



Title: Blizzard of 1888

10/1/2015

Authors	Peg Sheldrick and Cindy Johnson
Grade Level	4
Class Period(s)	* Five short reading/Social Studies lessons * Three indepth blizzard lessons

Adapted from: Area 7 FOYER Prairie Disasters
Stanford History Education Group SHEG.STANFORD.EDU

Nebraska Social Studies Standards

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

Nebraska Science Standard

SC5.4.3 Students will observe and describe the effects of energy changes on Earth.

SC5.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation)

Nebraska Language Arts Standards

LA4.1.6
Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
a. Examine text to determine author's purpose(s) and describe how author's perspective influences text.
f. Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
o. Demonstrate an understanding of text via multiple mediums.

Nebraska Fine and Performing Art Standards

FA5.2.1
Students will use the creative process to make works of art exploring subjects and themes with a variety of materials.
c. Demonstrate the connections between sensory experience and expressing emotion.

FA5.2.3
Students will use the critical process to examine works of art, learning about themselves and cultures.
c. Interpret the message communicated by a work of art, using knowledge of visual elements, subject matter, and mood.
d. Compare personal

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

LA4.2.4

Students will write in multiple modes for a variety of purposes and audiences across disciplines.
c. Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

LA4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

interpretation of a work of art with the interpretations of others.

FA5.2.4

Students will examine contemporary, historical, and cultural context in art and life.

- a. Explore how images and objects are used to convey a story, familiar experience, or connection to the world.

Overview

Building Nebraska and Citizen Responsibility: Prairie Disasters

The lesson plan features:

1. Background information for the teacher on the Blizzard of 1888.
2. Readings that feature primary and secondary historical stories involving cows, horses, dogs and people that were caught in the blizzard of 1888.
3. A song that was written to commemorate the event.
4. A poem that refers to the Blizzard of 1888.
5. The Virtual Capitol website that has an analysis of the Capitol mural that pays tribute to the Blizzard of 1888.

Children will see themselves in relation to Nebraska History showcased in our capitol by learning about what the school children and teachers faced with life threatening danger of The Blizzard of 1888. Children faced adversity and the teachers were inventive and brave.

Big Idea or Theme

People adapt to natural hazards in different ways.

Essential Question/s:

How do people respond when faced with a sudden, life-threatening event?
How does individual responsibility make a difference during a disaster and afterward?
How can community and collaboration make a difference, at the time of a disaster and in the time after?
How can art be a means for us to express our view of a natural event?
How do primary sources about a disaster differ from historical fiction, poetry or textbooks?
Why should we use primary source documents?

Purpose/Rationale

Students will see themselves in the plight of schoolchildren faced by a sudden natural disaster, and consider the value of individual responsibility and community collaboration to survive adversity. On a subtle level, students will encounter objective accounts as well as subjective accounts and artistic expressions of real events.

Key Concepts/Vocabulary

weather- the state of the atmosphere at a place and time as regards heat, dryness, sunshine, wind, rain, etc.

blizzard- a severe snowstorm with high winds and low visibility.

the elements-- the forces of weather, such as wind, rain, snow, sun, and so on

descend--come down from the sky

billow-flap in the wind

frostbite (already in the glossary--use definition on script page 0701_0301)

drought (already in the glossary--use definition on script page 0701_04)

sod- cut up sections of grass and soil held together by the grass roots, used like bricks to build houses on the prairie

recruit-- ask to join

mural-a large scale work of art applied to a wall (already in script 0701_0102)

mosaic-a picture or design made up of small pieces of differing colors (0701_0101)

Venetian glass--shiny glass invented in Venice, Italy, used for art and jewelry

geologist's hammer--tool used by a scientist to break off pieces of rock

cataclysmic-a sudden violent action by nature

Materials

-1888 Snow Storm photos-

<http://ww4.hdnux.com/photos/26/41/12/5903007/3/628x471.jpg>

<http://ww1.hdnux.com/photos/26/41/12/5903008/3/628x471.jpg>

-Sticky notes, Acrylic or cotton yarn long enough for a group to hold, White and blue crepe paper or cloth or ribbon cut for snow and wind

- Minnie Freeman's The Reluctant Folk Hero, ---

- Excerpts from In All Its Fury

-Lyrics to song *Thirteen Were Saved*

-poem by Ted Kooser referring to Minnie Freeman

-Use lessons within Virtual Capitol Tour (VCT)

Curriculum A One-Room School Tour and school room images

-Images of the blizzard and the mural from the capitol found in the Virtual Tour of the Capitol

<http://nebraskavirtualcapitol.org/panos/36>

-Medium for students to take home to create a work of art

-Use images and text with audio from VCT Curriculum Website
<http://curriculum.nebraskavirtualcapitol.org/foyer-building-nebraska-and-civil-responsibility/prairie-disasters/>

Rawding Family Sod House image

-Tableau Role Cards

-Use images and text from VCT Curriculum Website
<http://curriculum.nebraskavirtualcapitol.org/foyer-building-nebraska-and-civil-responsibility/prairie-disasters/>

Objectives

The student will be able to:

1. describe the events of the Blizzard of 1888
2. describe in general the types of weather events and natural disasters that affected prairie life
3. analyze the effect of technology advances in coping with prairie disasters
4. discuss the importance of behaving responsibly in the face of disaster
5. discuss the value of community and collaboration in the face of disaster
6. compare what Jeanne Reynal's mural conveys about a fierce storm with what documentary photography and other primary sources convey

Procedures

Reading SESSION ONE

The text in this section is found in the additional helps section.

1. Establish a context for the lesson by having students discuss personal stories about snow storms. Tell the students that the lesson today will be about a big snow storm a long time ago – 1888. The teacher may want to have students look at images to help with discussion.

(Students read primary and secondary source documents about the Blizzard including journal entries from teachers and students.)

2. Have the students read “Bear Claws the Dog” to review cause and effect with a gradual release of responsibility using Session One Cause and Effect which includes the Think Aloud and Questions to guide students.

Reading SESSION TWO

This session builds on Cause and Effect. All of the texts in this section are found in the additional helps section.

1. Have the students read the story of John Craig from the Omaha World-Herald article “125 years ago today, Blizzard of 1888 ravaged the Plains” by David Hendee. Place a large arrow on the board. Tell the students that on the left of the arrow is the cause and the right of the arrow is the effect. Reread the story and have the students identify the cause and effect from the passage together. The cause is a wave of cold air from the blizzard hit the wooden school house and the effect is that it shook the walls of the school and lifted the floor into the air.

2. Now the students are going to read another passage and determine the cause (still the storm) and the effect (the way that people dealt with the cold and snow from the dangerous storm). Have the students read independently “Blind mare finds the way”. The left side of the arrow is the same as before – the storm but have the students determine the right side of the arrow – the effect. Discuss the correct answer.

3. Have the students independently read “Cow leads the way home”. Have the students independently determine the effect to assess their understanding or Cause and Effect.

Reading SESSION THREE

As another Close Reading activity, have the students use a Venn Diagram to compare and contrast how two different teachers dealt with being trapped at their one room school houses by the storm. Draw two interlocking circles to create a Venn Diagram on the board. Give the students an example of how the diagram is used to compare what is similar to what is different in two stories. Similar facts are placed in the overlap of the circles and differences are placed in the non-overlapping parts of the circles. Have the students read the two stories about teachers Arthur Heywood and Minnie Freeman. The students should then compare and contrast the two stories by filling in the Venn Diagram.

Reading SESSION FOUR

1. Begin the lesson by viewing as a class an introductory animation
<http://curriculum.nebraskavirtualcapitol.org/foyer-building-nebraska-and-civil-responsibility/prairie-disasters/>
2. Share background information about Blizzards in 1888 and now.

Reading SESSION FIVE

Students will read about the Blizzard and create a timeline of the events with significant facts using sticky notes.

3. Read Song Thirteen Were Saved, A Woman's Voice (Ted Kooser's poem in the voice of Minnie Freeman) and A Reluctant Hero (about teacher Minnie Freeman) from Omaha World Herald while rereading to note that there are differences. Discussion about the need for primary source information to have historical accuracy. The song published in 1946 used facts but might not be as accurate. The poem first published in 1986 used historical documents. How do primary sources about a disaster differ from historical fiction, poetry or textbooks? Why should we use primary source documents?
4. Reread again to look closely for the facts about the blizzard and the children who were saved. Students put the facts on sticky notes so they can put them in a timeline to the best of their ability.
5. Students create a production as a collaborative team to recreate the movement (dance, walk, or move) from school to home using cotton or acrylic yarn for a rope. Their goal is to be artistic like the song but accurate in their portrayal using their sticky notes in timeline order. Some students may choose to be part of the sound or special effects, e.g. waving crepe paper for wind and snow, using instruments or vocalizations for storm sounds.
6. Groups will present their Blizzard Presentations to the class as the teacher reads an account of the Blizzard of 1888. Teacher may read the lyrics to the song *Thirteen Were Saved*.
7. Each student or pair will write in their journals a response to the activity and/or mural from our capitol.

Reading SESSION SIX

1. Begin the lesson with A One-Room School Tour
2. Whole class views the images and text. Use the images of 1850 or 60's school room and teachers and students to be created by NET using with text already created in lesson.
3. To set the learning ask: Do you and your brothers or sisters always agree when you tell a story? Give a personal example. (When I was little my brother told my parents I told him to jump from the hay loft into the hay below but I know it was my idea to climb into the hayloft and look down. He was the one who wanted to jump, but he didn't want to get in trouble so he blamed me.)
4. Students read three excerpts from IN ALL ITS FURY. Margaret Malloy Brown who was teaching in Saunders County during the Blizzard of 1888. Her younger siblings' teacher, J. W. Davis, who was a teacher at the time. And her younger sister who was a student during the Blizzard of 1888. You will find the complete text and questions in the additional helps section titled Reading Session Five meets Social Studies Connection.

SESSION SEVEN

1. Compare Blizzard of 1888 mural from capitol with some other images with question: Which of these images makes you feel more like you are in a Blizzard?
2. Students will examine Blizzard of 1888 Prompt for quick write in their journals: Many people have written or created works of art about this event. What is your first reaction to this work? What does this work seem to be about?
In pairs or small groups have students share and compare their personal interpretations of the work of art.
3. Teacher leads discussion:
What colors are in this work of art?
How do those colors impact you or what do you identify those color with – are you warm or cold?
(opinion but most respond cold because the colors are cool)
What would you title this work?

The title of this work is Blizzard of 1888.
 What did the artist do to give you the impression of this difficult time? (made it dark and scary)
 What was this made of? (venetian glass)
 How were the materials applied to give this impact? (gold for the rope, white for the spirit, teacher, and people, the glass makes the work glitter like snow)
 How successful was the artist? (opinion) Why?
 What would you change if you were the artist?
 Is there any way this work can be improved?

4. Students create a simple work of art to express the physical or emotional experience of a weather event.

SESSION EIGHT

1. Students return with their artwork and exchange their artwork with a partner. Then each student talks about what they see in the artwork they have been given.
2. Returning to the image of the Blizzard of 1888 mural, students together hear audio using material on script page with text about mural, then moving to photo and text (no audio).
3. Using the Rawding Family Sod House photo students will speak as a member of the family or personify an animal using the text cards provided in the TABLEAU.
4. Whole class views images and text already described in script pages.
5. Something to Think About class discussion with window. Looking back at Nebraska's past, what would you like about living here in the 1800's? What would you dislike?
6. Students write about the ways that humans adapted to their environment. Did they keep sod houses? (no, we have wood and brick houses now) How did transportation change? (Trains came through bringing more products including the wood for houses and items in the houses. People could get places quicker as transportation changed.) How did farming and agriculture change? (farmers could plant more crops and sell them when the railroads came through) Accept students' responses to

Building Nebraska and Citizen Responsibility as they make connections and conclude their journal writing with their thoughts about living in Nebraska's past.

Assessment

Assess Cause and Effect
 Assess Journal entries
 Assess with Show What You Know Game!
 How Cold Is It?

Extensions

Read Ted Kooser's poems The Blizzard Voices and compare to primary source texts within the lesson.

Look at the storm and how it affected other states.

Chronology of schools' responses to Blizzards/Snow or Ice Forecasts using research skills.

Read Aloud during this timeframe:
 The Children's Blizzard by David Laskin
 The Schoolchildren's Blizzard by Marty Rhodes Figley
 Anna's Blizzard by Alison Hart
 The Rescue by Gordon Korman
 Pioneer Girl by Andrea Warren

This webpage tells how students in Heartland Community School researched the blizzard of 1888 and found a local blizzard hero, Jacob Friesen, and carried out projects to tell his story:

[http://lcweb2.loc.gov/diglib/legacies/loc.afc.afc-
legacies.200003274/default.html](http://lcweb2.loc.gov/diglib/legacies/loc.afc.afc-legacies.200003274/default.html)

Sources

- Virtual Capitol Tour from NET
<http://nebraskavirtualcapitol.org>
- Curriculum Website Blizzard Animation
- Copies of images and stories of Blizzard of 1888: Stories of heroism and tragedy
http://www.omaha.com/news/years-ago-today-blizzard-of-ravaged-the-plains/article_687162f2-ff65-5b26-93a4-10202c338a82.html
- Words and image to Song of the Great Blizzard THIRTEEN WERE SAVED as donated to the Nebraska State Historical Society Pamplet 784.72 FV74t
- Blizzard accounts from Omaha World Herald 125 Years Ago Today, Blizzard of 1888 Ravaged the Plains and Minnie Freeman's The Reluctant Folk Hero
- Historical Thinking Chart from Stanford History Education Group
- A One-Room School Tour from VCT Curriculum
- Blizzard of 1888 Mural and other blizzard images from VCT Curriculum
- Image by Solomon Butcher of Rawding Family Sod House from Public Domain of Wikimedia Commons
https://www.google.com/search?q=public+domain+sod+house+image&espv=2&biw=1600&bih=799&tbm=isch&tbo=u&source=univ&sa=X&ved=0CB0QsARqFQoTCJ6P1_LC28YCFYmViAodYgIOAg#imgsrc=LLaLWp_of45GiM%3A
- Use images and text with audio from VCT Curriculum Website Rawding Family Sod House image
- Use images and text from VCT Curriculum
- Historical Thinking Skills from S.H.E.G.
SHEG.STANFORD.EDU

The next section you will find the ADDITIONAL HELPS SECTION which will provide you with texts needed and lesson worksheets.

Teacher Directions with TEXT

As we read this excerpt from the book
IN ALL ITS FURY we will practice our reading skill
CAUSE and EFFECT.

A cause is why an event happens.

An effect is an event that happens because of a cause.

The CAUSE happens first, but does not always come first in the text.

Bear Claws the Dog

Eunice W. Stabler (Mrs. Geo.), 1124 H. St., Lincoln, Omaha Indian,
tells the story of some of her tribesmen who were overtaken by the
famous blizzard.

During the winter of 1888 a group of Omaha Indians secured
permission to go to the western part of Nebraska for hunting and for
trapping muskrat and beaver. The pelts of these animals gave them
very good returns.

THINK ALOUD: When we read "the pelts of these animals gave
them very good returns" we realize that they chose to go hunting
where they could hunt and trap muskrat and beaver. What **CAUSED** them
to hunt is knowing they would get good returns on the pelts. The
EFFECT is "they went hunting for muskrat and beaver".

The Omahas camped on Beaver Creek, somewhere near Genoa, Nance
county. On the morning of January 12th two of the young men started
out from camp to hunt along the creek. They were Gui-kam, whose
English name was Charley Stabler, and his friend Mon-xpi-axaga, or
Rough Clouds, whose English name was Hewitt. With them was Charley's
dog, Bear Claws.

The day was bright and ideal for hunting. But in the afternoon
the wind changed and it began to snow. The snow was so thick and the
wind so strong that they could not see their way. They decided to
sit under a tree. They were kept busy clearing the snow from the
place where they sat. In a short time the snow was banked high on
all sides. They attempted to make a fire that night but were not
successful.

Rough Clouds was a very tall man, and unusually heavy for an Indian.
The long battle with the wind tired him more than it did his wiry
companion. His exhaustion undoubtedly explains the sad end of his
story.

THINK ALOUD:

The snow CAUSED Charley and Rough Cloud to sit under a tree and keep
clearing away the snow. We refer to the "snow" as the **cause** and the
effect is that they had to sit under a tree and keep clearing away the
snow.

1st ASSIGNMENT with PARTNER:

Read the next two paragraphs together.

CAUSE: Charley heard his dog whining and digging over his head.
What was the EFFECT? (What did Charley do because of the whining and digging over his head?)

CAUSE: Bear Claws heard Charley making noise under the snow.
What was the EFFECT?

Share as a class your answers before going on as partners for the conclusion of the narrative.

The next day they woke to find themselves imprisoned in a hut of ice and snow. The dog, Bear Claws, was missing. Rough Clouds wrapped his robe about him and said to Charley that he was going to have some sleep. He lay down-and never awakened. Charley Stabler did not realize that his friend had died until much later. He spoke to him-and Rough Clouds was silent.

Then Charley knew he must keep himself awake. He rubbed his body and stamped his feet. He had nothing to eat or drink, and he could not break his way out. About noon on the 15th he heard his dog whining and digging over his head. He called to the dog and Bear Claws dug frantically. Between them they finally broke the crust of snow and made a small hole through which Charley made his way out. It was the first time he had seen daylight since the storm began.

2nd Assignment with Partner: Read last three paragraphs of the story and the note from the author while noting Cause and Effect.

CAUSE: Charley was weak and too chilled to stand up.
What was the EFFECT?

CAUSE: Charley sees a dim light.
What was the EFFECT?

CAUSE:
EFFECT: The farmer and his family came to see what made the noise and found Charley.

What did the tracks in the snow around Rough Clouds mean? What did the people conclude about Bear Claws?

How did Charley want people to treat his dog Bear Claws?

What did Bear Claws do that caused Charley to live?
CAUSE:

EFFECT: Charley lived.

Leaving his dead comrade, he tried to return to the camp, Bear Claws leading the way. He found himself too weak and chilled to stand, so he got down on his hands and knees and crawled. In the far distance he could see a dim light and he made his way toward that. The snow was very deep and it was hard going. Bear Claws stayed beside him, seeming to try to encourage him. It was almost dark when they finally reached a farmhouse. Charley tried to knock on the door, but only fell against it. The white farmer and his family came to see what made the noise and found Charley Stabler, exhausted and with frozen hands and feet, lying at the door.

They took him in and cared for him, placing him in a cool room and rubbing his body with kerosene, doing all they could to relieve him. Meanwhile, Bear Claws went on to the Omaha's camp where he whined and whimpered until some of the men followed him and he lead them straight to the farmhouse. Then Charley learned that all the men from the camp, and the white farmers in the neighborhood, had been out searching for him and Rough Clouds. But only the faithful dog knew where to look for them.

The next day Bear Claws lead them again to the spot where Rough Clouds' body lay. Tracks in the snow showed that the dog had made many trips back and forth, trying to bring help to his master and friend.

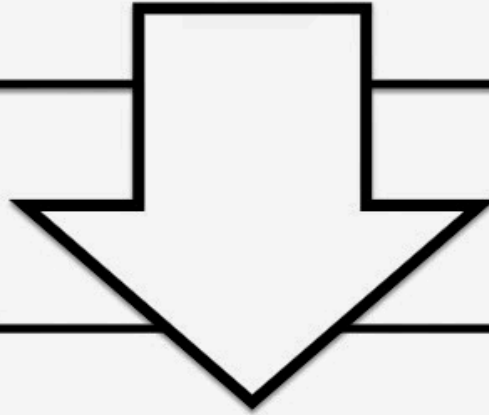
"I lived near Charley Stabler in my childhood," says Mrs. Stabler, "and heard him tell this experience many times. He died in 1910. Bear Claws lived to a ripe old age, dying about 1896 or later. Charley always insisted that we children must be good to Bear Claws because he saved his life. The dates and places mentioned were verified by my brother-in-law, Roy D. Stabler, Winnebago, Nebraska, and now (1946) 70 years of age."

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by W.H. O'Gara, 1947, pages 70-71.

GAUSE & EFFECT

Organizer

GAUSE



EFFECT

©JEN BRADSHAW (TEACHER KARMA)

Student Handout

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Reading Session 1 on Cause and Effect
C Johnson



Blizzard of 1888

John Craig

John Craig was a 7-year-old farm boy who lived nine miles southeast of Leigh, Neb. He was in a country school when the cataclysmic cold front dropped in about 2 p.m. He later wrote:

"With the suddenness of a clap of thunder, the sheer front of the blizzard crashed against the schoolhouse like a tidal wave, shaking the wooden frame building and almost lifting it from its foundation."

Blind mare finds the way

Theodore Peterson of Oakland, Neb., had been to the mill at Lyons to grind wheat for flour when he was caught in the storm. He was driving a wagon hitched to an old blind mare and another horse. The blind horse had been over the road many times without seeing it, so Peterson loosened the reins and let her find the way home.

Cow leads the way home

A girl named Mary was out with the family cows in an Antelope County, Neb., field of corn stubble.

One of the old cows led the herd, and when it was time to take the cattle in, Mary would hold the old cow's tail to walk home and the others would follow. The old cow started for home when the blinding storm hit. Mary grabbed the tail and was safely guided home.

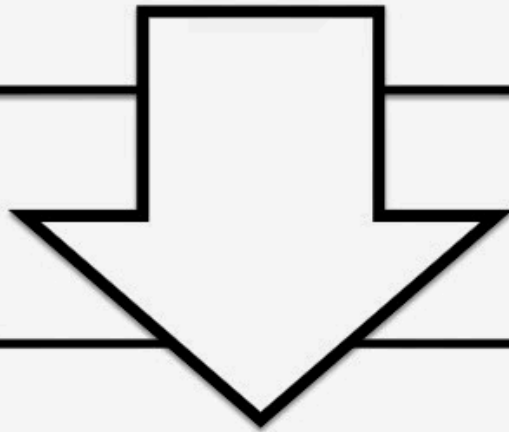
Source: "125 years ago today, Blizzard of 1888 ravaged the Plains", *Omaha World-Herald*, January 12, 2013.

http://www.omaha.com/news/years-ago-today-blizzard-of-ravaged-the-plains/article_687162f2-ff65-5b26-93a4-10202c338a82.html

GAUSE & EFFECT

Organizer

GAUSE



EFFECT

©JEN BRADSHAW (TEACHER KARMA)

Arthur Heywood

A PIONEER TEACHER

Just a little about the blizzard of 1888. On January 12, my brother Arthur P. Heywood, now a lawyer at Helena Montana, and 69 years of age, was then teaching school in Dixon county Nebraska, near Emerson. He had a large school in a Swedish neighborhood. One boy going to school was nearly 21, several ranged from 16 to 20, besides all the smaller boys and girls.

The day of the blizzard my brother saw we were going to have a storm so he sent the older boys to prepare for it by getting in coal and kindling. When the storm got bad two of the girls wanted to go home.

Brother Arthur said to the older boys, "You keep the children all in. I will take these two girls around the corner of the schoolhouse and run into the largest drifts I can find. They will be glad to get back into shelter."

He did so and the girls were glad to return, as it was difficult to even get back to the schoolhouse. They stayed in the building all night, making beds for the smaller ones on the seats, using their wraps. Nearly all had something left in their dinner buckets from the noon lunch, which they gave to the smaller ones. As soon as the storm was over in the morning the parents came to get the children. Of course, Arthur was a wonderful teacher in all their eyes, as, if he had let any of them start home, they would have perished in the storm.

Mrs. Sterling Epler (niece of Arthur P. Heywood)

*Source: Nebraska State Historical Society, #921/R99 Ep5h J.
Sterling Epler, Tecumseh, Nebraska (Letter sent to Historical Society on September 5, 1938)*

Minnie Freeman

A reluctant folk hero

Minnie Freeman was a reluctant folk hero.

Freeman's actions quickly symbolized the countless acts of bravery that surfaced in the wake of the Blizzard of 1888, despite her attempts to dismiss national acclaim for leading her pupils to safety when the storm struck central Nebraska. A musician composed "Thirteen Were Saved," a song honoring "Nebraska's Fearless Maid." She received more than 80 marriage proposals. The State Education Board gave her a gold medal. A wax bust of Freeman was exhibited across the nation. Accounts vary of how many children were in Freeman's sod schoolhouse at Mira Valley near Ord. Some say 13, others 17. A few say 16.

Newspaper accounts detailed Freeman's matter-of-fact explanation of what happened during the storm:

"I took a ball of stout twine I had in my desk and tied the children together, fastened one end to my arm and waited for an opportunity. Then the roof blew off. We started. It was about three-quarters of a mile to the nearest house, and the wind blew in our face ... but we finally got through. I really do not think I am deserving of so much credit."

The youngest student was 5. Freeman described the journey:

"I told them we would all have to stick together. If anyone was to stop to rub cold hands, all would stop. We went two by two, with strict orders to keep hold of the one just ahead."

Freeman said that walking into the wind toward the farmhouse where she boarded kept her from wandering off course. Visibility was four or five feet.

"Somehow or other we managed to struggle to that house, where hay was put on the floors, covers brought out and all the children taken care of for the night. Parents were desperate. They thought all had perished. When they found all were saved, they called it providential. It must have been because not far away a farmer froze to death trying to get to his house from the barn only 150 feet away."

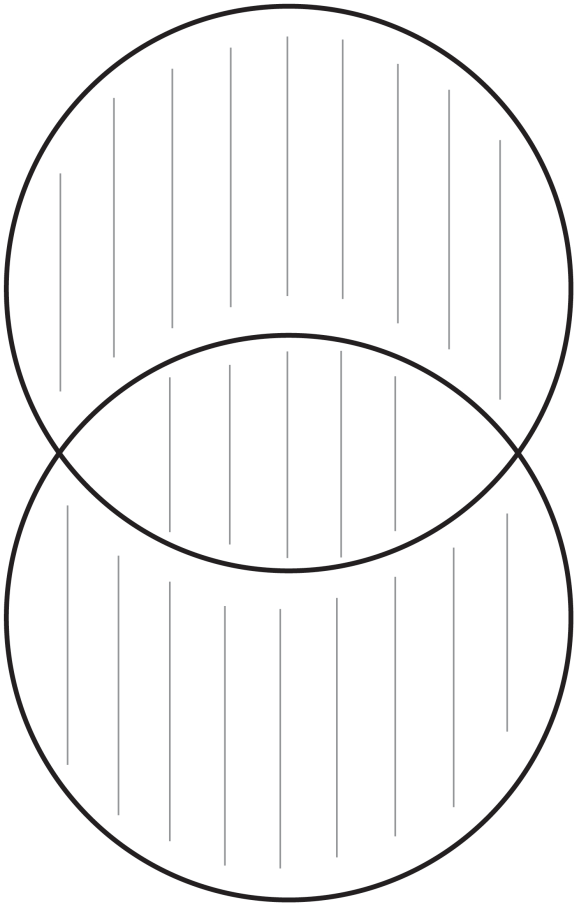
Three years later, Freeman married farmer Edgar Penney. They had two sons, and she was politically and socially active. According to obituaries, she was Nebraska's first Republican national committeewoman, first president of the Nebraska American Legion Auxiliary, an officer of the Nebraska League of Women Voters, president of the Nebraska Federation of Women's Clubs and a member of the committee that selected a new state seal. The Penneys kept their legal residence in Fullerton, Neb., after moving to Chicago in about 1923. Penney was president of a chemical company.

Source: "125 years ago today, Blizzard of 1888 ravaged the Plains", *Omaha World-Herald*, January 12, 2013.

http://www.omaha.com/news/years-ago-today-blizzard-of-ravaged-the-plains/article_687162f2-ff65-5b26-93a4-10202c338a82.html

Similarities & Differences

Title: _____



Background information for the teacher and students:

Blizzards are classified in the broad category of natural hazards. The storms are natural in the sense that they are caused by nature and a hazard in terms that they can cause damage to people, property and our surroundings. How people view natural hazards has a major impact on how people prepare and respond. While all storms should be taken seriously, everyone has had different experiences with storms. Students and teachers alike may have found the unexpected winter storm to result in an unscheduled day off from school. Students need to realize that the situation was very different in 1888. The table below compares and contrasts some of the differences.

1888	Today
Many small prairie school houses not equipped for a major storm "Sometimes the building was made of sod, and equipped with homemade benches and there were many small framed schoolhouses; at the time of the storm there were many small frame schoolhouses, some of which had been left unplastered, and all of them offered but meager protection against penetrating winds." <i>In All Its Fury</i> , page 41	Solid buildings that can withstand most wind from blizzards
What was used to heat a home or school was very different than today. "The buildings were heated by stoves and the fuel might be coal, wood, cobs, or even hay." <i>In All Its Fury</i> , page 41	Most schools are centrally heated by oil, electricity or natural gas.
Schools did not offer a hot lunch. "All, except those who lived near the schoolhouse, carried a cold lunch and drank from a common cup which hung beside the water pail. Often the water had to be brought from the nearest farmstead." <i>In All Its Fury</i> , page 41	Some students eat the school hot lunch and others may bring their lunch from home. Water however usually comes out of a faucet or drinking fountain.
There wasn't any advanced warning system that helped people prepare for a storm. People could just look to the sky and make note of changes in the wind and temperature. The fastest communication system that was widely available at the time was the telegraph. The blizzard struck in the middle of the day while many students were at school.	Satellites in space, radar systems on the ground scientific instruments and computers help meteorologists to predict the path and intensity of storms. Communication systems like cell phones, televisions, radios and the internet help meteorologists tell people about the approaching weather dangers.
People learned about what happened from newspapers, magazines, telegraph or from stories that were told from one person to another. "Due to the difficulties of communication in rural communities, which difficulties were greatly increased by the storm, newspaper reports of such experiences were not always accurate. The newsgatherer reported such facts as were obtainable and omitted, or supplied, others. In a single issue of a daily paper we may find three or four spellings of the same name, and no two versions of these stories are alike." <i>In All Its Fury</i> , page 45	Global communications now allow people to almost instantly see what is happening around the world. The internet connects places that used to be remote. Even with today's technology, news stories sometimes have errors.

Background information on Blizzards for Reading Lesson Four with Social Studies Connections to Historical Thinking

Song of the Great Blizzard 1888

Thirteen Were Saved or Nebraska's Fearless Maid

Song lyrics by William Vincent
Published by Lyon and Healy, Chicago

This song of Nebraska's great blizzard told in song was owned by the late Mr. George Rieshers of Humboldt and Falls City, Nebraska was sent to the State Historical Society by his daughter, Mrs. T.L. Davies, Sr., Falls City, Nebraska in June of 1946.

A little schoolhouse stood alone,
Upon a prairie bare;
And thirteen little children came,
One winter morning fair;
But awful storm-clouds suddenly
Obscured the sun and sky,
And terror filled each little heart,
And tears came in the eye.

Refrain: Oh "thirteen were saved" the "plucky little maid,"

Swiftly came the rushing noise,
As swiftly came the snow,
All hidden from the landscape then,
They knew not where to go;
The brave girl gathered them about,
And prayed to God for aid,
Then quick as thought from simple cord,
A band of union made.

Refrain: Oh "thirteen were saved" the "plucky little maid,"

Then waiting shiv'ring by the fire,
A moment of suspense,
When with a crash, the house gave way,
And they had no defense;
Then forth into the blinding storm,
She lead them bravely out,
One carried in her gentle arms,
All cheered by word and shout.

Refrain: Oh "thirteen were saved" the "plucky little maid,"

The snow grew deep, the path was lost,
O God, what dreaded fate!
Her voice ran out, "Come on! Come on!
Cheer up 'tis not too late,"
A few steps more the house is gained,
The farmer opes the door,
In gratitude they kneel in prayer,
Upon that farmhouse floor.

Refrain: Oh "thirteen were saved" the "plucky little maid,"

The teacher's task was nobly done,
May lasting be her fame;
Inscribed among the glorious deeds,
Shall live her cherish'd name;
In many homes that awful night,
Were many souls who prayed,

And blessings asked for that brave girl,
Nebraska's fearless maid.

Refrain: Oh "thirteen were saved" the "plucky little maid,"

Thus flashed the joyous news o'er city town and glade,
Bravely into the storm,
She led the brave thirteen,
God bless the fearless maid,
Nebraska's heroine.

Reading Session Four - Close Reading Comparing Primary Sources to Songs and Poems

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A Woman's Voice

I was embarrassed all right!
Of all the children saved,
and there were many, they chose
my school to make a story of.
Besides, the papers, looking
for romance, wrote of a man,
supposed to be my fiancé,
that I hardly knew. The *Bee*,
our paper there in Ord,
sold pictures of the school
for a dollar apiece.
and people from everywhere
sent me letters and cards
and told me their troubles.

Source: "The Blizzard Voices", poem 22, *Ted Kooser*, 1986, 2006.

Timeline...for Blizzard Presentations

Read, compare, contrast and create a time line of the Blizzard of 1888 on sticky notes (this will make it easier to move the facts around as you find them). Use the Omaha World Herald article on January 12, 2013: **125 Years Ago Today, Blizzard of 1888** by David Hendee and **Reluctant Folk Hero** by Minnie Freeman, as well as the lyrics from **Thirteen Were Saved** by William Vincent.

Students read and reread the three (or more) accounts and note significant events on sticky notes then place them in order or the events.

Example of sticky notes and order of facts:

1. Thursday, January 12, 1888 a fierce blizzard slashed across the Great Plains for 12-18 hours.	2. Children went to school on January 12 th .	3. At noon students played outside.
4. By 2 pm the temperature fell to -30 to -40 degrees. Some reported a clap of thunder.	5. Teacher took a ball of stout twine from her desk and tied the students together.	6. Roof blew off.
7. The group started toward the nearest house which was $\frac{3}{4}$ mile away with wind blowing in their faces and visibility of 4 to 5 feet.	8. Stuck together two by two and were told to hold on to the one just ahead of you.	9. The group made it to the farmhouse.

Collaborate with your group using the information from the timeline lesson to create a presentation of the Blizzard of 1888.

You will need: a student who plays the teacher

13 students (or fewer if you need to)

sound technicians

and special effects.

The leader (playing the teacher) ties the gold yarn around her and the students two by two, while holding on to just the one in front. Groups move or dance together as if going against the wind with very little visibility. Some students may move ribbon or crepe paper streamers around them to show the blizzard. Others may make the sounds of the blizzard or create special effects as appropriate. If group dynamics allow create the opportunity for students to be part of the experience and view it both. Compare the presentations noting artistic expression as a class discussion.

Reading Session Five Historical Thinking

Directions: The following activity utilizes Close Reading skills developed by the Stanford History Education Group (<https://sheg.stanford.edu/rh>)

Read the text first to get the general idea:

I was teaching that winter in what was known as the Tawney school in Saunders county, about five miles southwest of Cedar Bluffs. I was boarding with the Phil Scott family.

It was a lovely winter morning. A few inches of snow lay on the ground and there was not a breath of air stirring. The walk to school was very enjoyable with hoar frost thick on every shrub and tree. Even the weeds hid their identity in crystal garments and did their part to create a scene of fairy-like beauty. The world seemed a wonderful place in which to live at that time, and there was no warning of what the day was to bring forth.

The attendance at school was small – six pupils, representing four grades. Three of them belonged to the Tawney family. Before noon the sky became overcast and large, feathery flakes of snow began to fall. The snow was still falling when, about three o'clock, we were startled by a noise like that of a rapidly approaching train. This was followed immediately by the fury of the storm, accompanied by a wind that shook the building and rattled windows. I went to the north window but there was nothing to see but the pelting snow against the pane; then to the door, but there was nothing there but a dense cloud of madly whirling snow. The room had grown dark and the children were frightened. I gave my attention to them and their fears.

We were sitting around the fire, talking, when Phil Scott arrived with his sleigh and took us all aboard. We huddled close together, and were soon on our way. It seemed a never-ending trip but in reality it could not have been much more than half an hour. Sometimes we would catch a dim outline of the team, sometimes only their tails, then nothing at all of them and only a faint outline of one another. The storm came from the northwest, but it seemed to come from every direction. No matter which way we turned there was no relief from the blinding, pelting, stinging snow. It was Nature at her worst, seemingly bent on destruction.

We had not gone far when Mr. Scott realized that he was lost, familiar with the road though he was. After an indefinite time spent in wandering about we were overjoyed when we ran into a building which proved to be a farm house near the schoolhouse. We were back, almost, to where we started.

The children and I lost no time in getting out of the sleigh but Mr. Scott decided to try again and that time he reached his home safely. It was arranged that the rest of us should remain at the farmhouse and we all gathered around the stove, grateful for heat and safety. Soon Mr. Tawney came in. He was an elder brother of the three Tawney children, and later he became U.S. Senator from Minnesota. He was greatly relieved when he found us all safe and decided to remain there until the storm was over.

The early evening passed pleasantly enough but the night was tiresome for the children who dozed intermittently. We all longed for daylight as the storm raged on.

At dawn there was a sudden lull and peace descended upon the world. Mr. Tawney took his young charges home; the parents of the other children came soon afterward and, amid smiles and sobs of relief at finding them safe, bundled them into wraps and hustled them home to breakfast and to bed.

My experience in the storm seems insignificant as compared with that of my brothers and sisters and two companions who spent the night huddled in a snowdrift in an open field with only an upturned sleigh and a few blankets for protection.

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by Margaret Malloy Brown, 1947, pages 249-250.

Read text again to discover:

Who wrote this? Margaret Malloy Brown a teacher in Saunders County in 1888.

What is the author's perspective? She was a teacher.

Would you consider this fact or opinion? I think she is giving both facts and opinions. Her descriptions of the beauty are her opinion. Her facts were those about who helped, where they went, etc. Why? The facts can be verified by others who experienced. The opinions are how she felt about the weather because others might not agree with her.

When was it written? When she was looking back later in her life.

What were the circumstances in which the document was created? It was written for the book *IN ALL ITS FURY*.

Now read the text of another teacher:

I was teaching in district No. 91, Saunders county, five miles west of Cedar Bluffs, at the time of the blizzard. We were having a late recess, and it was about three o'clock when I looked off toward the northwest and saw a huge cloud of snow coming with a heavy gale. There were sixty-one pupils enrolled in our little one-room school. The building was heated by two stoves.

Seeing the approaching storm, I picked up my hand bell and ran out around the outbuildings to be sure that every child got in. I called school to order just as the storm struck and found that all the pupils were safe inside.

The day had been calm and beautiful up to that hour. There were several inches of snow on the ground. Now the weather turned very cold and the roaring wind picked up the snow and developed it into a regular blizzard. Parents hitched to their sleds and wagons and very soon commenced to make their way to the schoolhouse. All the children were soon on their way home, some accompanying other families home for the night. Two of the boys left on foot – Ed Malloy and another boy. Each had about a mile to go, but both made it safely.

After all the pupils had left the building I faced the storm for about a mile, to reach my boarding place at the home of Ben S. Williams. I followed a wire fence all the way and reached the farm, which was on the edge of the Platte bottom.

I was uneasy all the evening and told the family I did not believe any living person could stay out all night in that storm. I got up before daylight next morning and found it quiet and clear, but very cold. I made my way to the schoolhouse, arriving there about daylight. I started a fire and soon had smoke rolling from the chimney.

About this time a man came riding across the field to tell me that the Malloy children had not arrived home the night before. A sensation came over that I'll never forget, and tears ran down my cheeks as I put on more fuel.

Six Malloy children, the children of Mr. and Mrs. Joe Malloy, with Lillian Dixon and George Dubois, had left the schoolhouse in a bobsled drawn by a team of mules. The Malloy children were Anna, Emma, Rose, Ed, Joe and John. George Dubois was driving the team. They had only a half-mile to go south, then the same distance west to where there was a correction line on the township corner.

We learned afterward that the mules left the road and kept on going south, going into a cornfield. They wandered around until about dark. The older boys realized that they could not stay out in the open all night, so they unhitched the mules and turned them loose. Then they turned the bobsled over and putting the smaller children in the center, they huddled close together under a big blanket and spent the night there. The snow completely covered the sled, which probably saved their lives.

When daylight came they kicked their way out of the snow and found that they were only a short distance from the Pat Shanahan home. They all ran over to the house, except George Dubois, who was badly frozen and had to be helped. The sides of his hands were badly frozen, and they were always scarred and crippled from the injury.

As soon as I heard that the children were not accounted for, I hurried back to my boarding place to saddle my pony and start out looking for them. I rode back to the schoolhouse and then learned that they were safe at Shanahan's. There was great rejoicing in the neighborhood when this word got around.

The mules were found the next day. One was frozen to death and the other so badly frozen it had to be shot.

I taught in this school four years and I still have the old brass hand bell with which I used to call them together.

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by J. W. Davis, 1947, pages 292-293.

Who wrote this? J. W. Davis a teacher in Saunders County in 1888.

What is the author's perspective? He was a teacher.

Would you consider this fact or opinion? I think he is giving more facts and some opinion. His facts were those about what happened, who helped, where they went, etc. Why? The facts can be verified by others who experienced.

When was it written? When he was looking back later in his life.

What were the circumstances in which the document was created? It was written for the book *IN ALL ITS FURY*.

Read both texts from a teachers point of view again and notice details of the passages that connect:

What is the first thing that jumps out at you when comparing them? Why?

What's the next thing you notice? Are these two texts connected? How?

Do they seem to be saying *different* things?

What seems important to each of them? Why?

Are the authors trying to convince us of something? What? How do you know?

What bias or point of view do you notice?

How does the document's language indicate the author's perspective?

Did the circumstances in which the document was created affect its content?

Read the third text to see how it connects with the two teachers narratives:

I recall what a beautiful morning it was, that day of the storm. We were in school, about a mile and a quarter northeast of my father's home, when the storm struck, about three o'clock. About twenty minutes later, George Dubois, who lived at our

place, came for us with a sled and a team of mules. Besides George and myself there were my three brothers and two sisters, and a neighbor girl, named Lillian Dixon, who started home in the sled. It was literally true that one could not see his hand at arm's length before his face. The mules went with the storm and soon we were completely lost.

George and the boys finally tipped the sled over and with the endgate made a leaning shelter. We huddled under it, in a circle, with a blanket over our heads. Rose was the baby of the group and we laid her across our laps, for better protection. We were soon drifted over with snow. It was bitterly cold and we did not expect to survive the night. We tried to cheer each other during the night, as we prayed and longed for daylight.

At the first sign of dawn we emerged, hardly able to walk, and staggered to Pat Shanahan's home, just a short distance away. If we could only have known we were so near! They gave us first aid, treating frozen fingers and toes. I remember that they had to cut his heavy felt boots from George Dubois' feet. We were there under the snow from about four in the afternoon until daylight the next morning.

In the meantime, our parents had spent a sleepless night. Father himself got lost, looking for us, and wondered with his team until midnight when he finally got back home. As soon as it was light enough to see next morning he went to Grandfather's place and then to the schoolhouse, looking for us. At the schoolhouse he found the teacher, Mr. J.W. Davis, who had been worrying about his pupils and so came very early to start a fire. My father, broken-hearted, retraced his way to the crossroads and then guessing that the mules had gone with the storm, he followed that direction. Pat Shanahan saw him coming and ran to meet him and tell him we were safe. I can never forget the look on my father's face as he clasped us in his arms, tears of joy running down his face.

The mules were found next day. One was frozen to death and the other had to be shot. None of us suffered serious injury from the experience, but a heavy snowstorm always brings it back to me.

My husband, Frank Dinesia, was in school near Pender. Seventeen pupils from the school and the six members of the family spent that night in the Dinesia home. His father's name was Noah and after that the neighbors referred to their home as "Noah's Ark".

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by Mrs. Anna Malloy Dinesia, 1947, pages 293-294.

In what facts do the three documents agree?

What else do you notice?

How does individual responsibility make a difference during disasters and the aftermath?

If the blizzard happened today we would know the storm was coming because of our advanced technology. How else would our technology have changed these stories?

What do you notice about how people behaved in the face of this disaster?

How did the community collaborate in the face of disaster?

Why was it so important during the blizzard to behave responsibly?

How do primary sources about a disaster differ from historical fiction, poetry, song, or textbooks?

Why should we use primary source documents?

Source: <https://sheg.stanford.edu/r/h>

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by Margaret Malloy Brown, pages 249-250; and by J. W. Davis, pages 292-293; and by Mrs. Anna Malloy Dinesia, pages 293-295.

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What is the author's perspective?

Would you consider this fact or opinion? Why?

When was it written?

What were the circumstances in which the document was created?

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After all the pupils had left the building I faced the storm for about a mile, to reach my boarding place at the home of Ben S. Williams. I followed a wire fence all the way and reached the farm, which was on the edge of the Platte bottom.

I was uneasy all the evening and told the family I did not believe any living person could stay out all night in that storm. I got up before daylight next morning and found it quiet and clear, but very cold. I made my way to the schoolhouse, arriving there about daylight. I started a fire and soon had smoke rolling from the chimney.

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Who wrote this? .

What is the author's perspective?

Would you consider this fact or opinion?

Why?

When was it written?

What were the circumstances in which the document was created?

Read both texts from a teachers point of view again and notice details of the passages that connect:

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Do they seem to be saying *different* things?

What seems important to each of them? Why?

Are the authors trying to convince us of something? What? How do you know?

What bias or point of view do you notice?

How does the document's language indicate the author's perspective?

Did the circumstances in which the document was created affect its content?

Read the third text to see how it connects with the two teachers narratives:

I recall what a beautiful morning it was, that day of the storm. We were in school, about a mile and a quarter northeast of my father's home, when the storm struck, about three o'clock. About twenty minutes later, George Dubois, who lived at our

place, came for us with a sled and a team of mules. Besides George and myself there were my three brothers and two sisters, and a neighbor girl, named Lillian Dixon, who started home in the sled. It was literally true that one could not see his hand at arm's length before his face. The mules went with the storm and soon we were completely lost.

George and the boys finally tipped the sled over and with the endgate made a leaning shelter. We huddled under it, in a circle, with a blanket over our heads. Rose was the baby of the group and we laid her across our laps, for better protection. We were soon drifted over with snow. It was bitterly cold and we did not expect to survive the night. We tried to cheer each other during the night, as we prayed and longed for daylight.

At the first sign of dawn we emerged, hardly able to walk, and staggered to Pat Shanahan's home, just a short distance away. If we could only have known we were so near! They gave us first aid, treating frozen fingers and toes. I remember that they had to cut his heavy felt boots from George Dubois' feet. We were there under the snow from about four in the afternoon until daylight the next morning.

In the meantime, our parents had spent a sleepless night. Father himself got lost, looking for us, and wondered with his team until midnight when he finally got back home. As soon as it was light enough to see next morning he went to Grandfather's place and then to the schoolhouse, looking for us. At the schoolhouse he found the teacher, Mr. J.W. Davis, who had been worrying about his pupils and so came very early to start a fire. My father, broken-hearted, retraced his way to the crossroads and then guessing that the mules had gone with the storm, he followed that direction. Pat Shanahan saw him coming and ran to meet him and tell him we were safe. I can never forget the look on my father's face as he clasped us in his arms, tears of joy running down his face.

The mules were found next day. One was frozen to death and the other had to be shot. None of us suffered serious injury from the experience, but a heavy snowstorm always brings it back to me.

My husband, Frank Dinesia, was in school near Pender. Seventeen pupils from the school and the six members of the family spent that night in the Dinesia home. His father's name was Noah and after that the neighbors referred to their home as "Noah's Ark".

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by Mrs. Anna Malloy Dinesia, 1947, pages 293-294.

In what facts do the three documents agree?

What else do you notice?

How does individual responsibility make a difference during disasters and the aftermath?

If the blizzard happened today we would know the storm was coming because of our advanced technology. How else would our technology have changed these stories?

What do you notice about how people behaved in the face of this disaster?

How did the community collaborate in the face of disaster?

Why was it so important during the blizzard to behave responsibly?

How do primary sources about a disaster differ from historical fiction, poetry, song, or textbooks?

Why should we use primary source documents?

Source: <https://sheg.stanford.edu/rh>

Source: *In All Its Fury: A History of the Blizzard of January 12, 1888*, by Margaret Malloy Brown, pages 249-250; and by J. W. Davis, pages 292-293; and by Mrs. Anna Malloy Dinesia, pages 293-295.

The Blizzard of '88
Student Art Work Assignment and Follow Up Discussion

Materials needed: Medium for students to take home to create a work of art--e.g., regular paper, paper with torn edges, foam core, art board, card board, or any medium easy to obtain. (Keeping the dimensions to 8.5"x11" or less will give the student room to work but not so much space as to be intimidating.)

In this activity, students create a simple work of art to express the physical or emotional experience of a weather event, which they will later share in pairs. (Each will look at his/her partner's artwork and interpret the events/sensations/emotions/experience it conveys to him or her.)

Procedure

1. Distribute the medium for the work of art each student will create.

2. Help the students understand the assignment:

The art should be done in two or three colors (like Jeanne Reynal's mural of the blizzard).

The art should express the sensations, emotions, and/or other details of a major weather event the student experienced.

The art should express rather than represent the subject.

The activity can take place during the school day or as a take home assignment.

Designs can be created with markers, crayons, chalk, glued-on pieces of paper or tissue, or whatever is easily available and reasonable for your students to use.

If students need help when it is time to discuss the artworks, offer these as discussion questions:

1. What do you think this artwork is about? What story does it tell you?
2. What physical feelings do you think the artist is expressing?
3. What emotions do you think the artist is expressing?
4. How can art be a means for us to express our view of a natural event?

Social Studies/ART SESSION TWO and THREE Assignment/Procedure and Discussion
P. Sheldrick and C. Johnson



TABLEAU Cards for use with Rawding Family Sod House Photo

<p>Tableau Project sod house image. Assign or choose parts. Pass out role cards. Students freeze in position then in order "come to life" with the words and actions on their card. Feel free to let children adapt actions & words.</p>	<p>1. Grandpa (pointing to the house) "There weren't enough trees so we made the house from sod."</p>	<p>2. Dad (nodding his head) "We built this from sod. Sod keeps us cool in summer and warm in winter."</p>	<p>3. Mom (hugging her arms) "The walls are thick to keep out the wind."</p>
<p>4. Canary Singing (flapping wings) "tweet, tweet"</p>	<p>5. Girl (batting at flies) "I hate all the insects and snakes."</p>	<p>6. Grandma (putting her hand to her forehead) "Remember when the grass hoppers ate everything in sight."</p>	<p>7. Baby Cries (rubbing eyes) "waaa, waaa"</p>
<p>8. Cow (chewing cud) "I hope we don't have another drought. They almost had to sell the place."</p>	<p>9. Horse (looking side to side) "I'm afraid of prairie fires."</p>	<p>10. Aunt (putting hand to heart) "There aren't many people around us. I feel so isolated."</p>	<p>11. Uncle (scratching his head) "How can we be prepared for all this extreme weather in Nebraska?"</p>
<p>12. Boy (shaking his fist) "By the time I grow up the railroad will come and we will get better things to build with."</p>	<p>13. Older Boy (stamping foot) "We will figure out better ways to get water to our crops and fight insects too."</p>	<p>14. Older Girl (clasping her hands together) "When more people move here we will be a community and fight fires together."</p>	<p>15. Pig (shaking head) "NO matter what you do there will still be storms. Nebraska will be weather proof when PIGS FLY."</p>

Social Studes/ART Session Three Tableau for Rawding Family Sod House Photo
P. Sheldrick and C. Johnson