



Teacher Resource Guide

Transport to the Past! – I'm not taking a bath!

Welcome to ***Transport the the Past! – I'm not taking a bath!*** This Core Experiential Learning Program will educate the students on the historic chores and games done by the Ailman children during the Victorian era and by children in territorial New Mexico.

The New Mexico Territory

The Compromise of 1850, among other things provided for the organization of New Mexico as a territory. The Compromise also resolved another complicated matter – an old Texas claim to that portion of New Mexico lying east of the Rio Grande. For ten million dollars' compensation provided by the United States government, Texas relinquished her claim, thus paving the way for establishment of a permanent boundary with New Mexico. The Territory, as organized in 1850, included the New Mexico and Arizona of later years, and a part of southern Colorado.

New Mexico's southern border with Mexico was less easily settled. In accordance with the Treaty of Guadalupe-Hidalgo, a joint boundary commission was organized and began (in July 1849) the task of surveying a dividing line between the two nations. The US surveyors also had instructions to look for a practical railroad route to the Pacific, close to the boundary, and to ascertain the agricultural possibilities. In the course of the boundary work, it was discovered that the map used to establish the original treaty line had been inaccurate and that the border would in fact have to be placed thirty miles farther north. This meant withdrawing five or six thousand square miles from the United States and losing a potentially rich farming district in the Mesilla valley.

Before a serious dispute could develop, the American minister to Mexico, James Gadsden, negotiated in 1853 the treaty that bears his name, providing for the purchase of a large tract of desert land in southern New Mexico. The area offered an advantageous route for a transcontinental railway entirely on American soil, and its acquisition concluded the final adjustment of our border with Mexico.

The gold rush to the Rockies and the ensuing boom in population led to the formation of the Colorado Territory in 1861. As a result, New Mexico lost ground, for its northern boundary was pulled back to the parallel of 37 degrees. The reduction meant the

territory was deprived of a valuable coal-mining area around Trinidad and of jurisdiction over those outermost settlements in the upper San Luis valley.

The Homestead Act

The Homestead Act of 1862 has been called one of the most important pieces of Legislation in the history of the United States. Signed into law by Abraham Lincoln after the Civil War, the Act turned over vast amounts of the public domain to private citizens. 270 million acres, or 10% of the area of the United States was claimed and settled under this act.

A homesteader had only to be the head of a household or at least 21 years of age to claim a 160 acre parcel of land. Homesteaders included newly arrived immigrants, farmers without land of their own, single women, and former slaves. Each homesteader had to live on the land, build a home, make improvements, and farm for 5 years before they were eligible to keep the land. A filing fee of \$18 was the only money required.

To file a homestead claim, people had to file their intentions at the nearest Land Office. The prospective homesteader paid a filing fee of \$10 to claim the land temporarily, and a \$2 commission to the land agent.

After filing a claim, the homesteader had to return to claim to fulfill the requirements of building a home and farming the land. At the end of 5 years, the homesteader needed to have 2 neighbors or friends vouch that the improvements had been done and sign a “proof” document.

After completing this final step and a payment of a \$6 fee, the homesteader received the patent for the land, signed by the current President of the United States.

The Homestead Act remained in effect until 1976, with a provision for homesteading in Alaska until 1986. The Homestead Act is recognized as one of the most revolutionary concepts for distributing land in American history.

The legacy of the Homestead Act of 1862 is all around us today. The great agricultural fields that grow the world’s food, the industrialization that spurred countless technological innovations and the millions of people throughout the world that were afforded the opportunity to obtain free land was made possible by the Homestead Act. It fulfilled the promise of America’s forefathers, offering land to anyone, despite gender, race, or nationality, the chance to pursue happiness and participate in the American Dream.

Homestead Chores and Territorial Games

Goals and Objectives for Homestead Chores and Games

Students will:

- Increase their understanding about the daily tasks and chores accomplished by early 20th century New Mexico children living on a homestead who lacked electricity and indoor plumbing in their homes.
- Compare and contrast children of the early 1900’s with children of today.

- Become aware of the daily work expectations of early 1900's New Mexico children living on a homestead.
- Understand how the family unit needed to cooperate and work together for their survival.
- Work cooperatively in pairs and groups to complete instructional tasks.

Vocabulary for Homestead Chores and Games grades 3 to 5

Homestead- 1. A house, especially a farmhouse, with its dependent buildings and land.

2. A piece of land occupied by a settler under the terms of the U.S. Homestead Act.

Harvest-The crop that is gathered or ripens during a season.

Muslin-A thin plain-weave cotton cloth used for curtains, sheets and clothing

Condiment-Food-seasoning used at the table such as mustard, relish or catsup.

Vocabulary for grades K-2

Shelter - a place giving temporary protection from bad weather or danger.

Survival - the state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances.

Feast - a large meal, typically one in celebration of something.

Explore - travel in or through (an unfamiliar country or area) in order to learn about or familiarize oneself with it.

Common Core Standards

Speaking and Listening Standards K-5, #3

Writing Standards K-5, #3

Standards and Benchmarks for Homestead Chores and Games

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history

in order to understand the complexity of the human experience.

K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

Identify the customs, celebrations, and holidays of various cultures in New Mexico.

K-1. Identify common attributes of people living in New Mexico today.

2-1. Describe how historical people, groups, and events have influenced the local community.

3-1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.

K-4 Benchmark I-D—Skills: Understand time passage and chronology.

K-1. Understand the concept of past and present.

3-1. Interpret information from multiple resources and contexts to determine chronological relationships.

5-1. Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, confederate, United States).

STRAND : Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.

2-1. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.

2-2. Explain how people depend on the environment and its resources to satisfy their basic needs.

3-1. Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation).

3-2. Explore examples of environmental and social changes in various regions.

K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.

2 1. Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.

3 1. Identify personal behaviors that can affect community planning.

3-2. Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and constructing towns and cities).

3-3. Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).

K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

3 1. Describe how patterns of culture vary geographically.

3-2. Describe how transportation and communication networks are used in daily life.

3-3. Describe how cooperation and conflict affect neighborhoods and communities.

K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.

Grade Performance Standards

K -1. Identify natural resources.

1-1. Describe the role of resources in daily life.

STRAND I: Reading and listening for comprehension.

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

K-4 Benchmark 1-A: Listen to, read, react to and retell information:

3 1. Interact with text before, during and after reading, listening or viewing to comprehend by:

- a. setting a purpose, previewing the text,
- b. making predictions,
- c. asking questions,
- d. locating information for a specific purpose,
- e. making connections

3-2. Summarize main idea(s) from written or spoken text succinctly.

3-3. Employ active listening skills.

3-4. Increase vocabulary through reading, listening and interacting.

K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.

3 1. Draw conclusions, make generalizations, gather support by referencing the text.

Strand III: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies and the self.

K-4 Benchmark III-A: Use language, literature and media to gain and demonstrate awareness of cultures around the world.

3 1. Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).

Student Readings for Homestead Chores and Games grades 3 to 5

Century Farm: One Hundred Years on a Family Farm by Cris Peterson

When Everybody Wore A Hat by William Steig

Words By Heart-Story of an African-American girl in the Southwest in 1910.

by Ouida, Sebestyen

Little House on the Prairie books by Laura Ingalls Wilder

Children of the Wild West by Russell Freedman

Setting up your Silver City Museum Experience

Please complete fully the Core Experiential Learning Program Selection and School-to-Museum Transport Application.

Pre and Post Visit Activities

The pre and post-visit grade-level appropriate activities associated with this Core Experiential Learning Program are listed below along with a basic description of the activities. The New Mexico Common Core and/or Standards and Benchmarks that the activity supports are also listed.

Pre-Visit Activities

Pre-K through 1st

This pre-visit activity will introduce the students to the chores children would have done when the H. B. Ailman family lived in the Silver City Museum. The teacher will need to read and interpret Territorial New Mexico to the students.

Common Core: Speaking and Listening Standards, 2

2nd and 3rd Grade

This pre-visit activity will teach the students about specific chores children did in territorial New Mexico, and the economic importance of some chores. The teacher or students will need to read Territorial New Mexico and the Homestead Act.

Common Core: Speaking and Listening Standards, 2

4th and 5th Grade

This pre-visit activity will allow students to compare and contrast chores from territorial New Mexico with today. Teachers will need to have the students read Territorial New Mexico and The Homestead Act.

Common Core: Reading Standards for Informational Text, 2

Post-Visit Activities

Pre-K through 1st

The post-visit activity provides the students with an opportunity to discuss the historic chores accomplished while on the museum tour. This activity can be done as a class.

Common Core: Speaking and Listening Standards, 2

2nd and 3rd Grade

This post-visit activity will allow the students to use critical thinking and observation skills. The activity can be done individually or as a class.

Common Core: Speaking and Listening Standards, 2; Writing Standards, 8

4th and 5th Grade

This post-visit activity will allow students to use critical thinking and observation skills individually and as a class.

Common Core: Speaking and Listening Standards, 3; Writing Standards, 7

Additional pre and post activities are available in the Silver City Museum Teacher's Guide available on the Silver City Museum's website.