Inside and Outside the Home:

Homesteading Life in Montana

1900-1920

User Guide

Provided by The Montana Historical Society
Education Office
(406) 444-4789
www.montanahistoricalsociety.org

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Inventory

Borrower: _____ Booking Period: _____

The borrower is responsible for the safe use of the footlocker and all its contents during the designated booking period. Replacement and/or repair for any lost items and/or damage (other than normal wear and tear) to the footlocker and its contents while in the borrower's care will be charged to the borrower's school. **Please have an adult compete the footlocker inventory checklist below, both when you receive the footlocker and when you repack it for shipping, to ensure that all of the contents are intact.** After you inventory the footlocker for shipping to the next location, please mail or fax this completed form to the Education Office.

ITEM	BEFORE USE	AFTER USE	COMMENTS	MHS USE
1 eggbeater				
1 toaster				
1 butter mold				
1 flour sifter				
1 wooden bowl				
1 knife and fork				
1 flat iron with handle				
1 washbasin				
1 washboard				
1 lye soap and recipe				
1 woman's dress				
1 child's dress with pinafore				

(continued)

Homesteading Inventory *(continued)*

ITEM	BEFORE USE	AFTER USE	COMMENTS	MHS USE
2 bonnets				
2 fabric quilt samples				
5 Sears Roebuck & Co. catalogues				
1 quilt activity book				
3 historic promotional brochures				
3 quilt color photographs				
9 historic black & white photographs				
2 footlocker padlocks				
1 User Guide				

Education Office, Montana Historical Society, PO Box 201201, Helena, MT 59620-1201
Fax: 406-444-2696, Phone: 406-444-9553, MHSeducation@state.mt.us

Inventory completed by _____ Date _____

Footlocker Contents

Left:
Girl's Dress and Pinafore, Woman's Dress, and Bonnet

Right:
Wooden Bowl, Butter Mold, Egg Beater

Left:
Flour Sifter, Knife and Fork, Toaster

(continued)

Left:
Quilt Book and Quilt Samples

Right:
Washboard, Lye Soap,
Wash Basin, and Flat Iron

Left:
Sears Roebuck Catalogue,
Promotional Brochure

Footlocker Use–Some Advice for Instructors

How do I make the best use of the footlocker?

In this User Guide you will find many tools for teaching with objects and primary sources. We have included teacher and student level narratives, as well as a classroom outline, to provide you with background knowledge on the topic. In section one there are introductory worksheets on how to look at/read maps, primary documents, photographs, and artifacts. These will provide you and your students valuable tools for future study. Section three contains lesson plans for exploration of the topic in your classroom—these lessons utilize the objects, photographs, and documents in the footlocker. The "Resources and Reference Materials" section contains short activities and further exploration activities, as well as bibliographies.

What do I do when I receive the footlocker?

IMMEDIATELY upon receiving the footlocker, take an inventory form from the envelope inside and inventory the contents in the "before use" column. Save the form for your "after use" inventory. This helps us keep track of the items in the footlockers, and enables us to trace back and find where an item might have been lost.

What do I do when it is time to send the footlocker on to the next person?

Carefully inventory all of the items again as you put them in the footlocker. If any items show up missing or broken at the next site, your school will be charged for the item(s). Send the inventory form back to:

Education Office, Montana Historical Society, Box 201201, Helena, MT 59620-1201 or fax at (406) 444-2696.

Who do I send the footlocker to?

At the beginning of the month you received a confirmation form from the Education Office. On that form you will find information about to whom to send the footlocker, with a mailing label to affix to the top of the footlocker. Please insure the footlocker for $1000 with UPS (we recommend UPS, as they are easier and more reliable then the US Postal Service) when you mail it. This makes certain that if the footlocker is lost on its way to the next school, UPS will pay for it and not your school.

What do I do if something is missing or broken when the footlocker arrives, or is missing or broken when it leaves my classroom?

If an item is missing or broken when you initially inventory the footlocker, **CONTACT US IMMEDIATELY** (406-444-4789), in addition to sending us the completed (before and after use) inventory form. This allows us to track down the missing item. It may also release your school from the responsibility of paying to replace a missing item. If something is broken during its time in your classroom, please call us and let us know so that we can have you send us the item for repair. If an item turns up missing when you inventory before sending it on, please search your classroom. If you cannot find it, your school will be charged for the missing item.

Footlocker Evaluation Form

Evaluator's Name _____ Footlocker Name _____

School Name _____ Phone _____

Address _____ City _____ Zip Code _____

1. How did you use the material? (choose all that apply)

☐ School-wide exhibit ☐ Classroom exhibit ☐ "Hands-on" classroom discussion

☐ Supplement to curriculum ☐ Other_____

2. How would you describe the audience/viewer? (choose all that apply)

☐ Pre-school students ☐ Grade school—Grade____ ☐ High school—Grade____

☐ College students ☐ Seniors ☐ Mixed groups ☐ Special interest

☐ Other_____

2a. How many people viewed/used the footlocker?_____

3. Which of the footlocker materials were most engaging?

☐ Artifacts ☐ Documents ☐ Photographs ☐ Lessons ☐ Video

☐ Audio Cassette ☐ Books ☐ Slides ☐ Other_____

4. Which of the User Guide materials were most useful?

☐ Narratives ☐ Lessons ☐ Resource Materials ☐ Biographies/Vocabulary
☐ Other_____

5. How many class periods did you devote to using the footlocker?

☐ 1-3 ☐ 4-6 ☐ More than 6 ☐ Other_____

6. What activities or materials would you like to see added to this footlocker?

_____

_____

(continued)

7. Would you request this footlocker again? If not, why?

_____

_____

_____

_____

8. What subject areas do you think should be addressed in future footlockers?

_____

_____

_____

_____

_____

9. What were the least useful aspects of the footlocker/User Guide?

_____

_____

_____

_____

_____

10. Other comments.

_____

_____

_____

_____

_____

Montana Historical Society Educational Resources Footlockers, Slides, and Videos

Footlockers

Stones and Bones: Prehistoric Tools from Montana's Past— Explores Montana's prehistory and archaeology through a study of reproduction stone and bone tools. Contains casts and reproductions from the Anzick collection.

Daily Life on the Plains: 1820-1900— Developed by Montana Fish, Wildlife, and Parks, this footlocker includes items used by American Indians, such as a painted deerskin robe, parfleche, war regalia case, shield, Indian games, and many creative and educational curriculum materials.

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana— Investigates the Corps' journey through Montana and their encounters with American Indians. Includes a Grizzly hide, trade goods, books, and more!

Cavalry and Infantry: The U.S. Military on the Montana Frontier— Illustrates the function of the U. S. military and the life of an enlisted man on Montana's frontier, 1860 to 1890.

From Traps to Caps: The Montana Fur Trade— Gives students a glimpse at how fur traders, 1810-1860, lived and made their living along the creeks and valleys of Montana.

Inside and Outside the Home: Homesteading in Montana 1900-1920— Focuses on the thousands of people who came to Montana's plains in the early 20th century in hope of make a living through dry-land farming.

Prehistoric Life in Montana— Explores Montana prehistory and archaeology through a study of the Pictograph Cave prehistoric site.

Gold, Silver, and Coal—Oh My!: Mining Montana's Wealth— Lets students consider what drew so many people to Montana in the 19th century and how the mining industry developed and declined.

Coming to Montana: Immigrants from Around the World— Montana, not unlike the rest of America, is a land of immigrants, people who came from all over the world in search of their fortunes and a better way of life. This footlocker showcases the culture, countries, traditions, and foodways of these immigrants through reproduction artifacts, clothing, toys, and activities.

(continued)

Montana Indians: 1860-1920— Continues the story of Montana's First People during the time when miners, ranchers, and the military came West and conflicted with the Indians' traditional ways of life.

Woolies and Whinnies: The Sheep and Cattle Industry in Montana—Looks at the fascinating stories of cattle, horse, and sheep ranching in Montana from 1870 to 1920.

The Cowboy Artist: A View of Montana History— Over 40 Charles M. Russell prints, a slide show, cowboy songs, and hands-on artifacts are used as a window into Montana history. Lessons discuss Russell's art and how he interpreted aspects of Montana history, including the Lewis and Clark expedition, cowboy and western life, and Montana's Indians. Students will learn art appreciation skills and learn how to interpret paintings, in addition to creating their own masterpieces on Montana history topics.

The Treasure Chest: A Look at the Montana State Symbols—The Grizzly Bear, Cutthroat Trout, Bitterroot, and all of the other state's symbols are an important connection to Montana's history. This footlocker will provide students the opportunity to explore hands-on educational activities to gain a greater appreciation of our state's symbols and their meanings.

Lifeways of Montana's First People—Contains reproduction artifacts and contemporary American Indian objects, as well as lessons that focus on the lifeways of the five tribes (Salish, Blackfeet, Nez Perce, Shoshone, and Crow) who utilized the land we now know as Montana in the years around 1800. Lessons will focus on aspects of the tribes' lifeways prior to the Corps of Discovery's expedition, and an encounter with the Corps.

East Meets West: The Chinese Experience in Montana— The Chinese were one of the largest groups of immigrants that flocked in to Montana during the 1800s in search of gold, however only a few remain today. Lessons explore who came to Montana and why, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

Architecture: It's All Around You— In every town and city, Montana is rich in historic architecture. This footlocker explores the different architectural styles and elements of buildings, including barns, grain elevators, railroad stations, houses, and stores, plus ways in which we can keep those buildings around for future generations.

Tools of the Trade: Montana Industry and Technology— Explores the evolution of tools and technology in Montana from the 1600's to the present. Includes reproduction artifacts that represent tools from various trades, including: the timber and mining industries, fur trapping, railroad, ranching and farming, and the tourism industry.

(continued)

SLIDES

Children in Montana— presents life in Montana during the late 1800s and early 1900s through images of children and their written reminiscences.

Fight for Statehood and Montana's Capital— outlines how Montana struggled to become a state and to select its capital city.

Frontier Towns— illustrates the development, character, and design of early Montana communities.

Jeannette Rankin: Woman of Peace— presents the life and political influence of the first woman elected to Congress.

Native Americans Lose Their Lands— examines the painful transition for native peoples to reservations.

Power Politics in Montana— covers the period of 1889 to the First World War when Montana politics were influenced most by the copper industry.

The Depression in Montana— examines the impact of the Depression and the federal response to the Depression in Montana.

The Energy Industry— discusses the history and future of the energy industry in Montana.

Transportation— describes how people traveled in each era of Montana's development and why transportation has so influenced our history.

(continued)

VIDEOS

Capitol Restoration Video— shows the history, art, and architecture of Montana's State Capitol prior to the 1999 restoration. Created by students at Capital High School in Helena.

"I'll ride that horse!" Montana Women Bronc Riders— Montana is the home of a rich tradition of women bronc riders who learned to rope, break, and ride wild horses. Their skill and daring as horsewomen easily led to riding broncs on rodeo circuits around the world. Listen to some to the fascinating women tell their inspiring stories.

Montana: 1492— Montana's Native Americans describe the lifeways of their early ancestors.

People of the Hearth— features the role of the hearth in the lives of southwestern Montana's Paleoindians.

Russell and His Work— depicts the life and art of Montana's cowboy artist, Charles M. Russell.

The Sheepeaters: Keepers of the Past— When the first white men visited Yellowstone in the early nineteenth century, a group of reclusive Shoshone-speaking Indians known as the Sheepeaters inhabited the Plateau. They had neither guns nor horses and lived a stone-age lifestyle, hunting Rocky Mountain Bighorn sheep for food and clothing. Modern archaeology and anthropology along with firsthand accounts of trappers and explorers help to tell the story of the Sheepeaters.

Primary Sources and How to Use Them

The Montana Historical Society Education Office has prepared a series of worksheets to introduce you and your students to the techniques of investigating historical items: artifacts, documents, maps, and photographs. The worksheets introduce students to the common practice of using artifacts, documents, maps, and photographs to reveal historical information. Through the use of these worksheets, students will acquire skills that will help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, i.e. research and museum visits. These worksheets help unveil the secrets of artifacts, documents, maps, and photographs.

MONTANA HISTORICAL SOCIETY

See the examples below for insight into using these worksheets.

Artifacts

Pictured at left is an elk-handled spoon, one of 50,000 artifacts preserved by the Montana Historical Society Museum. Here are some things we can decipher just by observing it: It was hand-carved from an animal horn. It looks very delicate.

From these observations, we might conclude that the spoon was probably not for everyday use, but for special occasions. Further research has told us that it was made by a Sioux Indian around 1900. This artifact tells us that the Sioux people carved ornamental items, they used spoons, and they had a spiritual relationship with elk.

Photographs

This photograph is one of 350,000 in the Montana Historical Society Photographic Archives. After looking at the photograph, some of the small "secrets" that we can find in it include: the shadow of the photographer, the rough fence in the background, the belt on the woman's skirt, and the English-style riding saddle.

Questions that might be asked of the woman in the photo are: Does it take a lot of balance to stand on a horse, is it hard? Was it a hot day? Why are you using an English-style riding saddle?

MONTANA HISTORICAL SOCIETY

(continued)

MONTANA HISTORICAL SOCIETY

Documents

This document is part of the Montana Historical Society's archival collection. Reading the document can give us a lot of information: It is an oath pledging to catch thieves. It was signed by 23 men in December of 1863. It mentions secrecy, so obviously this document was only meant to be read by the signers.

Further investigation tell us that this is the original Vigilante Oath signed by the Virginia City Vigilantes in 1863. The two things this document tell us about life in Montana in the 1860s are: there were lots of thieves in Virginia City and that traditional law enforcement was not enough, so citizens took to vigilance to clean up their community.

Maps

This map is part of the map collection of the Library of Congress. Information that can be gathered from observing the map includes: The subject of the map is the northwestern region of the United States—west of the Mississippi River. The map is dated 1810 and was drawn by William Clark. The three things that are important about this map are: it shows that there is no all-water route to the Pacific Ocean, it documents the Rocky Mountains, and it shows the many tributaries of the Missouri River.

LIBRARY OF CONGRESS

How to Look at an Artifact

(Adapted from the National Archives and Records Administration Artifact Analysis Worksheet.)

Artifact: An object produced or shaped by human workmanship of archaeological or historical interest.

1. What materials were used to make this artifact?

☐ Bone	☐ Wood	☐ Glass	☐ Cotton
☐ Pottery	☐ Stone	☐ Paper	☐ Plastic
☐ Metal	☐ Leather	☐ Cardboard	☐ Other_____

2. Describe how it looks and feels:

Shape _____

Color _____

Texture _____

Size _____

Weight _____

Moveable Parts _____

Anything written, printed, or stamped on it

_____

Draw and color pictures of the object from the top, bottom, and side views.

Top	Bottom	Side

(continued)

3. Uses of the Artifacts.

A. How was this artifact used? _____

B. Who might have used it? _____

C. When might it have been used? _____

D. Can you name a similar item used today? _____

4. Sketch the object you listed in question 3.D.

5. Classroom Discussion

A. What does the artifact tell us about technology of the time in which it was made and used?

_____

_____

B. What does the artifact tell us about the life and times of the people who made and used it?

_____

_____

How to Look at a Photograph

(Adapted from the National Archives and Records Administration Photograph Analysis Worksheet.)

Photograph: an image recorded by a camera and reproduced on a photosensitive surface.

1. **Spend some time looking at the whole photograph. Now look at the smallest thing in the photograph that you can find.**

   What secrets do you see? _____

   _____

   _____

2. **Can you find people, objects, or activities in the photograph? List them below.**

   People _____

   _____

   Objects _____

   _____

   Activities _____

   _____

3. **What questions would you like to ask of one of the people in the photograph?**

   _____

   _____

4. **Where could you find the answers to your questions?**

   _____

   _____

How to Look at a Written Document

(Adapted from the National Archives and Records Administration Written Analysis Worksheet.)

Document: A written paper bearing the original, official, or legal form of something and which can be used to furnish decisive evidence or information.

1. Type of document:

☐ Newspaper ☐ Journal ☐ Press Release ☐ Diary

☐ Letter ☐ Map ☐ Advertisement ☐ Census Record

☐ Patent ☐ Telegram ☐ Other_____

2. Which of the following is on the document:

☐ Letterhead ☐ Typed Letters ☐ Stamps

☐ Handwriting ☐ Seal ☐ Other _____

3. Date or dates of document:_____

4. Author or creator:_____

5. Who was supposed to read the document? _____

_____

6. List two things the author said that you think are important:

1. _____

2. _____

7. List two things this document tells you about life in Montana at the time it was written:

1. _____

2. _____

8. Write a question to the author left unanswered by the document:

_____

_____

How to Look at a Map

(Adapted from the National Archives and Records Administration Map Analysis Worksheet.)

Map: A representation of a region of the earth or stars.

1. What is the subject of the map?

☐ River ☐ Stars/Sky ☐ Mountains
☐ Prairie ☐ Town ☐ Other _____

2. Which of the following items is on the map?

☐ Compass ☐ Scale ☐ Name of mapmaker
☐ Date ☐ Key ☐ Other _____
☐ Notes ☐ Title

3. Date of map: _____

4. Mapmaker: _____

5. Where was the map made: _____

6. List three things on this map that you think are important: _____

_____

_____

_____

7. Why do you think this map was drawn? _____

_____

8. Write a question to the mapmaker that is left unanswered by the map.

_____

Standards and Skills

State 4th Grade Social Studies Standards

Lesson Number:	**1**	**2**	**3**	**4**	**5**	**6**
Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	✔	✔	✔	✔	✔	✔
Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.					✔	
Students apply geographic knowledge and skill (e.g., location, place, human/environment interactions, movement, and regions).					✔	
Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	✔	✔	✔	✔	✔	✔
Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	✔			✔		✔
Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.			✔		✔	

(continued)

Skill Areas

Lesson Number:	**1**	**2**	**3**	**4**	**5**	**6**
Using primary documents	✔				✔	
Using objects	✔	✔	✔			
Using photographs	✔		✔			
Art			✔	✔	✔	
Science		✔				✔
Math	✔					✔
Reading/writing	✔				✔	
Map Skills					✔	
Drama, performance, re-creation						
Group work	✔	✔		✔		✔
Research	✔					
Music						
Bodily/Kinesthetic		✔		✔		
Field Trip						✔

Historical Narrative for Fourth Graders

The Boom

The boom, fast growth, of the homesteading era in Montana began in 1900 and lasted until the bust, widespread failure, that occurred around 1920. Homesteaders settled in Montana for many reasons. The United States Congress issued laws that opened up land to settlers willing to work hard and pay off their land. Other reasons leading to the homestead boom included a growth in farming technology, railroad advertising, and good weather.

MONTANA HISTORICAL SOCIETY

Great Northern Railroad, Havre, 1913

New Farming Technology

In 1900 there was a rise in technology that made farming easier. Steam and gas tractors, steel moldboard plows, grain drills, discs, harrows, mechanical binders, and threshers made farming many acres of land a lot easier than in previous years when a horse and hand plow were employed. New farming techniques that proposed water conservation and dry-land farming were also supported as ways to care for the land and grow large crops.

MONTANA HISTORICAL SOCIETY

Overshot haystacker, N Bar Ranch, Fergus County.

The Railroad Gets in the Game

The railroad lines also helped the land rush. During the 1870s-1890s, the companies laid track all across the state. They now needed people to set up towns along the lines to support the service with food provisions and wood/coal/water for train engines. The Milwaukee, the Northern Pacific, and the Great Northern railroads spent thousands of dollars advertising Montana land. Information was sent to the eastern and mid-western regions of the United States, but also overseas to Europe, especially Germany and Scandinavia. The railroads offered reduced fares and special rates for settlers traveling to Montana. Settlers could rent a boxcar for $22.50—in which they packed all of their belongings, household items, farm tools, and livestock—from St. Paul, Minnesota to Montana.

(continued)

MONTANA HISTORICAL SOCIETY

Homesteaders' shack, Terry, MT c. 1910-1920

Establishing Towns

After the homesteaders arrived by train in boomtowns like Wolf Point, Glasgow, Malta, Havre, Plentywood, Scobey, Jordan, Ryegate, and Baker, they continued by foot or wagon to their claim. The first thing that the settlers did was build a home. Many bought "kits" of wood and tarpaper from lumber stores for $100. They covered the thin walls with newspaper and blankets to keep out the wind and cold. Some people only had lean-tos, dugouts, or sod homes. Most homes had one stove used for cooking and heating—fueled by wood, lignite coal, or animal droppings. The first year was the hardest for homesteaders because they had no money until they harvested their first crop. Many took jobs in town to support themselves.

County Busting

Some things that the Montana government did during the early 1900s were very interesting. The population boom had led to the creation of new counties. This increased the number of representatives in the state legislature. If one drew a line on a state map from Glacier National Park to Yellowstone, east of the line in 1910 Montana only had 13 counties, by 1920 38 counties took up that area. This rapid growth in the number of counties was referred to as "county busting."

Women and Politics

In 1914 women's suffrage, the right to vote, was granted in Montana. Although the law was passed, it was met with disagreement. Some men thought that if women were allowed the right to vote it would bring about the end of families. Some argued that allowing women to vote would ruin their health and prevent them from having children. In 1916, 36-year-old Republican Jeanette Rankin from Missoula became the first woman to be elected to the United States Congress. Jeanette supported social reform and the anti-war movement. She was a pacifist, and did not believe in fighting wars. She voted "no" when Congress was asked whether or not the United States should fight in World War I and World War II.

The Bust

In 1914 wheat harvesting was high because of World War I (there was a shortage of wheat in Europe because of the war) and its price was at $2.00 a bushel. In 1917 the price hit its highest at $2.20, but only two years later it dropped back to $2.00 and stayed low. The rain that had been so plentiful a few years earlier had disappeared quickly by 1918. Millions of grasshoppers came to eastern Montana between 1917-1920 and ate up all of the crops. Discouraged by the lack of rain, drop in prices, and grasshoppers, many people walked out on their farms and the state. After going in to debt to pay for farming equipment, household goods, seed, and stock, many people were faced with financial disaster from which they could not recover. Abandoned shacks, dusty fields, and deserted towns marked the countryside.

Historical Narrative for Instructors

The boom of the homesteading era in Montana began in 1900 and lasted until the bust that occurred around 1920. Many factors led to the rise in homesteaders settling in Montana, including the Congressional Homestead Acts of 1868, 1877, 1894, 1902, and 1909. These Acts opened up land to settlers willing to work hard and pay off their land, eventually owning it. Other factors leading to the homestead boom included increases in agricultural technology, railroad marketing, and weather.

In 1900 there was a rise in agricultural technology that made farming easier. Steam and gas tractors, steel moldboard plows, grain drills, discs, harrows, mechanical binders, and threshers made farming many acres of land a lot easier than in previous years when a horse and hand plow were employed. New farming techniques that proposed water conservation and dry-land farming were also promoted as ways to preserve the land and cultivate many acres of crops.

The railroad companies also got in to the land rush. During the last three decades of the 19th century, the companies laid track all across the state. They now needed people to set up towns along the lines to support the service with food provisions and wood/coal/water for train engines. The Milwaukee, the Northern Pacific, and the Great Northern railroads spent thousands of dollars promoting Montana land. Literature was sent to the east and mid-west, but also overseas to Europe, especially Germany and Scandinavia. The railroads offered reduced fares and special rates for settlers traveling to Montana. Settlers could rent a boxcar for $22.50—in which they packed all of their belongings, household items, farm tools, and livestock—from St. Paul, Minnesota to Montana.

After the homesteaders arrived by train in boomtowns like Wolf Point, Glasgow, Malta, Havre, Plentywood, Scobey, Jordan, Ryegate, and Baker, they continued by foot or wagon to their claim. First and foremost, the settlers constructed a home. Many purchased "kits" of wood and tarpaper from lumber stores for $100. They covered the thin walls with newspaper and blankets to keep out the wind and cold. Some people only had lean-tos, dugouts, or sod homes. Most homes had one stove used for cooking and heating—fueled by wood, lignite coal, or animal droppings. The first year proved to be the hardest for homesteaders because they had no income until their first crop was harvested. Many took jobs in town to support themselves.

Politics during the first two decades of the 20th century took interesting turns in Montana. The population boom had led to the formation of new counties, thus increasing the number of representatives in the state legislature. If one drew a line on a state map from Glacier National Park to Yellowstone, east of the line in 1910 Montana only had 13 counties, by 1920, 38 counties occupied that area.

In 1914 women's suffrage was granted in Montana. Although the measure passed, the opposition feared that if women were allowed to vote it would be the end of the family. Some argued that allowing women to vote would ruin their health and prevent them from having children. These arguments and others prevented the passage of the constitutional amendment for over 30 years. In 1916, 36-year-old Republican Jeanette Rankin from Missoula became the first woman to be elected to the United States

Congress. Jeanette supported social reform and the anti-war movement. She voted "no" on the United States entry into World War I and World War II.

Between 1913-1917 the Montana Legislature enacted laws regulating child labor and school attendance, and the punishment of juveniles by the court. During WWI, the legislature banned the speaking of German, denounced those who did not give enough money to the war effort and punished people who spoke out against the war. In addition to providing a large quantity of crops, more than 40,000 Montana men fought in Europe, a majority of citizens bought Liberty Bonds and contributed to the Red Cross. There was also a terrible influenza epidemic at home.

In 1914 wheat production was high because of World War I and its price was at $2.00 a bushel. In 1917 the price peaked at $2.20, but only two years later it dropped back to $2.00 and a depressed market kept it low. The rain that had been so abundant in the early part of the century had decreased sharply by 1918. Plagues of grasshoppers descended on eastern Montana between 1917-1920 decimating the crops. Discouraged by the lack of rain, drop in prices, and grasshoppers, many people abandoned their farms and the state. After going in to debt to pay for farming equipment, household goods, seed, and stock, many people were faced with financial disaster they could not recover from. Abandoned shacks, dusty fields, and deserted towns marked the countryside.

Outline for Classroom Presentation

I. Boom in Homesteading

A. Congressional Homesteading Acts of 1868, 1877, 1894, 1902, and 1909

B. Rise in agricultural technology

C. New farming techniques

D. Railroad marketing to new settlers

II. Home in Montana

A. Lived in tarpaper shacks, dugouts, lean-tos, or sod homes

B. First year was the hardest

1. Many sought additional jobs
2. Income was poor until first harvest

III. Politics in Montana

A. Number of Montana counties tripled

B. Women's suffrage granted

C. Jeanette Rankin elected to Congress

1. Votes "no" on entry in to two World Wars

D. Montana Legislature enacts laws protecting children

E. Montana Legislature regulates suspected anti-war movements

1. Many Montanans contribute to the war effort
2. Over 40,000 Montana men fight in war

IV. The Peak and Fall of Homesteading

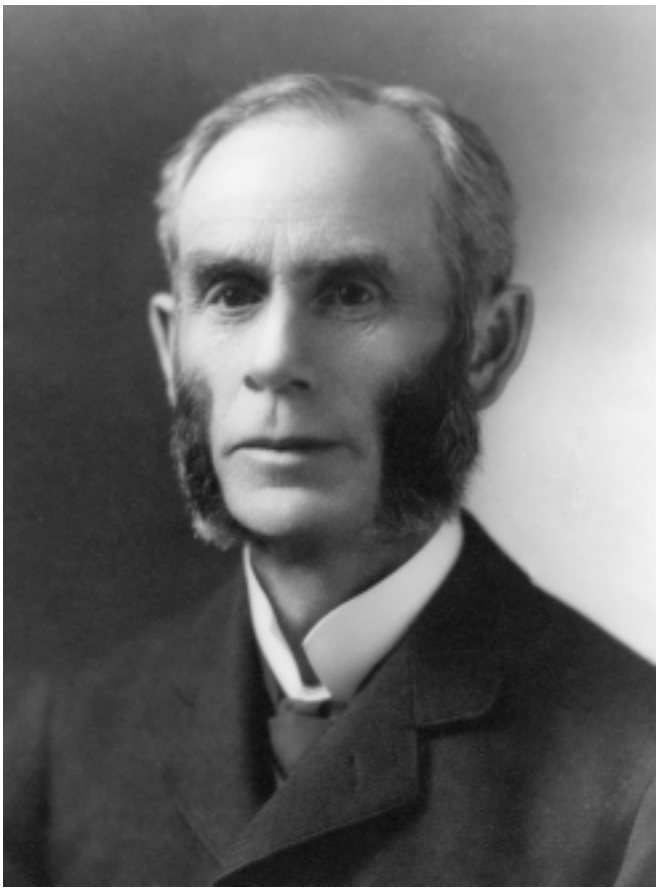
A. Wheat production peaks in 1917

B. In 1918 rainfall decreases sharply and grasshoppers invade

C. Discouraged, many homesteaders go in to debt and leave Montana

Amazing Montanans—Biographies

Thomas Shaw—agricultural expert for the Great Northern



MONTANA HISTORICAL SOCIETY

Thomas Shaw

I was born in Niagara-on-the-Lake in Ontario, Canada on January 3, 1843 to Robert and Margaret Shaw, both originally from Ayrshore, Scotland. I married Mary Janet Didey in Ontario, Canada on July 14, 1865. We had four children: Robert, William, May, and Florence.

I was a professor of agriculture at Ontario Agricultural College and the University of Minnesota before becoming the Great Northern Railroad's authority on dry-land farming. I authored many books, articles, and journals, including: *Animal Breeding* (1901), *Weeds and How to Destroy Them*, and *Dry Land Farming* (1911). I was a member of the Society for the Promotion of Agricultural Science, and was president of the American Milking Shorthorn Breeders Association.

Great Northern founder James J. Hill knew that to get people to settle the land in Montana along his new railroad he needed to provide them with new information and farming techniques. That's where I come in to the picture. As the Great Northern Railroad's dry-land farming expert, I advised that breaking the land in the fall gives the best results, and I proposed that it was possible to plow dry land and produce a successful crop. I conducted a series of lectures in 1910, across eastern Montana, to educate farmers in new agricultural techniques.

Amazing Montanans—Biographies

Ida Hewitt—Montana homesteader

I was born on May 4, 1895 in a small log cabin in north central Wisconsin to Hattie and Louis Robert. My paternal grandfather, Gustave Robert, came to America from Switzerland and married a Chippewa Indian and French woman named Josephine Gauthier. My family moved to Saskatchewan, Canada when I was 16-years-old to help on my maternal grandparent's farm. I attended the teacher's college in Saskatoon and taught for two years in two towns, Plunkett and Rosemae, where I earned $75.00 per month. In Rosemae I met Wilbur Hewitt who wanted to "go with me" (meaning he wanted to go out on dates with me). Wilbur drank, smoked, and chewed tobacco, which displeased me. So we made a deal—he quit drinking and smoking if I would quit dancing and playing cards, which as a Methodist he was opposed to. We married and kept this deal for the rest of our lives.

Wilbur moved to Montana in 1914 and I soon followed, filing my own claim for 320 acres of land adjoining his on the Milk River near Saco. We raised cattle and kept Brown Leghorn chickens. In 1918 I sold eggs to eastern cities at $1.08 a dozen. While in Montana, I experienced many things, including: multiple drownings in the Milk River, neighbors who failed at homesteading, riding horseback 14 miles to get groceries and mail, burning "sheep coal" (sheep droppings) for heat and cooking, giving birth to one child without a doctor or midwife present, and the failure of the local bank in which we only had $12.50—the Baum family had $60 in their account—a year later we got 2% on the account or $.25.

We decided to leave Montana in 1923 after a very dry year, when the beet and carrot seeds didn't germinate until September and there was only 5 inches of rain all summer. We had an auction to sell our homesteading equipment and livestock, including my favorite horse that sold for $12.00. We left Montana for Wisconsin with only $800.00 to show for nine years of hard work. In 1936 we moved to Texas to seek better jobs and farming opportunities during the Depression. I died in Galveston, TX on August 21, 1988.

MONTANA HISTORICAL SOCIETY

Saco, MT —1895/1896

Vocabulary List

Boom – to grow or develop quickly.

Bushel – a unit of volume or measurement, used in dry measurement.

Bust – a failure, a time of widespread financial depression.

Claim – a tract of land staked out by a miner or homesteader.

Conservation – the controlled use and protection of natural resources, such as forests and waterways.

Depression – a period of sharp decline in the national economy, characterized by decreasing business activity, falling prices, and unemployment.

Dry-land Farming – a type of farming practiced in dry areas without irrigation and protects the natural moisture of the soil from evaporating.

Financing – the science of the management of money and other assets.

Germinate – to begin to or cause to grow.

Irrigate (irrigation) – to supply dry land with water by means of ditches, pipes, or streams.

Legislature – an officially selected body of persons given the responsibility and the power to make laws for the state.

Lignite Coal – a low grade, brownish-black type of coal.

Lye – a liquid obtained by pressing wood ashes through a cloth, the liquid lye is then used to make soap and other cleaning products.

Moldboard plows, grain drills, discs, harrows, binders, threshers – farm machinery.

Promotional Brochure – advertising or other publicity.

Scandinavia – peninsula of northern Europe occupied by Norway, Sweden, and Denmark.

Suffrage – the right or privilege to vote.

Technology – the application of science to the creation of industrial or commercial ideas.

MONTANA HISTORICAL SOCIETY

Town of Fallon, MT, 1911

Lesson 1: In the Kitchen

Objectives

At the conclusion of the lesson students will be able to:

- Identify in-home tasks performed by women and children on homesteads;
- Distinguish between historical non-electric kitchen items and their contemporary electric counterparts;
- Discuss the tiresome, time consuming work that women and children performed.

Time

One 45-50 minute class period.

Materials

- Footlocker Materials: Sears Roebuck and Co. catalogues; butter mold; flour sifter; wooden bowl; knife and fork; egg beater; toaster
- User Guide Materials: worksheet master
- Teacher Provided Materials: copies of the worksheet

Pre-Lesson Preparation

Historian Elliott West noted that "those [children] on the frontier toiled at a greater variety of jobs." Children and women performed tasks that were "endless—and essential." Water for washing, cooking, and bathing, had to be hauled from a spring or creek until a well could be dug. Churning butter—which was proceeded by milking a cow and separating the cream—and rendering lard were also common chores. Keeping house consisted of sweeping and scrubbing the floors, which were sometimes dirt, washing windows, cooking three meals a day, washing dishes, and canning and preserving foods.

Procedure

1. Identify with the students the kitchen implements from the footlocker and what their uses were.
2. Identify the modern equivalent of the kitchen implement.
3. Put students in groups and have them complete the worksheet activity with the Sears Roebuck and Co. catalogue.
4. Use the following questions to lead a class discussion.

Discussion Questions

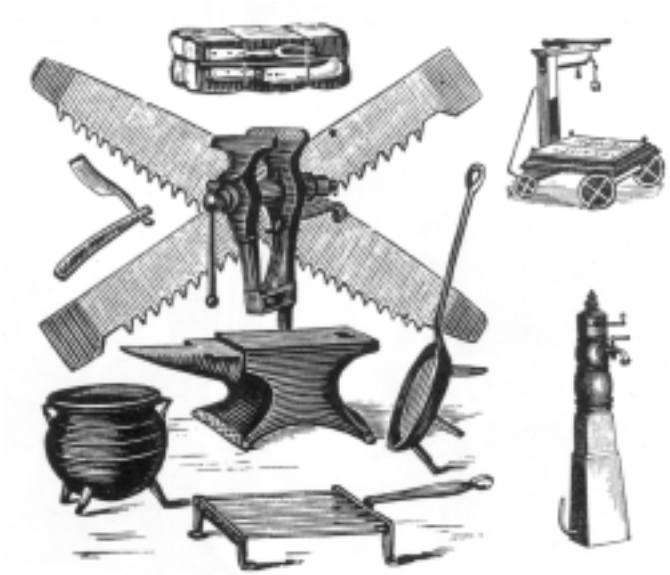
1. What items did you select from the catalogue and why?
2. What do you think about the differences between the prices in the catalogue compared to present-day prices?
3. Do your parents buy the contemporary equivalent of these items from a catalogue or a store?
4. What is the most unusual item you found in the catalogue? Why?

Further Exploration

- Butter churning activity—See instructions in the "Resources and Reference Materials" section.

Sears, Roebuck and Company Catalogue Activity

You are a homesteading family living in Montana. You have $30.00 with which to purchase items for your home and family. Follow the directions and look up products in the catalogue. Write down the name of the product that you choose (as it is listed in the catalogue) and how much it is. Can you stay within your budget?



Example

Sample Order Form

Item	Product You Selected	Price Per Item	Number of Items	Total
6 bars of bath soap	Buttermild Glycerin Soap	$.12 per box of 3 cakes	2 boxes	$.24
			TOTAL	$.24

(continued)

You need to buy:

MONTANA HISTORICAL SOCIETY

Kitchen corner in Ina Dana's Homestead, Sumatra, MT. C. 1911

Order Form

Item	Product You Selected	Price Per Item	Number of Items	Total
laundry Soap			2 boxes	
Men's work boots			1 pair	
Books			2	
Laudanum			1—4oz. bottle	
Coffee Pot			1	
Kitchen Forks			2	
Clothes Pins			3 boxes	
Butter Churn			1	
Pencils			1 dozen	
Plow shares			2	
			TOTAL	

You may pick any item of your choice that is under $5.00

Choose one item from the catalogue and draw a picture of it on the back of this page.

Lesson 2: Wash Day

Objectives

At the conclusion of the lesson students will be able to:

- Identify the steps and materials used to do washing during the homesteading era;
- Distinguish between historical non-electric washing items and their modern electric counterparts;
- Discuss the tiresome, time consuming work that women and children performed.

Time

One 45-50 minute class period.

Materials

- Footlocker Materials: wash basin, washboard, lye soap and recipe, flat iron, dresses
- User Guide Materials: none
- Teacher Provided Materials: Ivory Snow detergent (or any other soap flakes); liquid food coloring; rubber gloves, water; vegetable oil; large mixing bowl; string (if you want soap on a rope).

Pre-Lesson Preparation

Gather soap making materials.

In addition to their kitchen chores, women and children were also responsible for the mending, washing, and ironing of clothes. Mending any rips in the clothes was usually done prior to the wash. Water was hauled from the closest source and set to boil. At an earlier date, the woman of the house made soap. Sometimes if extra money was available store-bought soap would be used. Clothes were boiled in soapy water, and then scrubbed on a washboard one at a time to get the dirt out. They were then rinsed in clean water and hung to dry. Anything that could get dirty was eventually washed—bedding, rugs, curtains, and towels. Once dried, everything including towels, sheets, and overalls were ironed. Flat irons, usually sold in sets of two or three with a detachable handle, were kept on the stove to ensure that they were extremely hot.

Read students the instructions for making lye soap.

Procedure

1. Review the above information about clothes washing and lye soap with students and share with them the items from the footlocker. Put on rubber gloves.
2. Pour approximately 3 cups of soap flakes into the large bowl.
3. Add a few drops of food coloring to one and one-half cups of water.
4. Mix the contents of the bowl with your hands until it forms the consistency of play dough.
5. To shape your soap, take a drop or two of vegetable oil and rub it between the palms of your hands. Have fun shaping the soap any way you like.
6. Let the soap shapes stand over night to set and harden.

Variations on Soap Making

1. To make soap-on-a-rope, cut a piece of string several inches long. Tie the ends of the string together. Then take two pieces of soft soap and sandwich the string between them. Make sure the knotted end is inside the layers.

(continued)

2. Make two-tone soaps by putting together two different colors of soft soap.
3. To get specific shapes, pat or roll the soft soap out to the thickness you want and use cookie cutters.
4. Another way to make shaped soap is with candy molds. Press the soft soap in to lightly greased candy molds. Let the soap set over night before removing from molds.
5. Want scented soap? Add a drop or two of scented oil to your soap mixture before you shape it.

Discussion Questions

1. Compare the process you did to make soap and the homesteaders process for making lye soap.

MONTANA HISTORICAL SOCIETY

Wash day at the C.M. Goodell ranch. Homer T. Goodell sitting on engine which he rigged up to mechanize the old fashioned washer, Ruby Goodell at tub. Philbrook, MT ca. 1900.

Lesson 3: Quilts as History

Objectives

At the conclusion of the lesson students will be able to:

- Discuss the significance of quilts as women's records of history;
- Describe the process of quilting by documenting their own history.

Time

One 45-50 minute class period.

Materials

- Footlocker Materials: quilt samples, quilting activity book, quilt photos
- User Guide Materials: none
- Teacher Provided Materials: construction paper in various colors, glue, scissors, tape

Pre-Lesson Preparation

"Every quilt tells a unique tale and reflects the social and economic context in which it was made." (From: *Gatherings: America's Quilt Heritage*) Very early on in America's history, quilting became the medium in which women could record their history. Instead of writing down their families' stories, as many women were not sent to school and therefore could not write, they sewed their stories in to their quilt blocks. The quilts also served as bed covers, wraps, wall coverings, and other warming purposes. As time progressed and women became better educated, quilting remained as a venue for story telling and provided women with the opportunity to share their experiences with others. Quilting bees offered women an opportunity to gather with other women and share news and advice while working on a quilt. Women would save scraps from other projects, or cut up usable portions of worn clothing to "piece together" covers that warmed the family. Any piece of cloth no matter the pattern, including grain and flour sacks, was saved for quilting.

Read excerpts from *The Quilt-Block History of Pioneer Days* so that students can see and understand how the historic quilt patterns recorded important events and everyday life.

Procedure

1) Have students choose an important event in their lives that they would like to document in the class quilt. Brainstorm as a class what some of those events might be.
2) Give each student an 8½ by 11 piece of cardstock or construction paper. They can be of any color. To achieve the 8½ by 8½ piece of paper, fold one corner down so that the paper creates a triangle, cut off the excess and unfold. Voila a square!
3) Students create their "block" of the quilt by cutting out shapes of construction paper and gluing them to the 8½" square backgrounds.
4) Once all of the blocks are done, tape them together from the back to create a quilt. Display it so that the whole school can see it.

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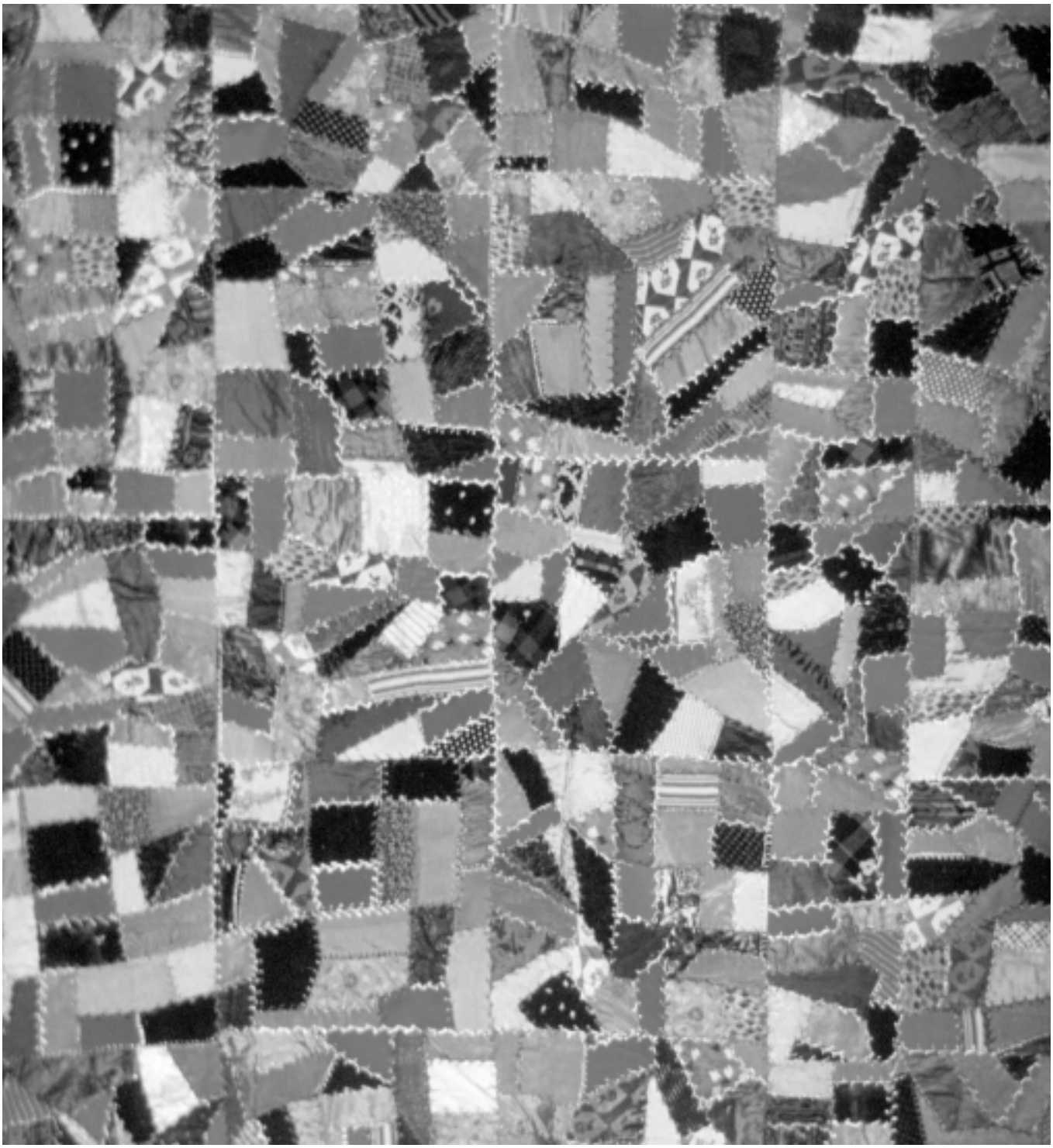
Discussion Questions

1. Why is it important to save historic quilts?
2. Why do women continue to quilt today?



MONTANA HISTORICAL SOCIETY

Crazy Quilt pattern, Emma Lane McLaughlin, Geyser, MT, c. 1942.

Lesson 4: Starting From Scratch

*Adapted from "Starting from Scratch" by Shelburne Farms.

Objectives

At the conclusion of the lesson students will be able to:

- Explain the origins of everyday items and foods.

Time

One 45-50 minute class period.

Materials

- Footlocker Materials: none
- User Guide Materials: none
- Teacher Provided Materials: four bins-labeled "Store," "Factory," "Natural World," and "Farm" respectively, magazines for students to cut up, scissors, crayons, paper.

MONTANA HISTORICAL SOCIETY

Grace Binks Price in front of her homestead.

Pre-Lesson Preparation

Ask the students what kids of things they do and what items they use everyday. As a class, record their daily routines, noting specific activities, items used, and foods eaten. Discuss what the origins of these items and food might be—store, factory, natural world, or farm.

Procedure

1. Have them cut out pictures from magazines to illustrate these everyday items and foods, or draw their own.
2. Have students share their pictures with the class. How many students cut out pictures of similar activities, items, and foods? Have students classify the cutouts and drawings in to these basic categories: food, clothing, health, shelter, transportation, education, and recreation. Which things are necessary for life? Which make life more comfortable or enjoyable?
3. Explain that they will trace these items back to their source. Collect all their pictures. Show the students the four bins labeled "Store," "Factory," "Natural World," and "Farms." Tell them they will sort the pictures based on their source and place them in the appropriate bins.
4. Divide the students into two groups and have them form two lines. Set the bins opposite these lines. Place one half of the collection of pictures in front of each line. Explain that they will participate in a relay race to sort the pictures. One student picture from each team selects a picture, runs, and places it in the appropriate bin, then returns to the end of his or her line. The next person in each line will repeat the process. This will continue until everyone has had a turn or all the pictures are sorted.
5. Review the pictures in each bin. The students can show their approval or disapproval for each item with a show of thumbs up or down. Begin with the bin labeled "Store." Review one or two pictures,

(continued)

asking if they can be traced back even further. Does anything actually originate in the store? (No, that is where most of us purchase the things we need and use daily.) Encourage the students to offer suggestions on where pictures should be placed. Continue on to the "Factory" bin. Where do the raw materials come from to make these items? Can these items be traced even further back to their source? (Yes, to the natural world or farms.)

6. Review the items in the bin labeled "Natural World." (It will include a wide array of items including wooden objects from trees, metal mined from minerals in the earth and plastics and synthetic materials made from petroleum products.) What categories do these objects fall into? (Clothing, health, shelter, transportation, education or recreation.) Point out that some of the objects are made with renewable resources and others with non-renewable resources. Ask the students for a definition of these terms. (Renewable resources are those which can be replenished over time, such as plants, trees, solar and wind energy; non-renewable resources are those which once used cannot be replaced in this geological age such as petroleum-based products like plastic.) Which of the items pictured are made from renewable resources? Non-renewable? Point out that some non-renewable resources are also recyclable. What are examples of these? (plastics, tin, aluminum.)

7. Last review the items in the "Farm" bin. What categories do they fall into? (Mostly food, both fresh and processed with some examples of natural fibers, such as wool, cotton, and silk.) Could we live without these things? (No, because food is essential to life and therefore so are farms!)

Discussion Questions

1. Discuss the idea of farming as a renewable resource with food being produced year after year.

Further Exploration

- Have the students compare the cycles in the natural world such as the soil cycle, water cycle, and life cycles with the cycles of agriculture, such as composting (an accelerated version of the soil cycle), manure management (keeps nitrates and phosphates from entering the water cycle), animal reproduction, seed/planting cycles, and grazing cycles. Do the cycles in agriculture mimic those in nature? How dependent is agriculture on the cycles of nature?

MONTANA HISTORICAL SOCIETY

Binding hay. Evelyn Camern, Photographer.

Lesson 5: Homesteading Promotional Brochures

Objectives

At the conclusion of the lesson students will be able to:

- Identify the marketing techniques that railroad companies used to attract settlers to Montana;
- Discuss the highlights of their county/town as it might be written in a promotional brochure.

Time

One 45-50 minute class period.

Materials

- Footlocker Materials: samples of historic promotional brochure
- User Guide Materials: none
- Teacher Provided Materials: paper, markers, colored pencils, etc.

Pre-Lesson Preparation

"'Montana is the last of the good states to be developed and will be settled with a rush.' The Milwaukee Railroad wanted to encourage homesteaders in Montana. So did the Great Northern, the Northern Pacific, the Burlington Railroad, and the state of Montana itself. Settlers came with a rush. In the space of twenty years—from 1900 to 1920—central and eastern Montana went from a sparsely settled province to a region peppered with homesteads, new towns, and new counties." (From *Montana: Our Land and People*, p. 165)

The Northern Pacific Railroad (NPRR) sold settlers substantial portions of the land that it had been granted by the government. From 1900-1917, the NPRR sold almost eleven million acres of land, at prices ranging from $1.25 to $8.50 per acre.

The brochure included in the footlocker, "Montana: Garfield County in the New Corn Belt," was produced by the Northern Pacific Railroad to attract homesteaders to eastern Montana. The Montana Historical Society Library collection contains six other brochures, for other Montana counties, identical to this one with county specific information.

Procedure

1) As a class, review the information above and look at the copies of the Garfield County brochure included in the footlocker. What information is included in the brochure? What is the purpose of this brochure? Do you think that this brochure does its job of attracting homesteaders to Garfield County? Why or Why not?

2) Discuss what makes up a promotional brochure. What is its purpose? What information should a promotional brochure contain?

3) Discuss: If you were to make a promotional brochure for your county/town, what information would you include? What are the important aspects of your community that might encourage people to settle there? What images might you include in the brochure?

(continued)

4) Each student should create his or her own promotional brochure for their county/town.

5) Have students share the brochures with the class.

Discussion Questions

1. What aspects of the class' brochures are enticing you to move to that community?
2. Is there an exaggeration of the truth that goes into creating a promotional brochure?

Further Exploration

- To extend the project—send students into the community with a digital camera to photograph buildings/community highlights. Create the brochure in a computer-publishing program.
- Display your brochures for the rest of the school to see.
- Explore the origins of county/town names in your area—*Names on the Face* of Montana, by Roberta Carkeek Cheney, Mountain Press Publishing.

MONTANA HISTORICAL SOCIETY

Nels & Henry Syverud unloading immigrant car at Sumatra, April 27, 1913.

Lesson 6: Financing the Homestead

*Adapted from "Financing your Farm" by Shelburne Farms.

Objectives

At the conclusion of the lesson students will be able to:

- Demonstrate an understanding of the resources necessary to start a homestead;
- Explain the difficulties in establishing a homestead.

Time

One 45-50 minute class period.

Materials

- Footlocker Materials: none
- User Guide Materials: Homestead Financing worksheet master and store chart master
- Teacher Provided Materials: double sided copies of worksheet and store chart; markers and large drawing paper ("butcher paper")

Pre-Lesson Preparation

Discuss with students the concept of saving and spending money. Also address the role of banks providing loans to assist people.

Procedure

1. Divide your students in to groups or "homestead families." Four to six students per family works well.
2. Each family will be given 600 acres of land. The family will first need to decide what kind of homestead they want to create on this land. They may choose to raise cows, sheep, or wheat.
3. Each family will be able to get a loan from the bank ($200) to start up their homestead. As a group, they will need to decide what they will purchase with their money. They will need a pencil and the worksheet/store paper.
4. To assist the homestead families with choosing what to purchase you can ask them the following questions: How much seed will you need to grow your crop? How many animals? What materials and equipment will you need? What will your homestead look like?
5. As they decide what to purchase, each student should record the item and the amount. Their "ideal" homestead may end up costing more than 200 dollars. In that case they either need to scale back their plan or go to the bank for a loan.
6. An adult should act as the banker, letting the families know that they need to prove to the bank that their homestead will be profitable. With their list, they must prove to the banker that they have the appropriate equipment and resources for setting up their homestead and producing a successful harvest/herd.
7. The families can then begin to draw out their homestead on a large piece of drawing paper. Have them attempt to draw it to scale.
8. Have each family present their Homestead Financing worksheet and drawing to the class.

(continued)

Discussion Questions

1. Did you have to get a loan from the bank to pay for your purchases at the store?
2. How long do you think you will have to work until you can pay the bank back?
3. Which type of homestead—cows, sheep, or wheat—costs the most to start? Why?
4. Which type of homestead do you think will be the most successful/fruitful? Why?

Further Exploration

- Contact a farmer/rancher in your community. Visit the farm/ranch and have students help with daily chores like milking cows, feeding animals, and harvesting crops.

MONTANA HISTORICAL SOCIETY

Mother and daughters in front of their sod house in Choteau county.

Homestead Store

Each column contains corresponding farm items and a price per item or for multiples of that item. The prices are not accurate to any time or era. The prices have been created for the purpose of this activity.

Equipment

Tractor 30
Moldboard plow....20
Grain drill.....15
Harrow.....15
Thresher.....15
Hay baler 15
Watering can 1
Pitchforks 2
(for three)
Shovel.....2
(for three)
Hoe.....2
Milking bucket 1
(for three)
Water trough 3
Sheep shears 2
Grooming brushes...2

Structures

Barn.....50
House 50
Wood fence 4
(for 100 feet)
Barbed wire 5
(for 100 feet)
Tool shed.....6
Chicken coup.....5

Plants

Flower seeds.....2
Vegetable seeds 3
Wheat seeds 10
(for 50 pound bag)
Fruit trees.....5
Hay.....4
(per bale)
Grain.....5
(for 50 pound bag)
Hardwood trees 6
Pasture grass seed...5
(for 25 pound bag)

Animals

Milk cow.....15
Beef cow 13
Sheep.....10
Chickens 6
(for five)
Work dog 5

MONTANA HISTORICAL SOCIETY

An unidentified German-Russian girl on a sulky plow, 1912.

Homestead Financing Worksheet

Your Name _____

Homestead Family Members _____

Type of Homestead _____

Homestead Item Purchase	Cost
Total of purchases	

Box #1

Began with → $200

Subtract Total of purchases − [ ]

Total Amount = [ ]

If the amount is positive, you have money left in your account. If it is negative, you need to see the "Bank" for a loan and go to box #2.

Box #2

Amount total from Box #1 → [ ]

Loan amount requested from bank [ ]

Go see the banker and discuss your loan.

Amount of loan approved by bank [ ]

You are now in debt to the bank. Work hard to make your homestead a success!

Making Butter

Time:

2 hours

Materials:

Washed baby food jars with lids (divide class in to groups and have 1 jar per group)

Whipping or heavy cream

Salt

Bowl

Spoons and butter knives

Bread

Procedure:

1. Let the cream stand at room temperature for several hours, then pour into the baby food jars, about half full.
2. Place the lid tightly on the jar. Take turns shaking the jar at a steady rhythm. After about 20-30 minutes the butter should come as lumps that float on the top.
3. When no more curds seem to form, remove the lid and scoop out the butter curds. The butter will be soft and mushy. Put the curds in a bowl and rinse under cold water to remove milk (whey).
4. Put the butter in the refrigerator to cool. After about an hour, the butter will be firm enough to mold in to different shapes. While you are doing this, taste the butter. If it tastes too sweet, add a pinch of salt and blend.
5. The butter can now be shaped in to balls, pats, or whatever shapes you desire. You can also use cookie cutters or pack it into a plastic tub.
6. Spread your butter on a piece of bread. Enjoy!

MONTANA HISTORICAL SOCIETY

Evelyn J. Cameron self portrait, milking Cow. No date.

Word Find

Bushel

Drought

Homestead

Quilt

Financing

Sheep

Cattle

Farm

Bust

Boom

Suffrage

Moldboard plow

Lignite coal

Lye

Thresher

Promotional brochure

Railroad

Bank

Wheat

Corn

Grasshoppers

Q	W	E	R	T	Y	U	I	O	P	I	Y	B	G
H	J	B	G	F	E	V	M	F	M	G	M	K	M
Z	X	H	V	B	N	M	M	A	Y	O	K	M	F
O	M	O	L	D	B	O	A	R	D	P	L	O	W
L	K	M	J	H	O	G	D	M	D	S	I	S	V
E	R	E	Y	G	O	K	Y	V	T	N	G	J	G
P	J	S	J	N	M	B	F	T	E	U	N	U	O
N	V	T	C	X	Z	B	D	W	E	R	I	T	D
M	N	E	B	V	C	X	Z	A	S	D	T	G	H
J	K	A	L	P	O	G	I	U	Y	T	E	R	E
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H	I	U	Y	J	H	P	G	D	C	V	H	T	R
F	G	F	Y	T	E	E	X	R	S	E	G	J	I
H	I	F	G	R	Y	R	H	F	D	U	U	K	N
G	C	R	C	B	M	S	B	U	F	C	H	V	H
M	J	A	V	R	X	Y	U	C	H	J	B	V	U
P	O	G	M	N	B	J	H	G	F	O	B	H	H
V	U	E	M	B	C	G	U	F	T	V	H	I	N
V	H	D	C	Y	O	F	F	F	P	F	B	Y	D
K	J	H	V	Y	R	A	I	L	R	O	A	D	W
P	Q	N	G	C	N	T	N	R	O	C	N	T	B
I	B	H	U	G	C	H	A	V	M	Y	K	C	Y
Q	E	C	G	Y	B	H	N	H	O	C	E	B	N
U	B	I	B	F	T	C	C	J	T	B	J	U	V
H	C	U	V	B	E	C	I	B	I	V	Y	B	I
G	N	Y	C	B	I	B	N	B	O	H	J	M	I
B	B	B	A	J	B	U	G	V	N	V	Y	B	J
B	U	S	T	G	N	V	X	E	A	K	B	Y	V
P	S	B	T	C	X	Q	U	I	L	T	X	Q	G
V	H	V	L	V	Y	C	B	I	B	V	U	B	K
V	E	V	E	H	B	C	R	B	R	B	I	V	C
B	L	N	I	V	I	N	I	G	O	B	J	C	T
M	H	V	V	X	W	A	V	I	C	F	A	H	O
V	J	B	C	Y	D	D	B	A	H	N	J	J	P
M	N	B	U	F	C	D	R	O	U	G	H	T	G
G	D	X	B	H	Y	F	Y	R	R	A	F	U	H
D	H	H	F	T	T	G	W	H	E	A	T	F	H

Fill in the Blanks

railroads	threshers	cattle	rain
Great Northern	promotional brochures	harrows	homesteaders
grasshoppers	wood	moldboard plows	animal droppings
suffrage	Thomas Shaw	wheat	sheep
corn	prices	lignite coal	Jeanette Rankin

1. _____ encouraged people to settle in Montana by using cleaver _____ _____ that told settlers how good the land was in eastern Montana.
2. Farmers used _____, _____, and _____ _____ to tend their land.
3. Some _____ planted crops of _____ and _____.
4. Many farmers also raised herds of _____ and _____.
5. In 1914 women's _____ was granted in Montana.
6. Many homesteaders left Montana because _____ dropped, _____ ate the crops, and the _____ stopped.
7. _____ _____ was the first woman elected to the U.S. Congress.
8. The person who promoted dry land farming for the _____ _____ Railroad was _____ _____.
9. Homesteaders used _____, _____ _____, and _____ _____ for fuel.

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