



HOMESTEAD

A simulation of establishing a frontier farm and community

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BEFORE BEGINNING

PURPOSE

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

Specifically students will experience the following:

Knowledge

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

Skills

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

Attitudes

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

OVERVIEW

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

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

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

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

INITIAL ORGANIZATION

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

OPTIONS

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

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

Emphases

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

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

UNIT TIME CHART

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

TIME SEQUENCE

HOOR 1

OBJECTIVES:

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

MATERIALS:

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

PROCEDURES:

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

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

HOOR 2

OBJECTIVES:

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

MATERIALS:

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

PROCEDURES:

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

1-200	2-350	3-400	4-450	5-500
6-550	7-450	8-400	9-450	10-250
11-550	12-250	13-450	14-600	15-700
16-450	17-550	18-500	19-300	20-550
21-500	22-450	23-300	24-650	25-500
26-600	27-500	28-350	29-450	30-550
31-450	32-500	33-650	34-350	35-350
36-300	37-400	38-450	39-550	40-450
41-400	42-600	43-550	44-350	45-400
46-450	47-350	48-650	49-350	50-400
51-500	52-300	53-350	54-400	55-500
56-450	57-400	58-450	59-500	60-550
61-450	62-400	63-500	64-550	65-300
66-350	67-500	68-600	69-400	70-600
71-600	72-550	73-900	74-650	75-400
76-500	77-600	78-550	79-450	80-450
81-550	82-450	83-550	84-450	85-600
86-550	87-450	88-500	89-600	90-550
91-400	92-500	93-400	94-500	95-350
96-400	97-500	98-450	99-250	100-650

2. Have the students read THE HISTORY OF HOMESTEADING and then briefly discuss the following:
 - a. Why the government would want to give land away (e.g., to protect frontiers, to settle unused land and to allow poor people an opportunity to make a new start)
 - b. Background leading to passage of the Homestead Act of 1862
 - c. Division of land into counties, townships, sections, quarter-sections and acres
 - d. Areas homesteaded in the United States.

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

Hour 3

OBJECTIVES:

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

MATERIALS:

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

PROCEDURES:

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

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

Hour 4

OBJECTIVES:

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

MATERIALS:

Same as Hour 3.

PROCEDURES:

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

Hour 5

OBJECTIVES:

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

MATERIALS:

Same as Hour 3.

PROCEDURES:

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

HOOR 6**OBJECTIVES:**

Same as Hour 3.

MATERIALS:

Same as Hour 3.

PROCEDURES:

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

HOURS 7-8**OBJECTIVES:**

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

MATERIALS:

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

PROCEDURES:

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

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

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

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

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

HOOR 9**OBJECTIVES:**

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

MATERIALS:

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

PROCEDURES:

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

HOOR 10**OBJECTIVES:**

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

MATERIALS:

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

PROCEDURES:

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

amples at the top of the TAX STATEMENTS form.)

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

HOOR 11**OBJECTIVES:**

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

MATERIALS:

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

PROCEDURES:

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

HOOR 12**OBJECTIVES:**

1. The student will read about and discuss

RAILROADS.

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

MATERIALS:

RAILROADS in STUDENT HANDBOOK

PROCEDURES:

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

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

Railroad

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

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

doubled for this year.

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

HOOR 13

OBJECTIVES:

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

MATERIALS:

One class set of HOMESTEAD PRE-POST TESTS

PROCEDURES:

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