



1500-1799

First Contact: Expanding Trade

activities

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1 Trade Goods

Activity Grade Level

8



■ activity

Drawing Comparison

Have students read the following page in Nebraska Studies.

<http://nebraskastudies.org/1500-1799/first-contact-expanding-trade/>

Then, have students make a list of items offered for trade by the Europeans and another list for the items offered for trade by the Native Americans.

Have students pick one item from each list and explain why that item would be important for the recipient to obtain.

Finally, have them write how the environmental conditions helped cause the recipient to desire the item and how gathering the trade item might have changed the environment.

You may also have students copy or draw a picture of the two items.

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: [SS 8.4.1](#); [SS 8.4.4](#); [SS 8.4.5](#)

Language Arts Standards: [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#); [LA 8.2.2 Writing Modes](#); [LA 8.4.1 Information Fluency](#)

Science: [SC 8.1.1](#); [SC 8.3.3](#)

2 | Horses

Activity Grade Level

8



■ activity Discussion

Have students read the following section within Nebraska Studies:

<http://nebraskastudies.org/1500-1799/horses-change-native-lives/>

Then, have them write a paragraph about how the introduction of horses from the Spanish herds changed the lives of the Plains Native Americans.

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: **SS 8.4.1**; **SS 8.4.4**; **SS 8.4.5**

Language Arts: **LA 8.1.6 Comprehension**; **LA 8.2.1 Writing Process**; **LA 8.2.2 Writing Modes**; **LA 8.4.1 Information Fluency**

Science: **SC 8.1.1**; **SC 8.3.3**

3 Villasur Massacre

Activity Grade Level

HS



■ activity

Painting Analysis

Have students read this page on the Villasur Massacre on the Nebraska Studies website:

<http://nebraskastudies.org/1500-1799/villasur-sent-to-nebraska/recording-the-massacre/>

Then, have students use the National Archives and Records Administration's Artwork Analysis Worksheet located in the Resources section at the end of this document as a basis for analyzing the painting of the Villasur massacre.

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: **SS HS.3.4**; **SS HS.3.5**; **SS HS.4.5**

Language Arts Standards: **LA 12.1.6 Comprehension**; **LA 12.2.2 Writing Modes**; **LA 12.4.1 Information Fluency**

Science: **SC 12.1.1**; **SC 12.1.3**; **SC 12.3.3**; **SC 12.4.2**

4 Trade Goods Change Lives

Activity Grade Level

HS



■ activity Discussion

Have students read the following sections on Nebraska Studies:

<http://nebraskastudies.org/1500-1799/first-contact-expanding-trade/>

<http://nebraskastudies.org/1500-1799/geopolitical-power-shifts/>

Then, have students make a list of items offered for trade by the Europeans and another list for the items offered for trade by the Native Americans. Have them pick two items from each list and explain why those items would be important for the recipient to obtain.

Finally, have them write how the environmental conditions helped cause the recipient to desire the item and how gathering the trade item might have changed the environment. Have students analyze how the European trade goods changed the lives of the Native Americans.

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: **SS HS.3.4**; **SS HS.3.5**; **SS HS.4.5**

Language Arts Standards: **LA 12.1.6 Comprehension**; **LA 12.2.2 Writing Modes**; **LA 12.4.1 Information Fluency**

Science: **SC 12.1.1**; **SC 12.1.3**; **SC 12.3.3**; **SC 12.4.2**



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resources

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| National Archives: Artwork Analysis Worksheet | 7 |

Nebraska Department of Education Academic Standards
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.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>

Analyze Artwork

Meet the artwork.

Quickly scan the artwork. What do you notice first?

Type (check all that apply):

- | | | | | | |
|--------------------------------------|---|---|------------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> Painting | <input type="checkbox"/> Drawing/Sketch | <input type="checkbox"/> Engraving/Lithograph | <input type="checkbox"/> Mural | <input type="checkbox"/> Sculpture | |
| <input type="checkbox"/> Mixed Media | <input type="checkbox"/> Scene/Event | <input type="checkbox"/> Portrait | <input type="checkbox"/> Landscape | <input type="checkbox"/> Abstract | <input type="checkbox"/> Other |

What is the title?

Observe its parts.

List the people, objects and activities you see.

| PEOPLE | OBJECTS | ACTIVITIES |
|--------|---------|------------|
| | | |
| | | |
| | | |
| | | |

Write one sentence summarizing this artwork.

Try to make sense of it.

What do the colors, people, objects or activities represent?

Who made this?

When was it created?

Does it depict a different time? When?

What was happening at the time in history it was created?

What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this artwork that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Nebraska Department of Education Content Area Standards

■ Social Studies Standards

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SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

HS

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.

Nebraska Department of Education Content Area Standards

■ Language Arts Standards

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LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

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LA 12.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 12.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

Nebraska Department of Education Content Area Standards

■ Science Standards

8

LA 8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

LA 8.3.3 Students will describe populations and ecosystems.

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LA 12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

LA 12.1.3 Students will solve a complex design problem.

LA 12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.

LA 12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.