

1500 – 1799

EMERGENCE OF HISTORIC TRIBES

ACTIVITIES

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Activity 1: Cultures and Locations

Activity Grade Level:
4th & 8th Grades

Activity: Definitions and Mapmaking

1. Based on the stories in this era and from the Pre-1500 era, have students define the following terms:

Central Plains Village Period

Prehistoric Tribal Cultures

Historic Tribes

These pages within Nebraska Studies will help students find the definitions:

Pre-1500 era

Native Nebraska Timeline

http://nebraskastudies.org/0200/stories/0201_0110_02.html

Central Plains Villages

http://nebraskastudies.org/0200/stories/0201_0121.html

1500-1799 era

The Lower Loup Culture: Protohistoric Tribal Culture

http://nebraskastudies.org/0300/stories/0301_0101.html

The Omaha and Ponca Tribes: Historic Tribes

http://nebraskastudies.org/0300/stories/0301_0104.html

2. Then have students draw a map of Nebraska (or use the blank map in the Resources section at the end of this document) that includes the location of the following Protohistoric Cultures and Historic Tribes:

- Dismal River culture
- Lower Loup culture
- Redbird culture
- Ponca Tribe
- Omaha Tribe
- Oto and Missouri Tribes
- Yutan Indian site
- Eagle Ridge site

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

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

Standard 4.1.10 Identify and use essential map elements.

Standard 4.1.11 Use maps and globes to acquire information about people, places, and environments.

By the end of eighth grade, students will:

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

Standard 8.4.6 Improve their skills in historical research and geographical analysis.

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 and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

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

Standard 8.1.6 Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7 Demonstrate the ability to analyze literary works, nonfiction, films, or media.

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 4.6.2 Develop an understanding of science and technology.

By the end of eighth grade, students will:

Standard 8.4.4 Develop an understanding of populations and ecosystems.

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

Activity 2: Bison

Activity Grade Level:
4th - 8th Grades

Activity: Identify Uses

Have students read the following page within Nebraska Studies:
Bison, A Plains Supermarket

http://nebraskastudies.org/0300/stories/0301_0109.html

Then, have students identify the various uses Native Americans made of bison parts. Have them divide their lists into the following categories and include a description of what part of the bison was used to make each item:

tools used for agricultural purposes	weapons	clothing	items related to transportation
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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.

By the end of eighth grade, students will:

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 and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

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

Standard 8.1.6 Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7 Demonstrate the ability to analyze literary works, nonfiction, films, or media.

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 4.4.2 By the end of fourth grade, students will develop an understanding of the life cycles of living things.

By the end of eighth grade, students will:

Standard 8.4.4 Develop an understanding of populations and ecosystems.

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

Activity 3: Artifacts

Activity Grade Level:
4th - 8th Grades

Activity: Artifact Analysis

After students have read all the pages within the 1500-1799 era of Nebraska Studies, have them select three Indian artifacts from the photographs with the stories in this section. Use the National Archives and Records Administration's *Artifact Analysis Worksheet* at the end of this document to analyze the artifacts.

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.

By the end of eighth grade, students will:

Standard 8.4.2 Demonstrate skills for historical analysis.

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 and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

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

Standard 8.1.6 Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7 Demonstrate the ability to analyze literary works, nonfiction, films, or media.

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 4.5.1 Develop an understanding of the characteristics of earth materials.

Standard 4.6.2 Develop an understanding of science and technology.

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

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

Activity 4: Migration

Activity Grade Level:
12th Grade

Activity: Map Analysis

Have students compare and contrast time periods on the map of native migration between A.D. 1000 and 1600.

Pre-1500 era

First Farmers: Migration of Prehistoric Tribes

http://nebraskastudies.org/0200/stories/0201_0123.html

Then on a blank Nebraska map (located in the Resources section at the end of this document), have them locate early Indian archaeological sites and identify the artifacts excavated from these sites. Then, have a discussion using the following questions:

1. Why do you suppose there are so few Native American archaeological sites indicated for the time period 1400-1600?
2. What geographic features appear to influence where the various tribes located their villages? Identify some of the geographic features that attract Indian settlements. Do these same geographic features also attract European settlers?
3. Explain what the study of these three maps tells us about human migration and cultural interaction. Are there also environmental, social, economic or political factors that may have influenced the migrations?

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 12.2.11 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.

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.

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Standard 12.7.5 Develop an understanding of natural and human-induced hazards.

Standard 12.7.6 Develop an understanding of the role of science and technology in local, national, and global challenges.

Standard 12.8.2 Develop an understanding of the nature of scientific knowledge.

Activity 5: Oto, Missouria, & Pawnee Artifacts

Activity Grade Level:
12th Grade

Activity: Artifact Analysis

1. Have students read the following page within Nebraska Studies:
The Oto & Missouria Tribes: Eagle Ridge
http://nebraskastudies.org/0300/stories/0301_0106_2.html
2. Then, have students analyze the images of the artifacts excavated at the Eagle Ridge Site and complete the following activities:
 - Draw a picture of each image you can identify, indicate the use made of the image, and whether it was made by a European or a Native American.
 - What generalizations can you make about Indian life based on the artifacts recovered?
3. Have students use the National Archives and Records Administration's *Artifact Analysis Worksheet* at the end of this document to analyze 5 of the artifacts in this era.
4. Ask students to examine the images of trade goods used by the Pawnee to discuss the following questions:
The Pawnee
http://nebraskastudies.org/0300/stories/0301_0107.html
 - How did these European goods make life easier for the Native Americans?
 - What did Indians use for axes, containers to cook in, fish hooks, etc. before they traded with the Europeans?
 - Compare and contrast the use of stone tools with the use of bone tools. Would tools made of bone or tools made of stone be more effective?
 - How would the environment help determine which materials you used to make tools?
 - Compare and contrast the iron hoe with the bison shoulder blade hoe. Which do you think would be a more effective implement to use in cultivating crops? Why?
 - How did trade with Europeans affect the tools used by Native Americans?

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 12.2.11 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.

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 12.7.2 Develop an understanding of the effects of population change.

Standard 12.7.3 Develop an understanding of natural resources.

Standard 12.7.6 Develop an understanding of the role of science and technology in local, national, and global challenges.

Standard 12.8.2 Develop an understanding of the nature of scientific knowledge.

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RESOURCES

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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>

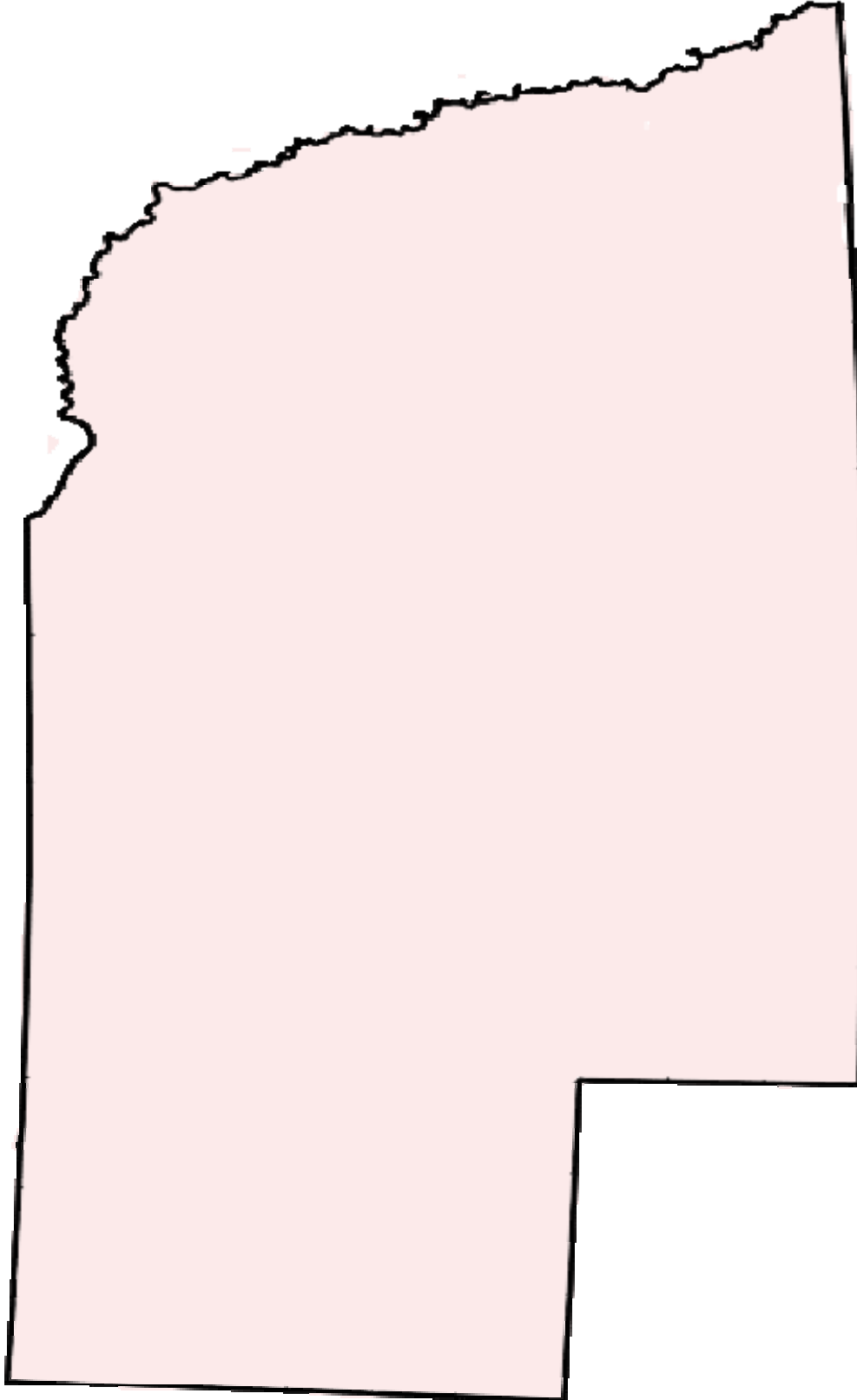
Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

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

RESOURCES

RESOURCES

Nebraska Map



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.

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.

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?

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

- C. Can you name a similar item today?

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>