

PRE-1500

FIRST HUMAN RESIDENTS

ACTIVITIES

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Activity 1: Human Timeline

Activity Grade Level:
4th & 8th Grades

Activity: Timeline & Drawing

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

http://nebraskastudies.org/0200/stories/0201_0110.html

Have them click on the 2nd link on the first page:

Paleontologists have divided Native American cultures into several timeline periods.

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

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 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.

Standard 4.1.12 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

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 4.1.4 Describe the interaction between Native Americans and their environment on the plains prior to European contact.

By the end of eighth grade, students will:

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

Standard 8.2.1 Describe human culture in the Paleolithic and Neolithic Eras.

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 information gained and complete tasks through listening.

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 8.1.1 Identify the main idea and supporting details in what they have read.

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

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 4.5.1 Develop an understanding of the characteristics of earth materials.

Standard 4.2.1 Develop the abilities needed to do scientific inquiry.

Standard 4.7.2 Develop an understanding of the types of resources.

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

By the end of eighth grade, students will:

Standard 8.2.1 Develop the abilities needed to do scientific inquiry.

Standard 8.6.1 Develop an understanding of technological design.

Nebraska State MATHEMATICS Standards

By the end of fourth grade, students will:

Standard 4.5.1 Collect, organize, record, and interpret data and describe the findings.

By the end of eighth grade, students will:

Standard 8.5.1 Collect, construct, and interpret data displays and compute mean, median, and mode.

Activity 2: Weapons

Activity Grade Level:

4th - 8th Grades

Activity: Discussion & Drawing

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

http://nebraskastudies.org/0200/stories/0201_0111.html

Then, lead a discussion with the following questions:

- What was the typical weapon used by Paleo-Indians to hunt prehistoric animals? Describe and draw a picture of this weapon.
- What was an *atlatl* and how did it increase the effectiveness of the key weapon used by the Paleo-Indians?

For an additional activity, students may use the National Archives and Records Administration *Artifact Analysis Worksheet* in the Resources section at the end of this document to analyze the images of the weapons.

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.

Standard 4.1.12 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

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 4.1.4 Describe the interaction between Native Americans and their environment on the plains prior to European contact.

By the end of eighth grade, students will:

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

Standard 8.2.1 Describe human culture in the Paleolithic and Neolithic Eras.

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.

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 information gained and complete tasks through listening.

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 8.1.1 Identify the main idea and supporting details in what they have read.

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

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 4.4.3 Develop an understanding of living things and environments.

Standard 4.6.2 Develop an understanding of science and technology.

Standard 4.7.2 Develop an understanding of the types of resources.

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

By the end of eighth grade, students will:

Standard 8.1.2 Develop an understanding of evidence, models, and explanation.

Standard 8.2.1 Develop the abilities needed to do scientific inquiry.

Standard 8.6.1 Develop an understanding of technological design.

Standard 8.8.1 Develop an understanding of science as a human endeavor.

Activity 3: Reconstructing the Past

Activity Grade Level:
12th Grade

Activity: Discussion

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

http://nebraskastudies.org/0200/stories/0201_0110.html

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 State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

Standard 12.2.1 Demonstrate an understanding of the state of the world about 1000 C.E.

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.

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.

PRE-1500

FIRST HUMAN RESIDENTS

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**

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
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<http://www.archives.gov>