is dry land; there is a medium river ¼ mile away. It is part rocky land and part grassland. To homestead you will need to decide where to farm and where to build.

### **Canyon:**

You have settled in North Central Idaho. You're land is intermixed with trees and grass. It is dry and warm. You have a river ¼ mile away. There is a creek that runs through your land but does not always have water in it. You will need to decide where you want to build and where to farm.

## Scenarios

Week 1

A storm came through and blew your building down.

Week 1

It rained for three days and your land is now muddy, you will have to wait 2 days to plant your crops. **You lose 1 bean.** Grass grows well, and livestock gives birth. **If you have peas, gain 4 more.**

Week 1

It has been great weather; a neighbor came over to help you start your crop. You got it all planted in 1 day.

Week 1

You were able to plant your crop in 1 ½ days, it rained right after you planted. You did not have to fetch water.

Week1

You planted your crops, then it rained for 3 days and washed your seeds away. **You lose 4 beans**  
Grass grows well, and livestock gives birth. **If you have peas, gain 4 more.**

Week 1

The husband (or adult male) fell sick with a fever. You are behind 2 days in planting your crops. **You lose 1 bean, and 1 pea.**

Week 2

Your crops have sprouted. You have perfect weather for growing and your building is nearly finished.

Week 2

The river rose 2 feet and flooded part of your crop- you have to wait a day for it to dry up and replant. **You lose 3 beans. Livestock gains weight, gain 1 pea.**

Week 2

Wild horses are passing through; you caught 10 horses and can now trade them in a few months

Week 2

Bears are seen close by, everyone must stay close to home for safety. You take more people to the river for water and make fewer trips. Your crops are getting dry. **You lose 1 bean.**

Week 2

Travelers came and helped you build your building.

Week 2

The wind storm blew away your crop. You have to replant- **You lose 2 beans.**

Week 3

Your building is finished and you have half your fence up. Congratulations.

Week 3

Your cow ran away. You have to look for her. **Lose 1 pea.**

Week 3

The bear attacked your youngest son/daughter. You are behind on watering 1 day. **Bears get a lamb, lose 1 pea.**

Week 3

A tree fell on your building, you have to repair it.

Week 3

Buffalo hunters came through. Your oldest boy left to go with them or your oldest daughter married one and left.

Week 3

You have finished your building and your fence. Your crops are safe from the wildlife.

Week 4

You were harvesting your crop, there was a storm and it caught fire. However, you were able to save half of your crop. **You lose  $\frac{1}{2}$  of your beans, and  $\frac{1}{2}$  of your peas.**

Week 4

The wild horses jumped the fence around your crop. You were able to save  $\frac{1}{4}$  of your crop after they trampled and ate the rest. **You lose  $\frac{3}{4}$  of your beans.**

Week 4

A storm came and flooded your crop and building. You were able to save  $\frac{3}{4}$  of your crop by harvesting in the water & letting them dry out. **You lose  $\frac{1}{4}$  of your beans**

Week 4

You had half of your crop harvested. The deer and wild horses ate the other half. **You lose  $\frac{1}{2}$  of your beans**

Week 4

You were late taking your crop to the market. You could only sell half of it. **You lose  $\frac{1}{2}$  of your beans**

Week 4

It is too hot and  $\frac{3}{4}$  of your crop dries up before harvesting time. **You lose  $\frac{3}{4}$  of your beans**