

## TOPIC 4 – FEDERAL LEGISLATION

### Topic Overview

Topic 4 highlights federal legislation and includes primary sources that will help you understand laws that impacted the growth and development of North Dakota by providing land to farmers, establishing railroad lines, and providing for the establishment of an agricultural college (now NDSU).

### Topic Objectives

- As a result of the study of Topic 4, you will be able to
  - Analyze and interpret primary documents.
  - Recognize how federal legislation impacted the growth and development of North Dakota.
  - Understand the basic features and outcomes of the Homestead Act, the Pacific Railway Act, and the Morrill Act.
  - Scrutinize the positive and negative impacts of the Homestead Act on both residents and immigrants in Dakota Territory/North Dakota.
  - Recognize the significance of the Northern Pacific Railroad and its effect on the Indian people of Dakota Territory/North Dakota.

### ND Content Standards

- 8.1.2
- 8.2.10
- 8.2.11
- 8.3.4
- 8.5.3
- 8.6.1

### Common Core Standards

- RH 2
- RH 3
- RH 7
- WHST 2
- WHST 4

### Topic Activities

- Learning from Historical Documents
- Organizing Data 1
- Organizing Data 2
- Debate/Discussion
- Creative Interpretation

### Learning from Historical Documents

To access a photo/document/map, refer to the topic reading assignment or use the SEARCH feature to enter its name or number.

The Morrill Act was approved by the U.S. Congress on July 2, 1862, and provided for the establishment of colleges of agriculture and mechanical arts in various states. The main feature of this and later acts was the donation of public lands for the support of land-grant educational institutions in each state. North Dakota established the North Dakota Agricultural College (NDAC) in 1890, at Fargo. NDAC is now North Dakota State University (NDSU).

Study each of the historic images described below.

**Blacksmith Shop:** Blacksmithing was one of the “mechanical arts” taught at NDAC. This photo was taken in 1918, when farmers were still using horses in the fields. However, automobiles were quickly replacing horses for urban and rural transportation.

**Bac t Lab:** Students studied bacteriology, or the study of disease-causing bacteria, in this laboratory in Old Main on the campus of NDAC. The lab equipment seems crude by modern standards, but was considered good quality in 1891.

**1898 Girls Basketball:** NDAC was not just for young men who wanted to become farmers. Women students were encouraged to study domestic science. They also enjoyed sports such as basketball.

After carefully observing each of the photographs, respond to the following questions:

#### Interpretation:

1. What is your first impression of each photograph?
  
  
  
  
  
  
  
  
  
  
2. How would you describe the people?

## Learning from Historical Documents (continued)

3. Make a list of the objects in the photographs.

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4. Make a list of the activities in the photographs.

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## Drawing Conclusions:

1. Why do you think these photographs were taken?

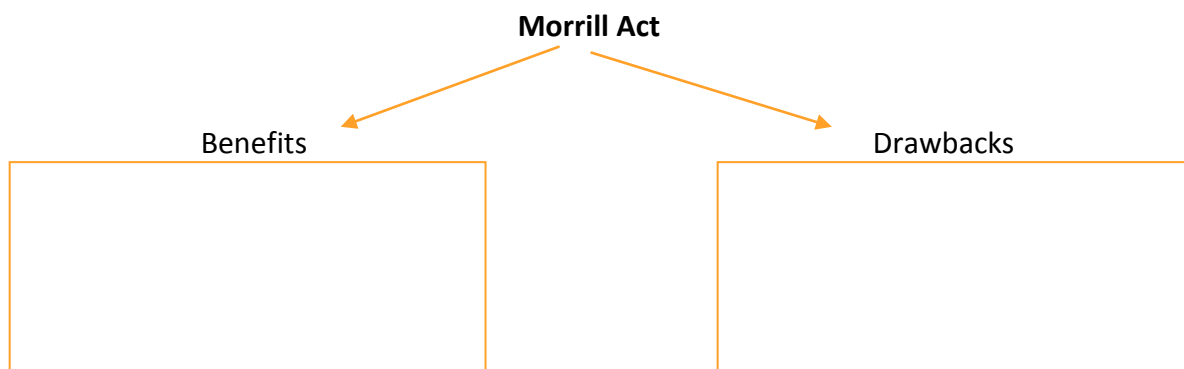
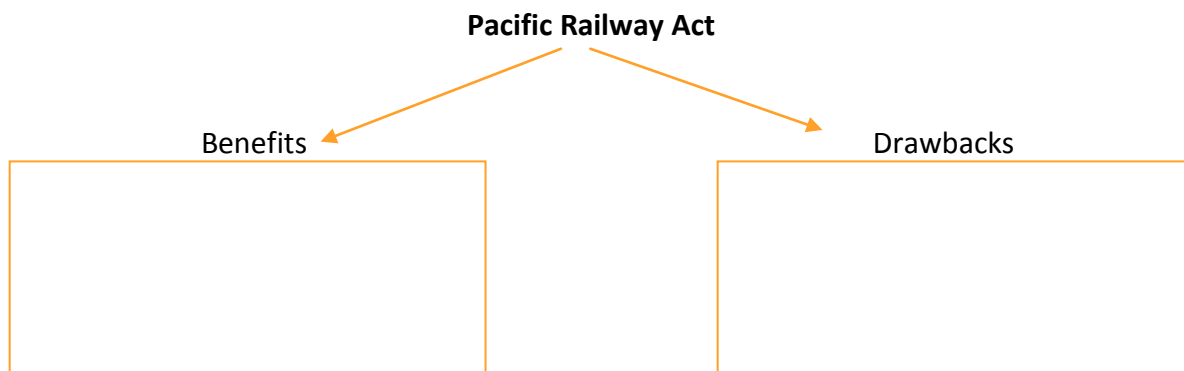
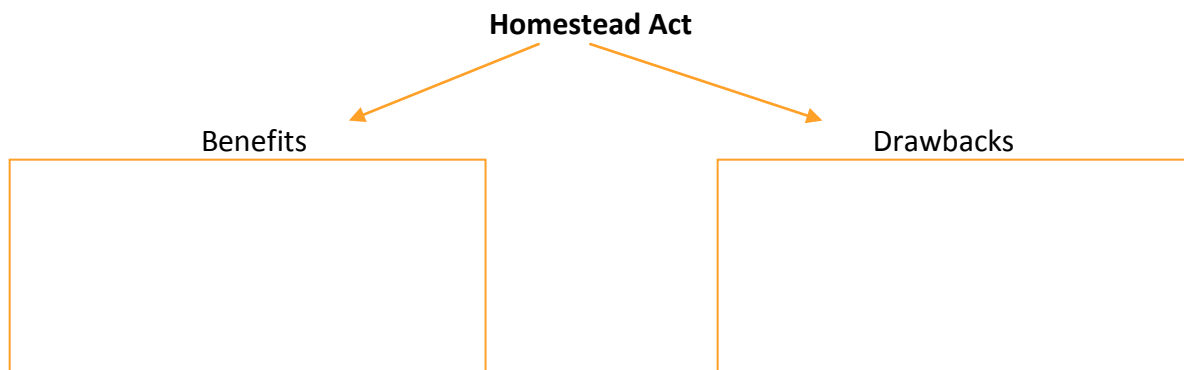
2. What do the photographs tell you?



## Organizing Data 1

The **Homestead Act**, the **Pacific Railway Act**, and the **Morrill Act** were three pieces of federal legislation that had a significant impact on Dakota Territory/North Dakota.

In the following boxes, list two benefits and two drawbacks each for the Homestead Act, the Pacific Railway Act, and the Morrill Act.



### Organizing Data 2

Place each item in the appropriate column.

- aimed toward education
- created the NPRR
- a house was required
- over 17 million acres of public land went to private landowners
- signed into law by President Abraham Lincoln July 1, 1862
- Margaret Renville
- could sell land or build towns on the land
- NDSU
- made public domain available to farmers
- Nelson Nelson
- signed into law by President Abraham Lincoln May 20, 1862
- violated the 1851 Treaty of Fort Laramie
- domestic science
- platted maps
- prepared young people to live and work on farms
- Fargo – 1890
- federal troops were sent to Dakota Territory
- Land Grant Act of 1862
- gave each state 30,000 acres of land per each representative in Congress
- could add land to claims through Timber Culture Act
- 40 sections per mile in Dakota territory
- Teton Dakotas affected significantly
- used about 270 million acres of public land
- signed into law by President Abraham Lincoln July 2, 1862
- contributed to the near-extinction of bison
- state land from public domain used to support a college
- Theodore Roosevelt benefitted from this
- in effect between 1863 and 1976
- agriculture and mechanical arts
- farming was required
- Oliver Dalrymple
- satisfied farmers' demands for land
- agricultural research
- a quarter-section of land
- new varieties of wheat, durum, flax, corn, and fruits and vegetables
- tried to raise money by selling land to immigrants

## Organizing Data 2 (continued)

Homestead Act

Pacific Railway Act

Morrill Act



## Debate/Discussion

A **Discussion Web** is a type of graphic organizer used to help focus attention on facts that support or disagree with a statement in order to draw conclusions through critical thinking. Complete the following **Discussion Web** based on the statement, *The Northern Pacific Railroad benefited all people of Dakota Territory/North Dakota.*

### SUPPORT

1.

2.

3.

List in the appropriate column a minimum of three reasons to either support or disagree the statement below.

**The Northern Pacific Railroad benefited all the people of Dakota Territory/North Dakota.**

### DISAGREE

1.

2.

3.

Discuss your reasons with a partner or small group. From the reasons given, what conclusion did you and your partner or small group arrive at after your discussion?

### Conclusion



### Creative Interpretation

To access a photo/document/map, refer to the topic reading assignment or use the SEARCH feature to enter its name or number.

After reading about the **Homestead Act**, imagine you were an immigrant or someone who would like to begin a new life on a homestead claim. What are some things you would need to consider before undertaking such a task?

Write a personal story to the family you left behind, telling them about the requirements, hardships, personal adversities, etc. you are experiencing.