

# PRE-1500

## NEBRASKA'S FIRST FARMERS

### ACTIVITIES

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former History Department Chair,  
Omaha Burke High School*

	<b>GRADE LEVEL</b>	<b>PAGE</b>
<b>1. Farming Begins:</b> Discussion	4 <sup>th</sup> - 8 <sup>th</sup>	2
<b>2. Weapons:</b> Artifact Analysis	4 <sup>th</sup> - 8 <sup>th</sup>	4
<b>3. Crow Creek:</b> Writing	4 <sup>th</sup> - 8 <sup>th</sup>	6
<b>4. Migration:</b> Discussion	4 <sup>th</sup> - 8 <sup>th</sup>	8
<b>5. Maps:</b> Discussion	12 <sup>th</sup>	10
<b>6. Tools and Weapons:</b> Essay	12 <sup>th</sup>	12
<b>7. Hunting v. Agriculture:</b> Discussion	12 <sup>th</sup>	13
<b>8. Crow Creek – Massacre?:</b> Debate	12 <sup>th</sup>	14
<b>9. Mystery of Migration:</b> Discussion	12 <sup>th</sup>	15
<b>RESOURCES</b>		16

## Activity 1: Farming Begins

**Activity Grade Level:**  
4<sup>th</sup> & 8<sup>th</sup> Grades

### Activity: Discussion

Have students read the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0120.html](http://nebraskastudies.org/0200/stories/0201_0120.html)

Then, lead a discussion with the following questions:

- When did inhabitants of Nebraska begin growing crops and start becoming successful farmers?
- What crops did they grow?
- Why do you think they became more dependent on growing crops and less dependent on hunting animals?
- How do you think life changed for prehistoric farmers when they started farming?

### Nebraska State SOCIAL STUDIES Standards

*By the end of fourth grade, students will:*

**Standard 4.1.2** Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

**Standard 4.1.4** Describe the interaction between Native Americans and their environment on the plains prior to European contact.

**Standard 4.1.7** Use higher level thinking processes to evaluate and analyze primary sources and other resources.

**Standard 4.1.12** Identify the geographic and human characteristics of the regions of the United States and Nebraska.

*By the end of eighth grade, students will:*

**Standard 8.1.1** Analyze major cultures in the Americas before the 17th century.

**Standard 8.2.1** Describe human culture in the Paleolithic and Neolithic Eras.

**Standard 8.4.2** Demonstrate skills for historical analysis.

**Standard 8.4.3** Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

### Nebraska State READING/WRITING Standards

*By the end of fourth grade, students will:*

**Standard 4.1.3** Identify the main idea and supporting details in what they have read.

**Standard 4.1.4** Identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.1.7** Identify information gained and complete tasks through listening.

**Standard 4.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5** Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

*By the end of eighth grade, students will:*

**Standard 8.1.1** Identify the main idea and supporting details in what they have read.

**Standard 8.1.2** Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

**Standard 8.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 8.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

### **Nebraska State SCIENCE Standards**

*By the end of fourth grade, students will:*

**Standard 4.1.2** Develop an understanding of evidence, models, and explanation.

**Standard 4.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 4.4.3** Develop an understanding of living things and environments.

**Standard 4.5.1** Develop an understanding of the characteristics of earth materials.

**Standard 4.6.1** Develop an understanding of technological design.

**Standard 4.7.2** Develop an understanding of the types of resources.

**Standard 4.7.3** Develop an understanding of environmental changes.

**Standard 4.8.1** Develop an understanding of science as a human endeavor.

*By the end of eighth grade, students will:*

**Standard 8.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 8.4.4** Develop an understanding of populations and ecosystems.

**Standard 8.6.1** Develop an understanding of technological design.

**Standard 8.7.2** Develop an understanding of relationships among populations, resources, and environments.

## Activity 2: Weapons

### Activity Grade Level:

4<sup>th</sup> - 8<sup>th</sup> Grades

### Activity: Artifact Analysis

Have students read the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0120.html](http://nebraskastudies.org/0200/stories/0201_0120.html)

Have students analyze the images of the weapons and tools used by Plains Woodland and Central Plains Tradition people and complete the following activities:

1. Identify a minimum of two weapons and two tools.
2. What are the two most common materials used to make a weapon and/or a tool?
3. Include your personal drawings of the weapons and tools you selected.
4. What were the typical uses made of the items you identified?

For an additional activity, students may use the National Archives and Records Administration's *Artifact Analysis Worksheet* (in the Resources section at the end of this document) to analyze the artifacts.

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**Standard 8.7.2** Develop an understanding of relationships among populations, resources, and environments.

### Activity 3: Crow Creek

#### Activity Grade Level:

4<sup>th</sup> - 8<sup>th</sup> Grades

#### Activity: Writing

Have students read the Crow Creek Massacre page in the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0122.html](http://nebraskastudies.org/0200/stories/0201_0122.html)

Then, have them write a short story about the Crow Creek archaeological site. Include a discussion of why Indian tribes living in Nebraska may have moved to the Crow Creek area and emphasize the role played by geography, climatic changes, and economic issues.

#### Nebraska State SOCIAL STUDIES Standards

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**Standard 4.1.12** Identify the geographic and human characteristics of the regions of the United States and Nebraska.

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**Standard 8.2.1** Develop the abilities needed to do scientific inquiry.

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**Standard 8.7.2** Develop an understanding of relationships among populations, resources, and environments.

**Nebraska State MATHEMATICS Standards**

*By the end of fourth grade, students will:*

**Standard 4.5.1** Collect, organize, record, and interpret data and describe the findings.

*By the end of eighth grade, students will:*

**Standard 8.5.1** Collect, construct, and interpret data displays and compute mean, median, and mode.

## Activity 4: Migration

### Activity Grade Level:

4<sup>th</sup> - 8<sup>th</sup> Grades

### Activity: Discussion

Have students read the Migration of Prehistoric Tribes page in the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0123.html](http://nebraskastudies.org/0200/stories/0201_0123.html)

Then have students assume the role of a Native American living in Nebraska in the late 1300s to explain why they might have decided to leave the territory that became Nebraska. What evidence do modern day archeologists present to support their conclusions on why many of the Native Americans disappeared from the Plains area?

### Nebraska State SOCIAL STUDIES Standards

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*By the end of eighth grade, students will:*

**Standard 8.5.1** Collect, construct, and interpret data displays and compute mean, median, and mode.

## Activity 5: Maps

**Activity Grade Level:**  
12<sup>th</sup> Grade

### Activity: Discussion

Have students read the Migration of Prehistoric Tribes page in the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0123.html](http://nebraskastudies.org/0200/stories/0201_0123.html)

Have students compare and contrast the three stages of the migration map which show the location of early Indian settlement artifacts found by archaeologists in order to answer the following questions:

- What inferences can you make about early Indian migration patterns from AD1000 to 1870?
- Why do you think there are no key/legends that indicate specific tribes provided for the AD1000-1400 and the AD 1400-1600 maps when there is a such a key for the AD1600 to 1870 map?

For an additional activity, students may use the National Archives and Records Administration's *Map Analysis Worksheet* (in the Resources section at the end of this document) to analyze the maps.

### Nebraska State SOCIAL STUDIES Standards

*By the end of twelfth grade, students will:*

**Standard 12.1.12** Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

**Standard 12.1.13** Develop skills for historical analysis.

**Standard 12.2.1** Demonstrate an understanding of the state of the world about 1000 C.E.

**Standard 12.2.11** Demonstrate historical research and geographical skills.

**Standard 12.3.17** Develop skills for historical analysis.

**Standard 12.4.1** Demonstrate geographical skills.

**Standard 12.4.3** Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

**Standard 12.4.7** Apply geography to interpret the past, understand the present, and plan the future.

### Nebraska State READING/WRITING Standards

*By the end of twelfth grade, students will:*

**Standard 12.1.1** Identify the main idea and supporting details in what they have read.

**Standard 12.1.6** Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

**Standard 12.2.4** Use multiple forms to write for different audiences and purposes.

**Standard 12.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

### Nebraska State SCIENCE Standards

*By the end of twelfth grade, students will:*

**Standard 12.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 12.4.4** Develop an understanding of the interdependence of organisms.

**Standard 12.7.2** Develop an understanding of the effects of population change.

**Standard 12.7.3** Develop an understanding of natural resources.

## Activity 6: Tools and Weapons

**Activity Grade Level:**  
12<sup>th</sup> Grade

### Activity: Essay

Have students read the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0120.html](http://nebraskastudies.org/0200/stories/0201_0120.html)

Then, have them write an essay explaining how the natural environment influenced the tools and weapons made by Prehistoric Indians. Students should base their discussions on several of the stories in this section and include the following:

- What tools and weapons were made?
- How were they made?
- How effective were they?
- What two materials were used to make the tools and weapons?
- Which materials would be more effective? Would it depend on whether the material was used as a weapon or a tool? Why or why not?
- Identify three uses made of these artifacts.

### Nebraska State SOCIAL STUDIES Standards

*By the end of twelfth grade, students will:*

**Standard 12.2.1** Demonstrate an understanding of the state of the world about 1000 C.E.

**Standard 12.2.11** Demonstrate historical research and geographical skills.

**Standard 12.3.17** Develop skills for historical analysis.

**Standard 12.4.3** Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

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**Standard 12.7.3** Develop an understanding of natural resources.

## Activity 7: Hunting v. Agriculture

**Activity Grade Level:**  
12<sup>th</sup> Grade

### Activity: Discussion

Have students read the following pages in the Pre-1500 timeline of Nebraska Studies:

Archaic Period Foragers page in the First Human Residents section

[http://nebraskastudies.org/0200/stories/0201\\_0112.html](http://nebraskastudies.org/0200/stories/0201_0112.html)

Central Plains Villages page in the Nebraska's First Farmers section

[http://nebraskastudies.org/0200/stories/0201\\_0121.html](http://nebraskastudies.org/0200/stories/0201_0121.html)

Lead a discussion on hunting and agriculture:

- What are the implications for a society moving from dependence on hunting, to a society that becomes more dependent on agriculture?
- Emphasize migratory habits, population growth, dwelling structures, diet, etc.

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## Activity 8: Crow Creek — Massacre?

**Activity Grade Level:**  
12<sup>th</sup> Grade

### Activity: Debate

Have students read the Crow Creek Massacre page in the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0122.html](http://nebraskastudies.org/0200/stories/0201_0122.html)

Then, have students debate the hypothesis that there was a massacre at Crow Creek in 1325. Have them include an analysis of the evidence presented by archaeologists.

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## Activity 9: Mystery of Migration

**Activity Grade Level:**  
12<sup>th</sup> Grade

### Activity: Discussion

Have students read the Migration of Prehistoric Tribes page in the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

[http://nebraskastudies.org/0200/stories/0201\\_0123.html](http://nebraskastudies.org/0200/stories/0201_0123.html)

Have students develop possible solutions to the mystery of why many Native Americans migrated out of Nebraska from approximately AD1400 to 1600. Include a discussion of the role played by geography, economic issues, climatic changes, population growth, etc.

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# PRE-1500

## NEBRASKA'S FIRST FARMERS

### RESOURCES

	<b>PAGE</b>
Artifact Analysis Worksheet	17
Map Analysis Worksheet	18

Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

**RESOURCES****RESOURCES**

National Archives  
**Artifact Analysis Worksheet**

**1. PHYSICAL QUALITIES OF THE ARTIFACT**

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other material.

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**2. SPECIAL QUALITIES OF THE ARTIFACT**

Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

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**3. USES OF THE ARTIFACT**

- A. What might it have been used for? \_\_\_\_\_
- B. Who might have used it? \_\_\_\_\_
- C. Where might it have been used? \_\_\_\_\_
- D. When might it have been used? \_\_\_\_\_

**4. WHAT DOES THE ARTIFACT TELL US**

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

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

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- C. Can you name a similar item today?

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**5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.**

Designed and developed by the Education Staff  
National Archives and Records Administration, Washington, DC 20408

<http://www.archives.gov>

## RESOURCES

### National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- |   |  |
|---|--|
| <input type="checkbox"/> Raised relief map    | <input type="checkbox"/> Bird's-eye view             |
| <input type="checkbox"/> Topographic map      | <input type="checkbox"/> Artifact map                |
| <input type="checkbox"/> Political map        | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map     | <input type="checkbox"/> Pictograph                  |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map                 |
| <input type="checkbox"/> Military map         | <input type="checkbox"/> Other ( )                   |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Compass     | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title            |
| <input type="checkbox"/> Date        | <input type="checkbox"/> Legend (key)     |
| <input type="checkbox"/> Notations   | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Scale       |   |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP  
PRODUCED?

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6. MAP INFORMATION

A. List three things in this map that you think are important:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Why do you think this map was drawn?

\_\_\_\_\_  
\_\_\_\_\_

C. What evidence in the map suggests why it was drawn?

\_\_\_\_\_  
\_\_\_\_\_

D. What information does the map add to the textbook's account of this event?

\_\_\_\_\_  
\_\_\_\_\_

E. Does the information in this map support or contradict information that you have read about this event? Explain.

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_