

# 1800 – 1849

## FORTS BUILT TO PROTECT SETTLERS

### ACTIVITIES

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## Activity 1: Forts

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

### Activity: Mapmaking & Discussion

Have students read the Forts Built to Protect Settlers section in the 1800-1849 timeline of Nebraska Studies.

[http://nebraskastudies.org/0400/stories/0401\\_0130.html](http://nebraskastudies.org/0400/stories/0401_0130.html)

Then have students draw a map of Nebraska and include the following:

- The location of the Platte and Missouri Rivers.
- The locations of Fort. Atkinson and Fort Kearny 1 and 2.
- A short summary of the purpose for constructing each fort.
- A minimum of three reasons for the construction of most forts.

If you prefer, students may start with the blank map of Nebraska (located in the Resources section at the end of this document).

### Nebraska State SOCIAL STUDIES Standards

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

**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 8.1.5** Describe growth and change in the United States from 1801-1861.

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

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

## Activity 2: Commanders

### Activity Grade Level:

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

### Activity: Photograph Analysis

Have students read the following pages in the Forts Built to Protect Settlers section in the 1800-1849 timeline of Nebraska Studies.

Fort Atkinson

[http://nebraskastudies.org/0400/stories/0401\\_0131.html](http://nebraskastudies.org/0400/stories/0401_0131.html)

Relations with Native Tribes

[http://nebraskastudies.org/0400/stories/0401\\_0132.html](http://nebraskastudies.org/0400/stories/0401_0132.html)

Then have students study the photographs of Henry Atkinson and Henry Leavenworth and answer the following questions:

- How would you describe and contrast the poses of Atkinson and Leavenworth?
- What was the military rank of each man?
- What conclusions can you reach about the age of each man?
- What weapons were displayed?
- How are the military uniforms different and how are they alike?
- What else do you notice?

As an alternate activity, students may use the National Archives and Records Administration *Photograph Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the photographs.

### Nebraska State SOCIAL STUDIES Standards

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

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

*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 4.2.5** 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 8.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

## Activity 3: Big Elk

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

### Activity: Photograph Analysis

Have students read the Relations with Native Tribes page in the Forts Built to Protect Settlers section in the 1800-1849 timeline of Nebraska Studies.

[http://nebraskastudies.org/0400/stories/0401\\_0132.html](http://nebraskastudies.org/0400/stories/0401_0132.html)

Then, have students use the National Archives and Records Administration *Photograph Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the photograph of Big Elk (Omaha Indian) painted by George Catlin.

### Nebraska State SOCIAL STUDIES Standards

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

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

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

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

## Activity 4: Fort Kearny

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

### Activity: Photograph Analysis

Have students read the Fort Kearny page in the Forts Built to Protect Settlers section in the 1800-1849 timeline of Nebraska Studies.

[http://nebraskastudies.org/0400/stories/0401\\_0135.html](http://nebraskastudies.org/0400/stories/0401_0135.html)

Then, have students use the National Archives and Records Administration *Photograph Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the photograph of Ft. Kearny near the present-day city of Kearney, Nebraska.

### Nebraska State SOCIAL STUDIES Standards

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

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

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

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

# 1800 – 1849

## FORTS BUILT TO PROTECT SETTLERS

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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>

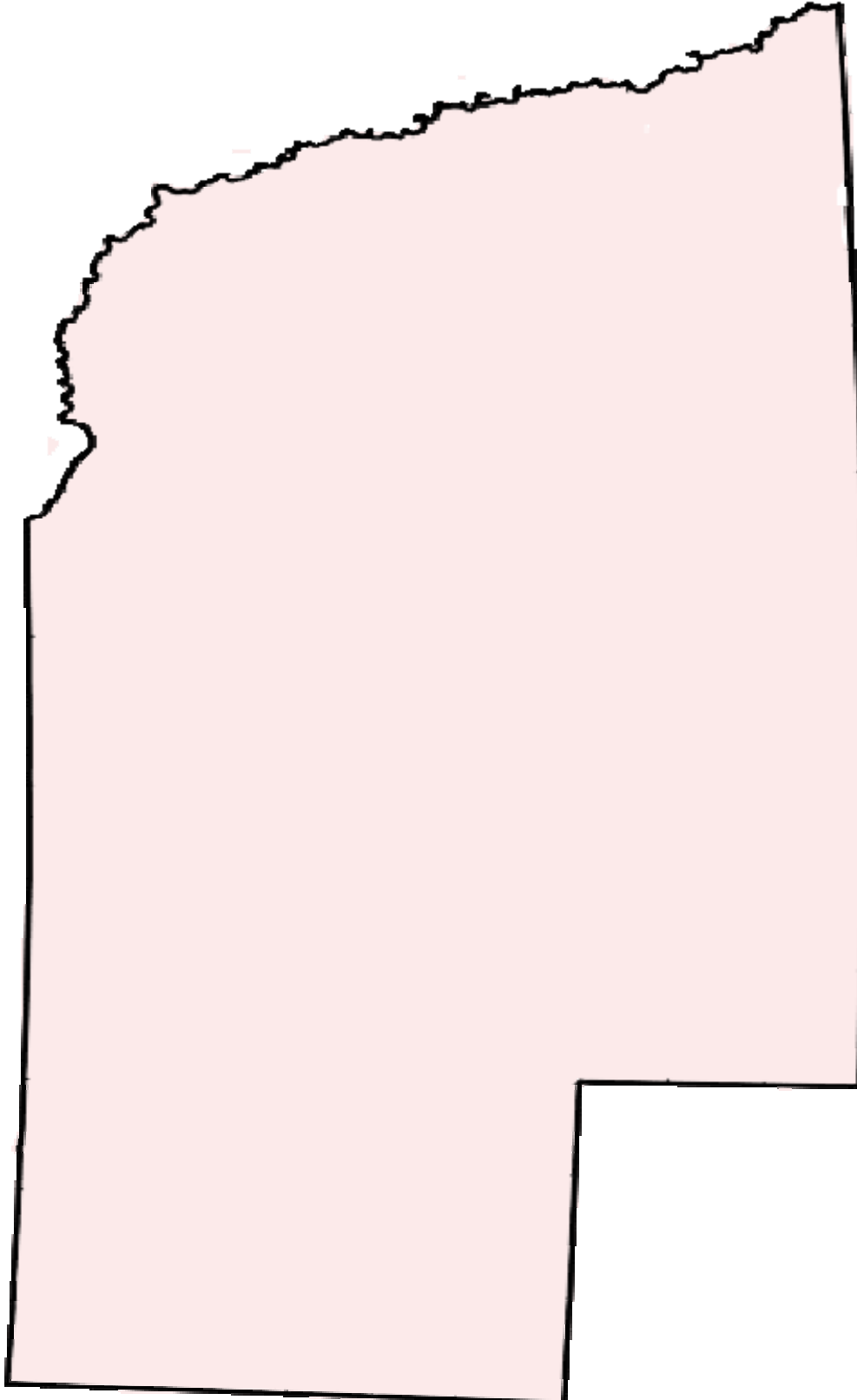
Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

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

## RESOURCES

### RESOURCES

### Nebraska Map



## RESOURCES

### National Archives Photograph Analysis Worksheet

#### Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

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

#### Step 3. Questions

A. What questions does this photograph raise in your mind?

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

B. Where could you find answers to them?

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