

1850 – 1874

NATIVE AMERICANS AND SETTLERS

ACTIVITIES

*Created by Michael Young,
former History Department Chair,
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LESSON PLAN

*Created by Greg Hobza,
Crete High School*

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Activity 1: Native Crops

Activity Grade Level:
4th - 8th Grades

Activity: Discussion

Have students read the Pawnee, Omaha, Oto-Missouria page in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0503_0102.html

Then, have students discuss the following questions:

- What crops did early Native Americans plant that are similar to those grown by the settlers who moved in later?
- What crops are grown today in Nebraska?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. By the end of fourth grade, students will 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. By the end of fourth grade, students will describe the interaction between Native Americans and their environment on the plains prior to European contact.

Standard 4.1.5. By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.3. By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Nebraska State READING AND WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.7. By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 8.1.2 By the end of the eighth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 8.1.1. By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Activity 2: Earthlodge Construction

Activity Grade Level:
4th - 8th Grades

Activity: Drawing

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

http://nebraskastudies.org/0500/stories/0503_0105.html

Then have students draw a series of pictures showing how a Native American earthlodge is built.

Nebraska State SOCIAL STUDIES Standards

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- Standard 4.1.2.** By the end of fourth grade, students will 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.** By the end of fourth grade, students will describe the interaction between Native Americans and their environment on the plains prior to European contact.
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- Standard 4.1.7.** By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.
- Standard 8.1.5.** By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.
- Standard 8.1.7.** By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.
- Standard 8.4.2.** By the end of eighth grade, students will demonstrate skills for historical analysis.
- Standard 8.4.3.** By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Activity 3: Native American View

Activity Grade Level:
4th - 8th Grades

Activity: Discussion

Have students read the Conflict with European Settlers page in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0503_0107.html

- How did Native Americans view the arrival of white Europeans?

Nebraska State SOCIAL STUDIES Standards

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- Standard 4.1.2.** By the end of fourth grade, students will 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.** By the end of fourth grade, students will describe the interaction between Native Americans and their environment on the plains prior to European contact.
- Standard 4.1.5.** By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.
- Standard 4.1.7.** By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.
- Standard 4.1.12.** By the end of fourth grade, students will identify the geographic and human characteristics of the regions of the United States and Nebraska.

Standard 8.1.2. By the end of eighth grade, students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.3. By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Nebraska State READING AND WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.7. By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 8.1.1. By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Standard 8.1.2. By the end of the eighth grade, students will locate, access, and evaluate resources to identify appropriate information.

Activity 4: Settler v. Native American Homes

Activity Grade Level:
12th Grade

Activity: Photo Analysis

Have students read the following pages in the Nebraska Studies 1850-1874 timeline.

Earth Lodges and Teepees

http://nebraskastudies.org/0500/stories/0503_0104.html

Architecture of Lodges

http://nebraskastudies.org/0500/stories/0503_0105.html

Suggest that students use the Primary Source Search tool in the upper left corner of Nebraska Studies pages to find photographs of different dwellings, houses, or tepees. Students may also use the National Archives *Photograph Analysis* Worksheet in the Resources section at the end of this document.

Then have students compare and contrast European settlers' homes with Native American homes during the mid-to late-1800s.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.1.12. By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.3. By the end of twelfth grade, students will 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 AND WRITING Standards

Standard 12.1. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 12.1.1 By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Standard 12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

Standard 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Activity 5: Tepees v. Earthlodges

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the Earth Lodges and Teepees page in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/0500/stories/0503_0104.html

Then have students compare and contrast the Native American tepee to the earthlodge. Explain how the construction of each structure was influenced by geography.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.2. By the end of twelfth grade, students will analyze and explain the events and ideas of the Early National Period.

Standard 12.1.3. By the end of twelfth grade, students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

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Standard 12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Standard 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

Standard 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Lesson Plan: Our Perspective of the Homestead Act

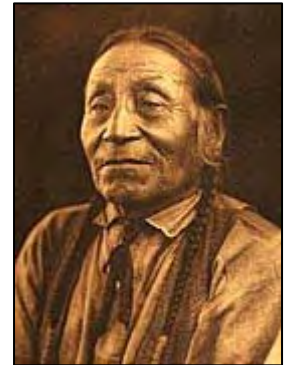
Lesson Grade Level:
8th Grade

Lesson Objective:

Students will analyze the Native American's point of view of the Homestead Act.

The Task:

Have students identify a Native American group (from the latter part of the 19th century) who lived in the area of Nebraska where they currently reside. Have them write a letter to the editor of the local newspaper discussing a Native American's point of view of the Homestead Act.



Nebraska State SOCIAL STUDIES Standards

- Standard 8.1.2.** By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Standard 8.1.5.** By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.
- Standard 8.1.7.** By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.
- Standard 8.2.4.** By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Standard 8.2.5.** By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.
- Standard 8.4.2.** By the end of eighth grade, students will demonstrate skills for historical analysis.
- Standard 8.4.3.** By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.
- Standard 8.4.4.** By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.
- Standard 8.4.5.** By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.
- Standard 8.4.6.** By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Nebraska State READING & WRITING Standards

- Standard 8.1.1.** By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.
- Standard 8.1.2.** By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Standard 8.1.3.** By the end of the eighth grade, students will identify and classify different types of text.
- Standard 8.1.5.** By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

- Standard 8.1.6.** By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.
- Standard 8.1.7.** By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.
- Standard 8.2.2.** By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.
- Standard 8.2.3.** By the end of the eighth grade, students will revise and edit descriptive compositions.
- Standard 8.2.4.** By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Standard 8.2.5.** By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.
- Standard 8.3.2.** By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Internet Resources:

- Nebraska Studies 1850-1874 website, Native Americans & Settlers section
http://www.nebraskastudies.org/0500/stories/0503_0100.html
- General Allotment Act. [Series of charts showing distribution of Indian lands] California State University San Marcos. <http://www.csusm.edu/nadp/atables.htm>
- 100 Milestone Documents, National Archives.
<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>
- PBS. New Perspectives of the West.
<http://www.pbs.org/weta/thewest/program/>
- PBS. The West. The Nez Perce and the Dawes Act.
http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm
- Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] Library of Congress. American Memory Collection.
<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>
- Teaching with Documents Lesson Plan: Maps of Indian Territory, the Dawes Act, and Will Rogers' Enrollment Case File. National Archives. Digital Classroom.
<http://www.archives.gov/education/lessons/fed-indian-policy/>
- Graphic Organizers
<http://www.graphic.org/venbas.html>
<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>
- Glencoe. Graphic Organizer
http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf
- Nebraska Dept. of Education Academic Standards.
<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>
- Nebraska Dept. of Education State Social Studies/History Standards.
<http://www.nde.state.ne.us/ndestandards/documents/SocialStudiesHistoryStandards.pdf>
- Nebraska State Historical Society.
<http://nebraskahistory.org/oversite/research.htm>
- Nebraska State Historical Society: Nebraska History magazine
<http://nebraskahistory.org/publish/publicat/history/index.htm>
- Nebraska State Historical Society: Nebraska Trailblazer
<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>
- Rubrics: General Rubric
<http://www.socialstudieshelp.com/rubric.htm>
- School Improvement in Maryland. Instruction. Social Studies Rubric.
http://www.md12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html
- Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.
<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amttitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.
"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. On a map, have students indicate the location of Native Americans living in Nebraska in the latter part of the 19th century. Have them highlight the group that lived in the region in which they currently reside. More advanced students may wish to use the National Archives *Map Analysis Worksheet* in the Resources section at the end of this document.
2. Have students read the Native Americans & Settlers section of the 1850-1874 timeline on Nebraska Studies:
http://nebraskastudies.org/0500/stories/0503_0100.html

Read and discuss the effects of the Homestead Act on Native Americans and settlers.

3. Have students compare and contrast the effects of the Homestead Act on the lives of the Native Americans and the settlers. Have students chart this information on the chalkboard.
4. Ask students to accumulate information to support their assessment of how Native Americans viewed the Homestead Act. Direct students to write an editorial from the perspective of a Native American concerning his/her view of the Homestead Act. Tell them to support their positions with factual information.

Learning Advice:

1. Review the Nebraska State Historical website at <http://www.nebraskahistory.org/> and familiarize students with the Nebraska History magazine located at:
<http://www.nebraskahistory.org/publish/publicat/history/index.htm>
Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.
2. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <http://www.nde.state.ne.us/SS/>.
3. Review the format for an editorial and then model how to write one.
4. Review the chart (Step 3 in The Process) listing the similarities and differences between the homesteaders and the Native Americans with the students. The chart will provide students with a visual image they can refer to when writing their editorials.

Conclusion:

Student will become aware and be able to explain the ramifications of the Homestead Act for the Native Americans and the settlers.

Assessment:

Students may be graded on the map exercise, oral discussion, and written editorial. See a sample rubric in the Resources section at the end of this document. Teachers may wish to develop their own rubric to meet their individual needs.

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

1850 – 1874

NATIVE AMERICANS AND SETTLERS

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

National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

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6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this 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?

RESOURCES

Rubric for Lesson Plan: Our Perspective of the Homestead Act

Student _____ Date _____

	Excellent	Satisfactory	Needs Improvement
Map Exercise			
Oral Discussion			
Editorial			