



Pre-1500 First Human Residents

activities

Written by Michael Young, former History Department Chair, Omaha Burke High School. Edited by Lonnie Moore (teacher at Omaha South High Magnet School) and Karen Graff (former elementary teacher).

		grade level	page
1	TIMELINE AND DRAWING Human Timeline	8 HS	2
2	DISCUSSION AND DRAWING Weapons	8 HS	3
3	DISCUSSION Reconstructing the Past	HS	4
●	Resources		5
●	Nebraska Department of Education Content Area Standards		A1

1 Human Timeline

Activity Grade Level

8 HS



■ activity

Timeline & Drawing

Have students read the following three pages on the First Human Residents in Nebraska.

<http://nebraskastudies.org/pre-1500/first-human-residents/>

<http://nebraskastudies.org/pre-1500/first-human-residents/clovis-folsom-cultures/>

<http://nebraskastudies.org/pre-1500/first-human-residents/archaic-period-foragers/>

Then, have students draw a timeline that is divided into the following time periods. Indicate the appropriate dates for each time period and draw one example of an artifact that came from each time period. Write a brief description of each artifact.

Paleo-Indian	Archaic Period	Plains Woodland
Central Plains Villages	Protohistoric	Historic

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 8.3.2; SS 8.4.1; SS 8.4.4; SS 8.4.5 | SS HS.2.7; SS HS.3.2; SS HS.3.4; SS HS.4.2; SS HS.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 | LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency

Science: SC 8.1.1; SC 8.1.3 | SC 12.1.1; SC 12.3.3; SC 12.4.2

Math: MA 8.4.1 Representations

2 | Weapons

Activity Grade Level

8 HS



■ activity

Discussion & Drawing

Have students read the Clovis and Folsom Cultures page of the First Human Residents section in the Pre-1500 timeline of Nebraska Studies.

<http://nebraskastudies.org/pre-1500/first-human-residents/clovis-folsom-cultures/>

Then, either lead a discussion or have students write using the following questions:

- Describe the spear points used by Paleo-Indians.
- What made these points so effective that they could penetrate mammoth hide?
- How long do you think the Paleo-Indians made the shaft of the spear? Explain your reasoning.
- What was an atlatl?
- What was it about an atlatl that made the spear more effective?

There are several websites on **atlatls**. A good, short video from National Geographic demonstrates the **atlatl**:

<https://www.youtube.com/watch?v=NHgUMUk3YwY&t=5s>

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 8.3.2; SS 8.4.1; SS 8.4.4; SS 8.4.5 | SS HS.2.7; SS HS.3.2; SS HS.3.4; SS HS.4.2; SS HS.4.5

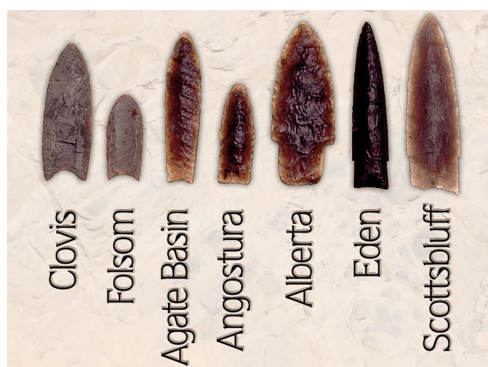
Language Arts Standards: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency | LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency

Science: SC 8.1.1; SC 8.1.3 | SC 12.1.1; SC 12.3.3; SC 12.4.2

3 | Reconstructing the Past

Activity Grade Level

HS



■ activity

Discussion

Have students read the First Human Residents section in the Pre-1500 timeline of Nebraska Studies.

<http://nebraskastudies.org/pre-1500/first-human-residents/>

Then, have them explain how archaeologists, anthropologists and paleontologists are able to reconstruct what life was like for Paleo-Indians. Have students compare and contrast the procedures used by each scientist in discovering the secrets of the Paleo-Indian society.

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS HS.2.7; SS HS.3.2; SS HS.3.4; SS HS.4.2; 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 12.3.3; SC 12.4.2



Pre-1500 First Human Residents

resources

page

National Archives: Artifact Analysis Worksheet

6

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 an Artifact

Meet the artifact.

Material (check all that apply):

- | | | | | |
|----------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Pottery | <input type="checkbox"/> Metal | <input type="checkbox"/> Wood | <input type="checkbox"/> Stone |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Glass | <input type="checkbox"/> Paper | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Fabric |
| <input type="checkbox"/> Plastic | <input type="checkbox"/> Other | | | |

Observe its parts.

Describe it as if you were explaining it to someone who can't see it.

Think about: shape, color, texture, size, weight, age, condition, movable parts, or anything written on it.

Try to make sense of it.

Answer as best you can.

Where is it from?

When is it from?

Who used it? List reasons you think so.

What was it used for? List reasons you think so.

What does this tell you about the people who made and used it?

What does it tell you about technology at the time it was made?

What is a similar item from today?

Use it as historical evidence.

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

What other documents or historical evidence are you going to use to help you understand the event or time in which this artifact was used?



Nebraska Department of Education Content Area Standards

■ Social Studies Standards

8

SS 8.3.2 Examine how regions form and change over time.

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.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.3.2 Evaluate how regions change and form over time.

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

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

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

Nebraska Department of Education Content Area Standards

■ Language Arts Standards

8

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).

12

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

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

SC 8.1.2 Students will apply the nature of science to their own investigations.

SC 8.1.3 Students will solve a design problem which involves one or two science concepts.

12

SC 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.

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

Nebraska Department of Education Content Area Standards

■ Math Standards

8

MA 8.4.1 Representations: Students will create displays that represent data.