



Pre-1500 Nebraska's First Farmers

activities

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1 Farming Begins

Activity Grade Level

4

8



■ activity

Discussion

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

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

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?

You may wish to use the graphic organizer handout on page 10 of this lesson plan to supplement the discussion.

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 4.3.1 SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.1; SS 4.4.2; SS 4.4.4 | SS 8.4.1; SS 8.4.4; SS 8.4.5

Language Arts Standards: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.3.2 Listening; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.4.1 Information Fluency

Science: SC 5.1.1; SC 5.1.2; SC 5.1.3; SC 5.3.3; SC 5.4.2 | SC 8.1.1; SC 8.3.3; SC 8.10.5

2 | Weapons

Activity Grade Level

4 8



■ activity

Artifact Analysis

Have students read the Architecture of Lodges page in the Nebraska Studies 1850-1874 timeline.

<http://www.nebraskastudies.org/pre-1500/first-farmers/>

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

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

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.1; SS 4.4.2; SS 4.4.4 | SS 8.4.1; SS 8.4.4; SS 8.4.5

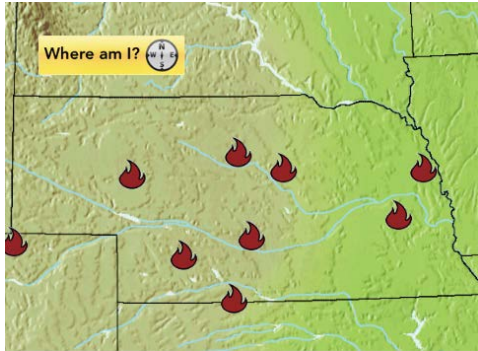
Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency

Science: SC 5.1.1; SC 5.1.2; SC 5.1.3; SC 5.3.3; SC 5.4.2 | SC 8.1.1; SC 8.3.3; SC 8.10.5

3 | Migration

Activity Grade Level

8 HS



■ activity

Discussion

Read the following excerpt from the Migration of Prehistoric Tribes out loud to your students:

"Around 1400 CE (600 years ago), there must have been a crisis for the Village Farmers. At that time, the number of Native American communities, and probably numbers of humans in the villages, dwindled. The territory that would become Nebraska was almost deserted for hundreds of years."

Then ask the class to form teams of two or three to generate ideas for why these early people decided to leave the territory that became Nebraska. Each team should come up with at least three theories.

After sufficient time, have the teams report. Ideas can be written on a marker board in front of the class.

Next, have the students choose one idea that they think is the most probable and write it down. Write reasons why this theory is the most plausible.

Finally, as a group, read the selection entitled Migration of Prehistoric Tribes and compare the class's ideas with that of the archaeologists'.

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 8.4.1; SS 8.4.4; SS 8.4.5 | SS HS.3.1; SS HS.3.2; SS HS.3.5; SS HS.4.1; SS HS.4.5

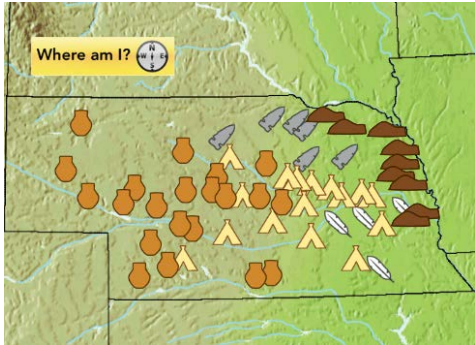
Language Arts Standards: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.4.1 Information Fluency **Science:** SC 5.1.1; SC 5.1.2; SC 5.1.3; SC 5.3.3; SC 5.4.2 | SC 8.1.1; SC 8.3.3; SC 8.10.5

Math: MA 8.4.1

4 | Maps

Activity Grade Level

HS



■ 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/pre-1500/first-farmers/central-plains-villages/>

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 1000 CE to 1870?
- Why do you think there are no key/legends that indicate specific tribes provided for the 1000-1400 CE and the 1400-1600 CE maps when there is such a key for the 1600-1870 CE map?

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: **SS HS.3.1**; **SS HS.3.2**; **SS HS.3.5**; **SS HS.4.1**; **SS HS.4.5**

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

5 Tools and Weapons

Activity Grade Level

HS



■ activity Essay

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

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

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 Department of Education Content Area Standards

Social Studies Standards: **SS HS.3.1**; **SS HS.3.2**; **SS HS.3.5**; **SS HS.4.1**; **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**

6

Hunting v. Agriculture

Activity Grade Level

HS



■ activity

Discussion

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

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

<http://nebraskastudies.org/pre-1500/first-farmers/central-plains-villages/>

What changes take place in a society as it changes from dependence on hunting and gathering to relying on raising crops and animals? Think about the following aspects:

- Dwelling structures
- Population growth or decline
- Diet, including how much food is available day to day
- Changing from nomadic to sedentary life
- Changes in folk stories and legends
- Changes in working roles
- Changes in social strata
- Trading Networks

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: [SS HS.3.1](#); [SS HS.3.2](#); [SS HS.3.5](#); [SS HS.4.1](#); [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 Nebraska's First Farmers

resources

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

Nebraska Department of Education Social Studies 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://www.loc.gov/teachers/index.html>

Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map 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?



1 | Graphic Organizer: Activity 1

Activity Grade Level

4

8

Geographic Organizer

Animals hunted	
Plants gathered then grown as crops	
Technologies for tools, storage, and hunting	
Lifestyle changes because of new technologies	

Nebraska Department of Education Content Area Standards

■ Social Studies Standards

4

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.4 Use geographic skills to make connections to issues and events.

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.4 Develop historical inquiry and research skills.

8

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 3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

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

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

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in 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

4

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.2.1 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 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

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 8.3.3 Students will describe populations and ecosystems.

SC 8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations.

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.

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

appendix

Nebraska Department of Education Content Area Standards

■ Math Standards

4

MA 4.4.3 Probability: Students will interpret and apply concepts of probability.

8

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