



1850-1874 Native Americans and Settlers

activities

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1 Native Crops

Activity Grade Level

4 8



■ activity Discussion

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

<http://www.nebraskastudies.org/1850-1874/native-american-settlers/na-meet-the-challenges/>

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?

Why do farmers in Nebraska raise those crops?

What are some differences in the way Pawnees farmed compared to farmers in Nebraska today?

Were Native Americans in Nebraska subsistence farmers or commercial farmers?

■ Nebraska Department of Education Content Area Standards

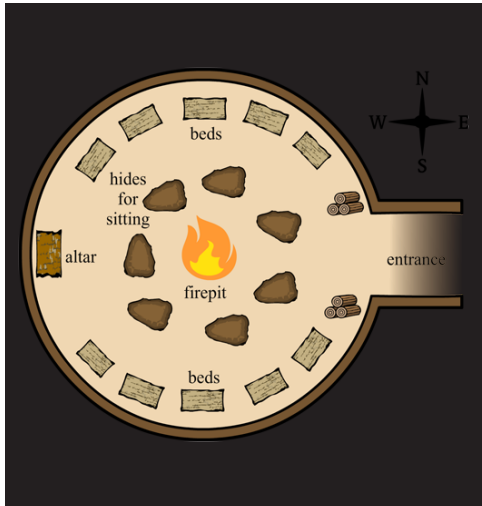
Social Studies Standards: SS 4.3.1; SS 4.3.1; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.4; SS 8.4.5

Language Arts Standards: LA 4.1.6 Comprehension; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

2 | Earthlodge Construction

Activity Grade Level

4 8



■ activity Drawing

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

<http://www.nebraskastudies.org/1850-1874/native-american-settlers/earth-lodges-and-tipis/>

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

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 4.3.1; SS 4.3.1; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.4; SS

3 Native American View

Activity Grade Level

4 8



■ activity

Discussion

Have students read the Conflicts Among the Tribes & Settlers page in the Nebraska Studies 1850-1874 timeline.

<http://www.nebraskastudies.org/1850-1874/native-american-settlers/conflict-among-the-tribes/>

Then, have students discuss the following questions:

How did Native Americans view the arrival of white Europeans?

Why did the many of the Pawnee decide to help the U.S. Army?

Why did the Lakota dislike the people traveling through Nebraska on their way to Oregon and California?

What were the two main goals of the Fort Laramie Treaty of 1851?

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 4.3.1; SS 4.3.1; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.4; SS

Language Arts Standards: LA 4.1.6 Comprehension; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

■ activity

Photo Analysis

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

Earth Lodges and Tipis

<http://www.nebraskastudies.org/1850-1874/native-american-settlers/earth-lodges-and-tipis/>

Suggest that students use the Resources for Nebraska Studies to find photographs of different dwellings, houses, or tipis. Students may also use the [National Archives Photograph Analysis Worksheet](#) in the Resources section at the end of this document.

After reading the selections, students should write short descriptions of each of the types of Native American homes and then write an analysis on each type of home discussing the advantages and disadvantages of each. Students could also be asked to write about how each type of dwelling reflected the needs and building materials available for different geographic areas.

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

<https://www.nps.gov/learn/historyculture/earthlodge.htm> (Mandan Earth lodge)

<https://www.warpaths2peacepipes.com/native-american-houses/earth-lodge.htm> (Earth lodges)

<http://www.hhhistory.com/2016/04/the-iroquois-longhouse.html> (Iroquois Longhouse)

<https://www.britannica.com/topic/wickiup> (Wickiup)

<http://plainshumanities.unl.edu/encyclopedia/doc/egp.arc.048> (Tipi)

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: [SS HS.1.1](#); [SS HS.3.1](#); [SS HS.3.2](#); [SS HS.3.4](#); [SS HS.3.5](#); [SS HS.4.1](#); [SS HS.4.2](#); [SS HS.4.4](#); [SS HS.4.5](#)

Language Arts Standards: [LA 12.1.6 Comprehension](#); [LA 12.2.1 Writing Process](#); [LA 12.2.2 Writing Modes](#)

5 | Tipis v. Earth Lodges

Activity Grade Level

HS



■ activity

Discussion

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

<http://www.nebraskastudies.org/1850-1874/native-american-settlers/earth-lodges-and-tipis/>

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

After reading the selections, students should write short descriptions of each of the types of Native American homes and then write an analysis on each type of home discussing the advantages and disadvantages of each. Students could also be asked to write about how each type of dwelling reflected the needs and building materials available for different geographic areas.

<https://www.nps.gov/knri/learn/historyculture/earthlodge.htm>
(Mandan Earthlodge)

<https://www.warpaths2peacepipes.com/native-american-houses/earth-lodge.htm> (Earthlodges)

<http://www.hhhistory.com/2016/04/the-iroquois-longhouse.html>
(Iroquois Longhouse)

<https://www.britannica.com/topic/wickiup> (Wickiup)

<http://plainshumanities.unl.edu/encyclopedia/doc/egp.arc.048>
(Tipi)

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: **SS HS.1.1**; **SS HS.3.1**; **SS HS.3.2**; **SS HS.3.4**; **SS HS.3.5**; **SS HS.4.1**; **SS HS.4.2**; **SS HS.4.4**; **SS HS.4.5**

Language Arts Standards: **LA 12.1.6 Comprehension**; **LA 12.2.1 Writing Process**; **LA 12.2.2 Writing Modes**

L1

LESSON PLAN

Our Perspective of the Homestead Act

Activity Grade Level

8



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 Department of Education Content Area Standards

Social Studies Standards: [SS 8.1.1](#); [SS 8.1.2](#); [SS 8.4.1](#); [SS 8.4.2](#); [SS 8.4.4](#); [SS 8.4.5](#)

Language Arts Standards: [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#); [LA 8.3.1 Speaking](#)

Internet Resources

Nebraska Studies 1850-1874 website, Native Americans & Settlers section
<http://www.nebraskastudies.org/1850-1874/native-american-settlers/>

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/>

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

Nebraska Dept. of Education State Social Studies
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

Nebraska State Historical Society.
<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine <https://history.nebraska.gov/publications/nebraska-history-magazine>

Nebraska State Historical Society: Nebraska Trailblazer
<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric <http://www.socialstudieshelp.com/rubric.htm>

Internet Resources, continued

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

<http://www.loc.gov/teachers/index.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://www.nebraskastudies.org/1850-1874/native-american-settlers/>
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.

L1

LESSON PLAN

Our Perspective of the Homestead Act

Activity Grade Level

8

Learning Advice

1. Review the Nebraska State Historical website at <http://www.nebraskahistory.org> and familiarize students with the Nebraska History magazine located at: <https://history.nebraska.gov/publications/nebraska-history-magazine>

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. <https://www.education.ne.gov/socialstudies/>

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>

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



1850-1874

Native Americans and Settlers

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>

National Archives: Map Analysis Worksheet

1. TYPE OF MAP (check one)

- Raised relief map
- Topographic map
- Political map
- Contour-line map
- Natural resource map
- Military map
- Bird's-eye view
- Artifact map
- Satellite photograph/mosaic
- Pictograph
- Weather map
- Other ()

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

- Compass
- Handwritten
- Date
- Notations
- Scale
- Name of mapmaker
- Title
- Legend (key)
- Other

3. DATE OF MAP

.....

4. CREATOR OF MAP

.....

.....

5. WHERE WAS THE MAP PRODUCED?

.....

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.

.....

.....

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.

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.....

.....

STEP 3. QUESTIONS

A. What questions does this photograph raise in your mind?

.....

.....

B. Where could you find answers to them?

.....

.....

Rubric for Lesson Plan 1: Our Perspective of the Homestead Act

Student: Date:

	Excellent	Satisfactory	Needs Improvement
Map Exercise			
Oral Discussion			
Editorial			

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 Compare and contrast the characteristics of culture statewide.

SS 4.3.5 Use geographic skills to make connections to issues and events.

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

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.4 Develop historical inquiry and research skills.

8

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

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

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

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.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

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.3.4 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.4.1 Analyze and evaluate patterns of continuity and change over time in history.

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.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

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 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary; LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

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

LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

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

LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

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 8.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

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 12.2.1 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 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.