



Pre-1500 Lime Creek Site: A Glimpse of Early Native Americans

activities

Written by archaeologists Damita Hiemstra and Eric Kaldahl. Based on the *Archaeology of the Lime Creek Site in Southwestern Nebraska*, by E. Mott Davis, published in 1962 by the University of Nebraska State Museum, and Chapter 3 of *Medicine Creek: Seventy Years of Archaeological Investigations*, edited by Donna C. Roper, Lonnie Moore, and Karen Graff.

		grade level	page
1	DISCUSSION Getting Started: Inquiry Questions	4 8	2
2	DISCUSSION Setting the Stage: Historical Context	4 8	4
3	MAPS Locating the Site	4 8	7
4	DISCUSSION Determining the Facts: Student Readings	4 8	12
5	DISCUSSION Visual Evidence: Drawings and Photos	4 8	17
L1	LESSON PLAN Lime Creek Site: A Glimpse of Early Native Americans	4 8	22
●	Resources		24
●	Nebraska Department of Education Content Area Standards		A1

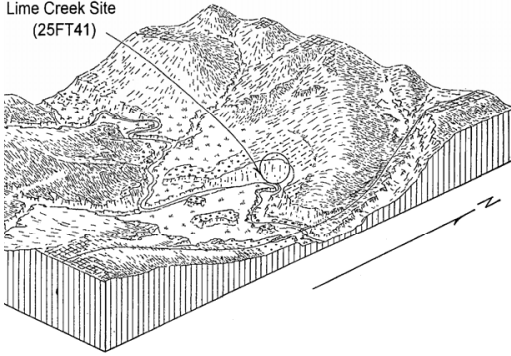
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Getting Started: Inquiry Questions

Activity Grade Level

4 8

Lime Creek Site
(25FT41)



■ activity

Discussion

Have students read the Lime Creek Site section on the Sites Reveal Changing Ways page on the Nebraska Studies site.

<http://nebraskastudies.org/pre-1500/sites-reveal-changing-ways/>

Then, have students examine and discuss the inquiry questions found on the following page.

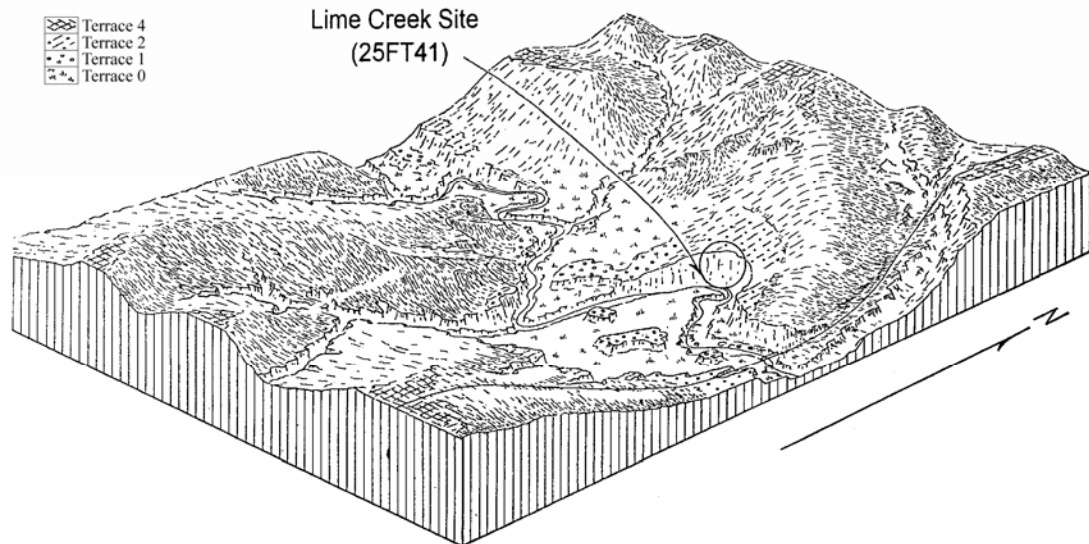
Social Studies Standards: SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.3.2; SS8.3.3

1

Getting Started: Inquiry Questions

Activity Grade Level

4 8



From Hicks' 1993 thesis, page 21—A drawing of the Lime Creek Site Landscape

Very few groups of people lived in Nebraska 9,000 years ago, and there was no way of traveling except walking. How do you think they determined which direction to go? What types of belongings do you think they took with them? When two groups of people met, what kinds of questions would they have asked each other?

You see that the Lime Creek site is located next to a stream. Why do you think ancient Nebraskans camped there? What useful things could a family of campers find along a wooded stream?

Ancient Nebraska people hunted animals and gathered plants and seeds for food. Some of these food sources are still found in Nebraska. What kinds of animals and plants do you think they ate? What kinds of tools do you think they used to hunt animals? What did they use to cut and collect the plants and seeds?

2

Setting the Stage: Historical Context

Activity Grade Level

4 8



■ activity

Discussion

Have students read the Lime Creek Site section on the Nebraska Studies site.

<http://nebraskastudies.org/pre-1500/sites-reveal-changing-ways/>

Then, have students examine and discuss the readings found on the following page.

Social Studies Standards: SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.3.2; SS8.3.3

2 Setting the Stage: Historical Context

Activity Grade Level

4 8

Lime Creek: A Glimpse of Early Native Americans on Nebraska's Landscape (7000-9000 Years Before Present)

Standing on the edge of a 30-foot bluff overlooking Lime Creek, the small strip of shoreline below is home to one of the oldest campsites in Nebraska. Lime Creek, Medicine Creek and smaller streams converge in an area known as the Medicine Creek Drainage. Paleo-Indians hunted game and gathered plants while camping near the banks of these streams 9,000 years ago.

A variety of trees line the banks of these creeks, giving shelter to many animals. The creek itself supplied fish and attracted many types of fowl.

Archaeologists from the University of Nebraska State Museum found evidence that ancient people lived in the area on June 25, 1947. A flash flood uncovered artifacts in the cliff face. Between 1947 and 1950, excavations took place until the rising waters of the newly dammed lake rose and covered the area.



Excavations at the Lime Creek site, 1947. Archival photo courtesy of Douglas Bamforth. See also Davis' 1962 report, page 37.*

At least two major layers of cultural material were found, one dating from 9,000 years ago and another from 7,000 years ago. For the next 7,000 years, more than 30 feet of dirt was blown into the area by the wind, burying the site. Sediments from ancient episodes of flooding were deposited over the cultural debris, preserving evidence of early people living in Nebraska.

The Lime Creek site is extremely important in Nebraska's archaeological history for several reasons. First, the Lime Creek site is older than most archaeological sites we know about in the state. We are still learning about when and how ancient people lived in this area.

Secondly, other archaeological sites in the United States that are the same age as Lime Creek share some similarities with Lime Creek, but there are some notable differences. These differences can be studied to learn more about Paleo-Indian life in Nebraska.

**Unless otherwise noted, images throughout this lesson are Courtesy of Keri Hicks and Douglas Bamforth. The objects photographed for this lesson are now stored at the Nebraska State Historical Society. Images on title pages are taken from Nebraska Studies, and sources are sited there.*

2

Setting the Stage: Historical Context

Activity Grade Level

4

8

Historical Context: Abridged

Nebraska's environment has changed drastically since the first humans lived here over 10,000 years ago. The grasslands and rolling hills were once covered in pine forest and home to large animals. The large animals included mammoths, ancient forms of bison, sloths, and camels. Early Nebraska people hunted these animals until the climate changed. The last of these large animals became extinct around 8,500 years ago. Archaeologists call the Native American people who lived in these ancient times Paleo-Indians.

Little evidence of Paleo-Indians' food has survived over thousands of years for archaeologists to study. Tools used to gather and hunt are some of the best clues we have to discover what exactly they ate. Most of the tools found by archaeologists are made of stone. Bone and antler tools have also been found, but they are very rare. Bone and antler tools are much more easily destroyed over time.

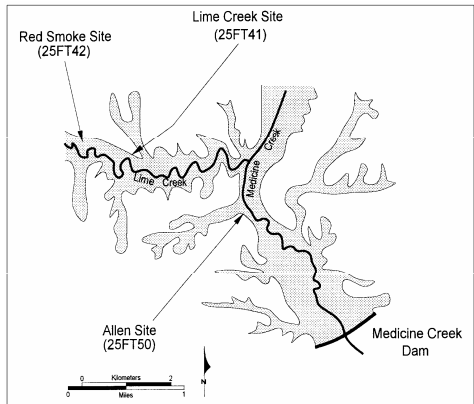
House ruins are also very rare from this period. Much of the evidence for structures has eroded away. Archaeologists believe houses were either animal hide tents, or more permanent stick and mud buildings. Both of these structures are easily broken down by nature, making it difficult to find any trace of them thousands of years later.

Archaeologists act as detectives, searching for clues of people that lived a very long time ago. Using the information archaeologists have gathered, you can help solve the puzzle of what Paleo-Indian life was like in Nebraska.

3 | Locating the Site

Activity Grade Level

4 8



■ activity

Maps

Have students read the Lime Creek Site section on the Sites Reveal Changing Ways page on the Nebraska Studies site.

<http://nebraskastudies.org/pre-1500/sites-reveal-changing-ways/>

Then, have students examine the maps of the Lime Creek Site found on the following pages, and answer the questions.

Social Studies Standards: SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.3.2; SS8.3.3

3 Locating the Site

Activity Grade Level

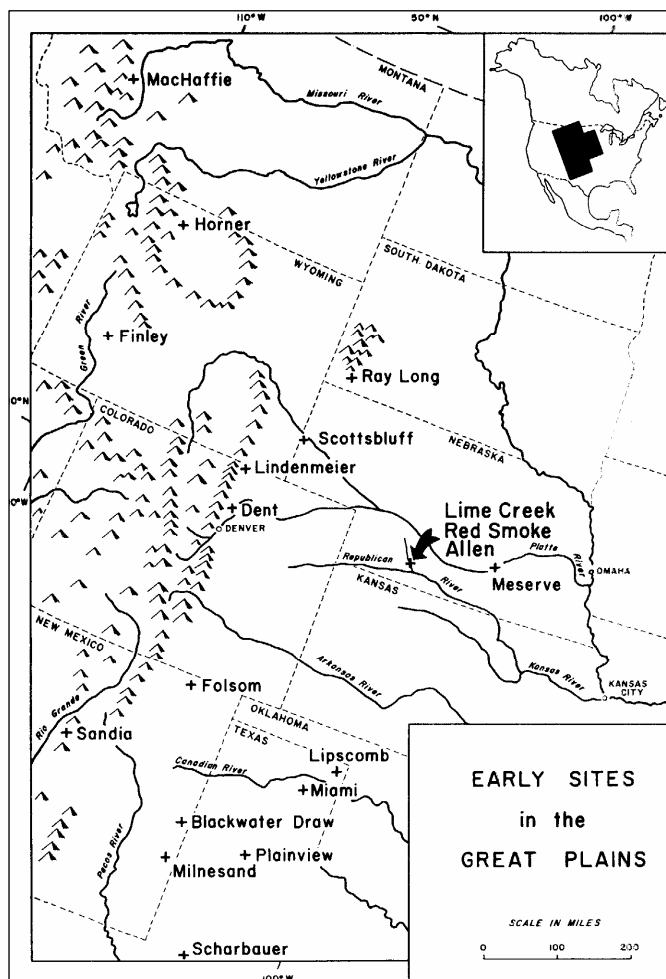
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Map 1: Early Sites on the Great Plains that were known by archaeologists in the 1950s and 1960s (This map from Davis' 1962 report, page 8)

One of the reasons that the Lime Creek site was so exciting was because very few ancient Paleo-Indian sites had been discovered in the 1940s, 1950s, and 1960s.

Paleo-Indian sites are some of the oldest sites in North America. Some Paleo-Indian sites are over 8,500 years old!

Not only did archaeologists in Nebraska uncover the ancient Lime Creek site, they found 2 other Paleo-Indian sites that were within easy walking distance. These other two sites are called the Red Smoke site and the Allen site.



Questions for Map 1

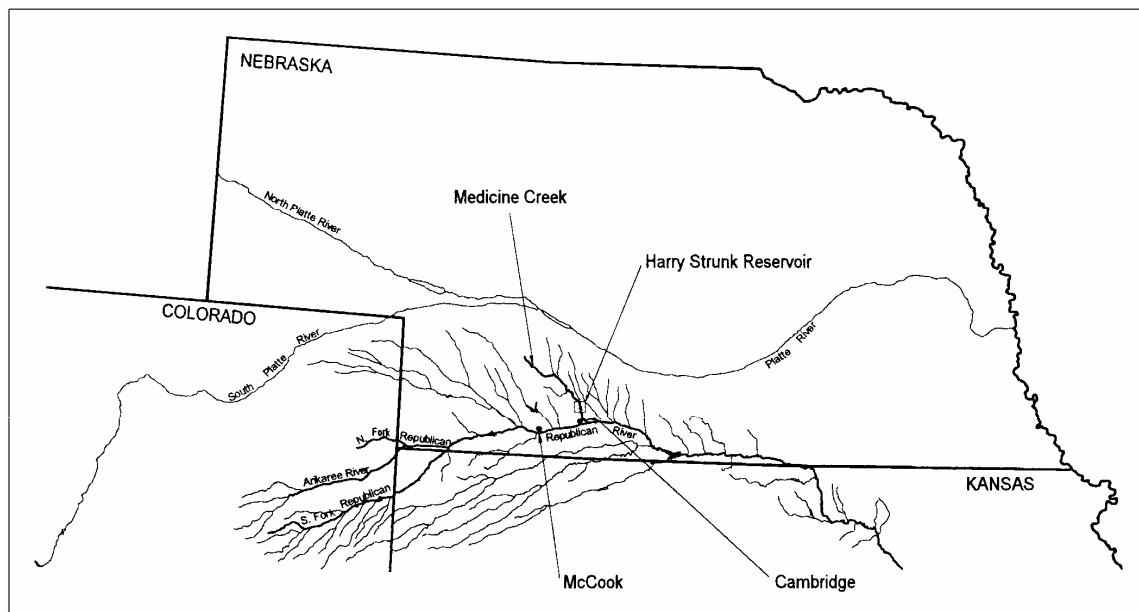
1. Count all of the "+" signs. Each of the "+" signs mark ONE ancient Paleo-Indian site where humans lived or hunted. Except for the "+" sign in southern Nebraska that marks THREE sites: the Red Smoke site, the Allen site, and the Lime Creek site. How many Paleo-Indian sites were known to archaeologists in the 1950s and 1960s on the Great Plains?
2. How many ancient Paleo-Indian sites were found in Nebraska?
3. How many miles from the Lime Creek, Red Smoke, and Allen sites would you have to travel to find another Paleo-Indian site? Use the scale on the map provided.

3 Locating the Site

Activity Grade Level

4 8

Map 2: Location of the Medicine Creek where the Lime Creek Site was found (This map from Hicks' 1993 thesis, page 2)



When our government builds a dam, a lake is formed. These human made lakes are called “reservoirs.” A dam that was built on the Medicine Creek resulted in a large reservoir called the Harry Strunk Reservoir. Can you find the Harry Strunk Reservoir on the map? The Lime Creek site was found along the shores of the Harry Strunk Reservoir.

Questions for Map 2

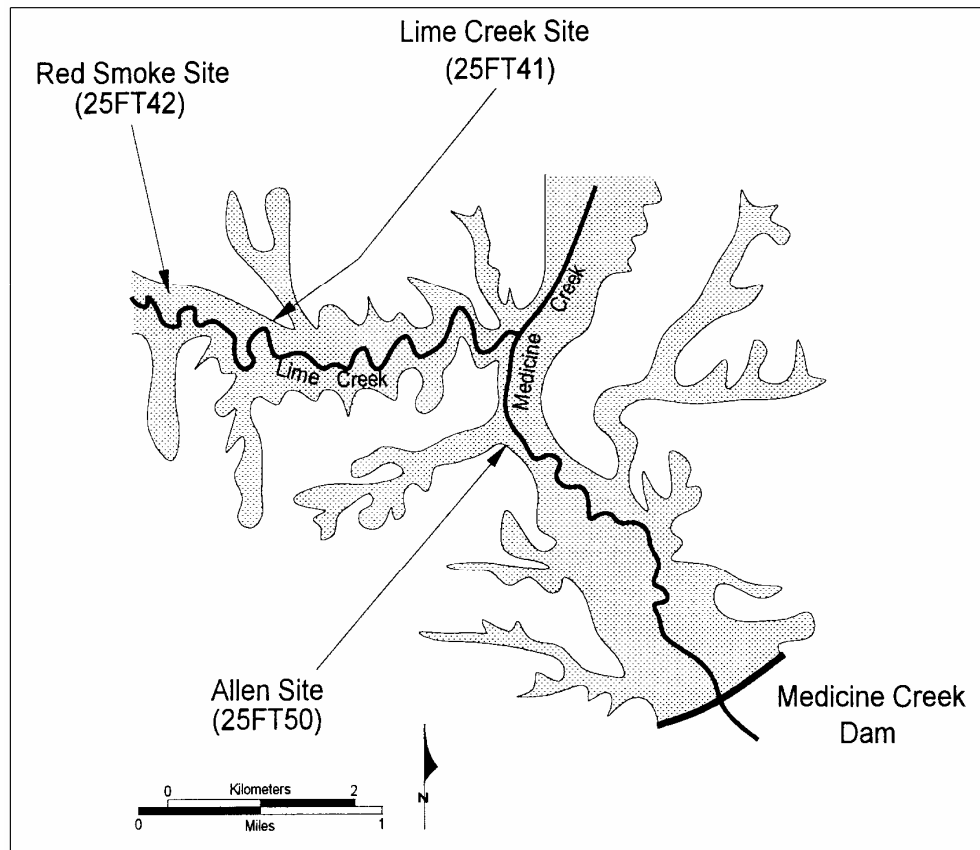
1. What part of the Nebraska is the Harry Strunk Reservoir found?
2. What other rivers and streams are near to Medicine Creek?
3. What river does Medicine Creek join?

3 Locating the Site

Activity Grade Level

4 8

Map 3: A close up of Medicine Creek and Three Paleo-Indian Sites (This map from Hicks' 1993 thesis, page 3)



Questions for Map 3

1. Lime Creek is only one of several sites in this area that were used by ancient Nebraska people. Why do you think this area was used so much?
2. Using the compass in the legend, in which direction do you have to travel to go from the Lime Creek site to the Red Smoke site? Which site is located southeast of the Lime Creek site?
3. Around 9,000 years ago, the Lime Creek site was swampy or marshy. Many different animals live in and around swamps and marshes. How many can you name?
4. Around 7,000 years ago the Lime Creek site was drier than before. What sort of animals can live in grasslands and prairies? What sort of food could ancient people find on the prairies?

3 Locating the Site

Activity Grade Level

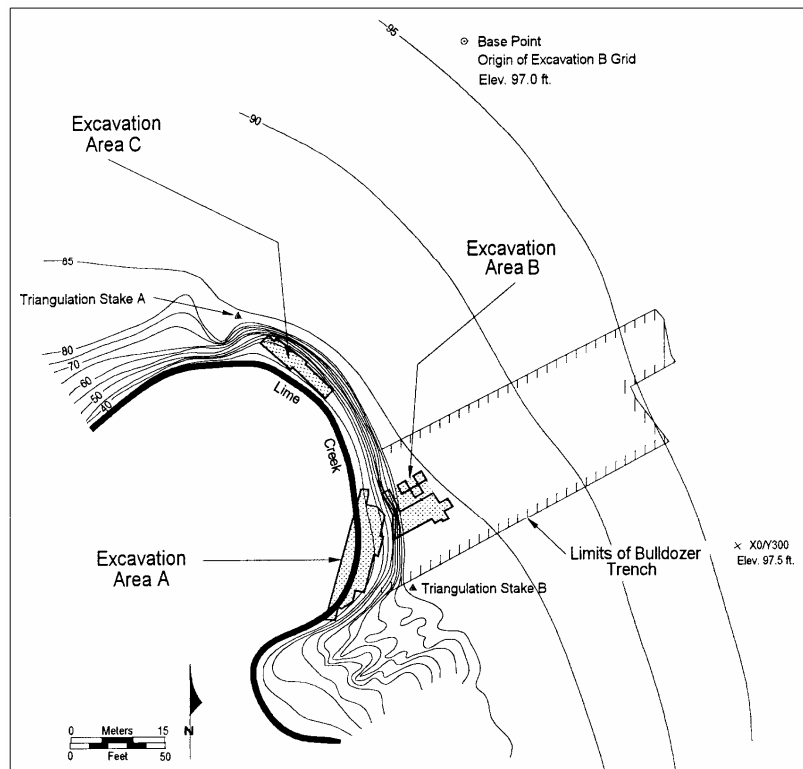
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Map 4: The Area of Excavation at the Lime Creek Site
(This map from Hicks' 1993 thesis, page 15)

This is a special kind of map called a "topographic" map. Do you see the black lines with the numbers? For example, the number 40, 50, 60, 70? These lines mark elevations in feet.

The elevations follow the shape of the hill. Another good word for the shape of a hill is the "contour" of the hill. The lines with the elevation numbers are usually called "contour lines."

Let's say you visited the Lime Creek Site with this map. If you walked between the contour line marked "85 feet" and the line marked "90 feet," you would have walked *UPHILL* five feet.



When the contour lines are far apart, this represents a very gentle uphill slope. When the contour lines are really close together, the map represents a very steep slope. Find Lime Creek on the map. You will find it near the 40-foot contour line. If you walked from Lime Creek uphill to Excavation Area B, look at all the contour lines you would cross. You would have to climb *UPHILL* from the creek 40-45 feet, that's like walking up the steps of a 4-story building.

Remember the photographs in the previous lessons? The Lime Creek Site was next to a cliff. When you make a map, you can "draw" a cliff by drawing contour lines on your map. The very close together contour lines on the map show the steepness of the cliff.

Questions for Map 4

1. Using the scale, how far away from the edge of the cliff is Excavation A?
2. About how large of an area was excavated in Excavation C?
3. The Lime Creek Site lies between Lime Creek and the base of a very high cliff. Why would this be a good spot to camp? What would be some disadvantages?

4 | Determining the Facts

Activity Grade Level

4 8



■ activity Discussion

Have students read the Lime Creek Site section on the Sites Reveal Changing Ways page on the Nebraska Studies site.

<http://nebraskastudies.org/pre-1500/sites-reveal-changing-ways/>

Then, have students read the supplementary materials on the following pages, and answer the questions.

Social Studies Standards: SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.3.2; SS8.3.3

4 Determining the Facts

Activity Grade Level

4 8

Student Reading #1: Early Human Occupation in Nebraska (7000-9000 Years Ago)

Before Europeans came to America, and before Native Americans grew their own crops, ancient Nebraskans hunted animals and gathered plants. These people traveled all over the Plains, following herds of bison, searching for plants, and finding stone to make their tools. There were no metal tools back then.

The most ancient Nebraskans are called Paleo-Indians by archaeologists. Paleo-Indians were Native American people who lived in North America 8,000 years ago or more. There are places in North America where some Paleo-Indian people lived over 12,000 years ago! Paleo-Indians lived with ancient large animals, like woolly mammoths and ancient varieties of very large bison. These big animals have since become extinct.

These ancient Nebraskans had to make everything they needed from whatever they could find. People did not only hunt animals for their meat. They would skin the hides of bison and sew the hides together to make weather-proof tents. They also used hides to make clothes, blankets, and bags.

Ancient families used animal bones as well. They used the longer bones of deer to make awls. An awl is a sharp tool used to poke holes through animal hides. After punching holes in two hides, the hides could be laced together. Ancient Native Americans also used small slivers of bone to make needles and fish hooks.

Even the animals' organs could be used! After cleaning an intestine, parts of the intestine were tied into sacks and bags that could carry water without leaking.

Ancient Nebraskans also gathered many plants. Some were for food, and others could be used as medicines. Skilled weavers could weave long grasses to make baskets and rope. Archaeologists find very few ancient plant remains because plants rot easily when exposed to the weather. In the Lime Creek area, both water and plants were plentiful. Lots of plants and water attracts animals. Paleo-Indian people could hunt and gather a lot of different animals and plants there.

In addition to the plants and animals, ancient people gathered stones along Lime Creek. They used these stones to make tools. They would make stone tools for cutting, for hunting, for scraping hides, and many other things. These tools are usually the only evidence archaeologists find at sites. Stone tools last a long time.

Archaeologists study these stone tools, trying to understand what ancient people did at a site. Imagine that you were studying a camp that people lived in 9,000 ago. Imagine you found a stone scraping tool and a bone awl. You might guess that 9,000 years ago, people at the camp scraped clean some animal hides. You might also guess that some of the hides were punched with the awl. The ancient people could lace the hides together to make blankets, bags, clothes, or tents.

The Paleo-Indian people had to carry all of their belongings with them as they traveled across the Plains in search of animals and plants. Can you imagine packing everything you own and carrying it for hundreds of miles? The Paleo-Indian people needed to carry as few things as possible. They left behind broken tools and unwanted food when they moved from one camp to another. In other words, they tossed their trash out rather than carry it. By studying these

4 Determining the Facts

Activity Grade Level

4 8

ancient objects, archaeologists can make good guesses as to what sort of work people did in their camps long ago.

Student Reading #1 Comprehension Questions:

1. Animal bones were used for many different jobs. How many can you remember?
2. Why do archaeologists usually only find stone tools and not plants or clothing at a site?
3. Bison hides were used as coverings for shelter. If one bison pelt covered the same area as 25 rabbit pelts and it takes 7 bison pelts to cover a shelter, how many rabbit pelts would it take to cover the same area?
4. If you moved around during the year, what kind of an area would you seek in spring? In fall? In winter? In summer?

4 Determining the Facts

Activity Grade Level

4 8

Student Reading #2: How Old Is It? Determining the Age of a Site

Determining when people used an area in the ancient past is not always easy. Archaeologists use many methods to determine when a site was occupied. One way of dating a site is called "radiocarbon dating." Scientists collect the remnants of plant or wood fibers from a site and perform tests on tiny molecules to estimate when those plants died. By knowing when that plant material was deposited, archaeologists can then understand when people used those plants and in turn when people lived at the site.

This method of dating is common today, but when the Lime Creek Site was found in the 1940s, the method was only just being developed. Scientists were still determining if their tests were accurate and if the ages of the sites they were finding were correct. Now we know that this method is indeed accurate, and archaeologists use it often.

Unfortunately, since plant and wood material isn't always preserved at archaeological sites, other methods are needed. Often the style or shape of an artifact is used to date a site.

Here is an example of how an artifact can help us determine a date. Today, when we listen to music, it is usually streamed online or digitally accessed from downloads. In the 1990's, people listened to music on CDs. Cassette tapes were the popular way to listen to music in the 1990's and before that, your parents and grandparents would have used vinyl records to hear music.

If we wanted to chop down a tree today we would use a chainsaw. Fifty years ago, we would have used a metal handsaw. Three thousand years ago, Native Americans used a stone axe to chop trees. Their axes were made of a filed stone attached to a wooden handle. Finding one of these chopping tools in an archaeological site would tell us how long ago people used that area.

Some artifacts change over the years just like the saws and the CDs. The tools used to hunt animals in ancient times changed many times. The style of hunting tools can be used to date a site. One such tool is the projectile point or arrowhead. Projectile points are made of stone that is shaped into a point and attached to a wooden shaft. The style of these projectile points have changed through time.

For instance, very old projectile points are large and slender resembling a double-edged knife. They were attached to long spears. More recent projectile points are smaller. These smaller points were used as tips on arrows to be launched by bows. Archaeologists use projectile point styles to determine the age of a site.

Another method used to date a site is stratigraphy. Stratigraphy is the study of layers of earth. Dirt and dust carried by the wind and water build up on sites, burying them. When humans leave a site, the dirt and dust are allowed to cover everything left behind. Grass and trees grow over everything until very few artifacts can be seen.

When archaeologists find a site that has been buried for a long time, lots of dirt needs to be removed in order to study that site. Sometimes a site was used more than once in the past. If a site has been buried already, people from a more recent time may camp on top of an already buried site! When the more recent group leaves, their artifacts get buried, too. Now the site has

4 Determining the Facts

Activity Grade Level

4 8

two artifact layers from two different times separate by layers of dirt.

When archaeologists uncover these sites with multiple layers of artifacts, they can tell the more deeply buried artifacts are older and the ones on top are more recent. Think about the garbage you throw away in the garbage can. The things you throw away first are at the bottom of the can, and the things you threw away most recently are on top. Remember, most artifacts that archaeologists find are things ancient people threw away—archaeologists really study old garbage!

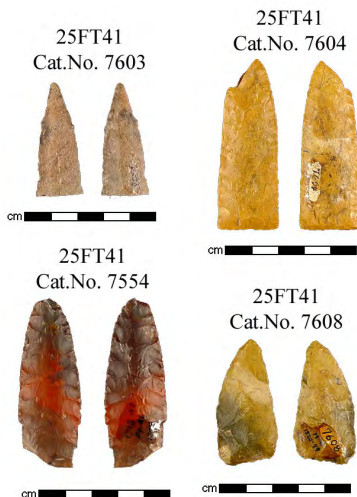
Student Reading #2 Comprehension Questions:

1. What is the method of dating sites based on decaying plant material?
2. Studying the layers of dirt that has accumulated on a site is called what?
3. Older sediments would be found beneath newer sediments. True or false?
4. What can style differences in projectile points tell us?
5. Can you think of other tools that have changed since your grandparents were your age? Hint: Think about farm equipment or what things you use in school that they never had.

5 | Visual Evidence: Drawings and Photos

Activity Grade Level

4 8



■ activity Discussion

Have students read the Lime Creek Site section on the Sites Reveal Changing Ways page on the Nebraska Studies site.

<http://nebraskastudies.org/pre-1500/sites-reveal-changing-ways/>

Then, have students examine the diagrams and artifacts on the following pages, and answer the questions.

Social Studies Standards: SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.3.2; SS8.3.3

5 Visual Evidence: Drawings and Photos

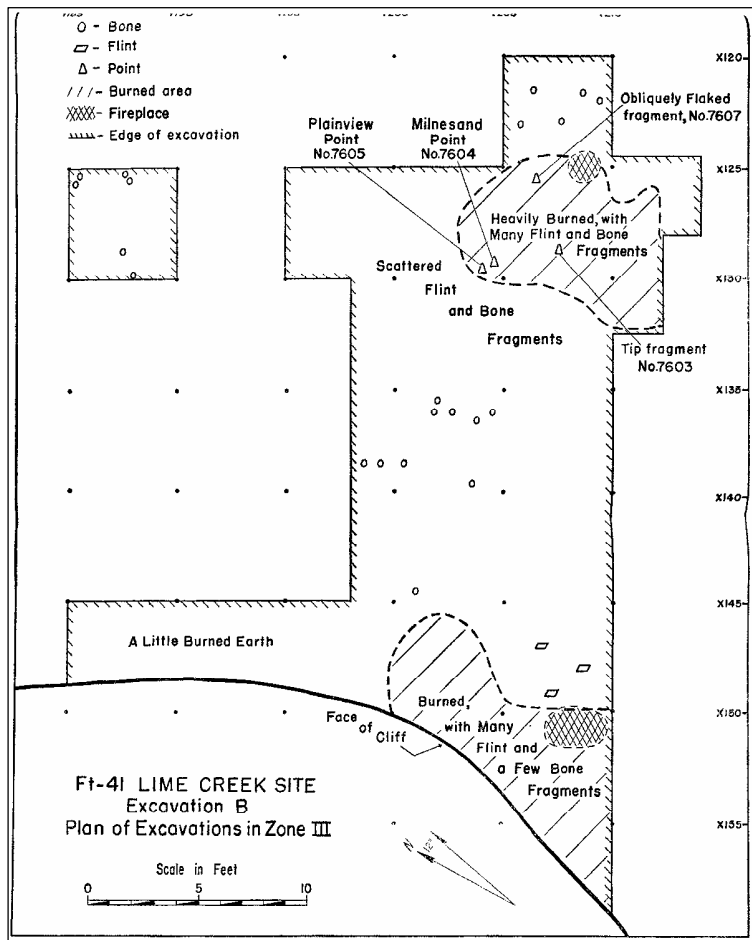
Activity Grade Level

4 8

Excavation Drawing #1: Fire Places—Trash from Long Ago (from Davis' 1962 report, Figure 38)

On this map, the small circular and oval areas mark ancient fireplaces used when ancient Nebraskans occupied the Lime Creek site. These fireplaces were lined with rock and filled with burnable material (twigs, logs, grass, etc). The rocks in the fireplace retain the heat from the fire, even after the fire itself has died out. After many episodes of heating and cooling, these rocks turn red from being heated and begin to crack and break. The soil around the fireplace also turns red.

Archaeologists can still tell where these fireplaces were by the leftover ash and charcoal inside them. Additionally, people tend to gather around a fire and a lot of artifacts are left near by. Archaeologists study the patterns of artifacts around the fireplaces to understand what activities took place there.



Questions for Excavation Drawing #1:

1. Looking at this drawing, what kinds of artifacts were found around the fireplaces at Lime Creek? What artifacts were found away from the fireplaces? (Note: "Flint" is a kind of stone that can be shaped into very sharp cutting tools. "Bone" on the map refers to animal bone pieces.)
2. Why are there more artifacts found around the fireplaces?
3. Imagine that you are a Paleo-Indian hunter: what activities would you be doing around a fire? Activities away from the fire?

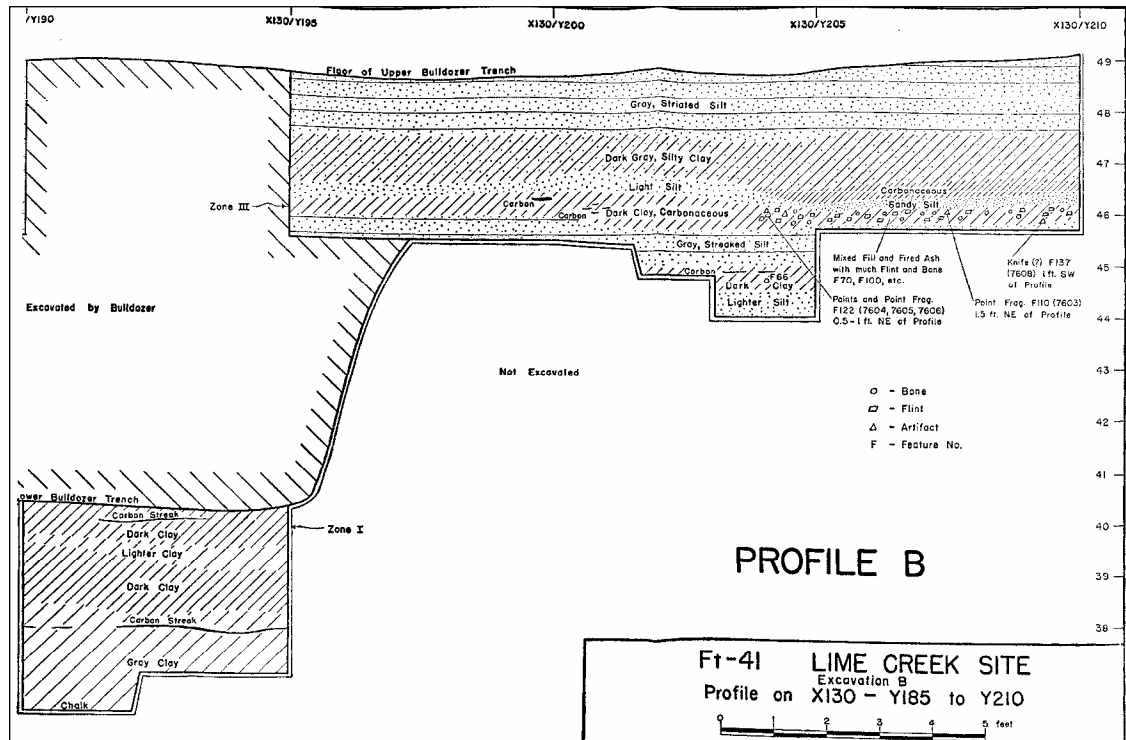
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Visual Evidence: Drawings and Photos

Activity Grade Level

4 8

Excavation Drawing #2: A Stratigraphy of the Lime Creek Site (from Davis' 1962 report, Figure 33)



A stratigraphic drawing is like a drawing of a layered cake. Imagine cutting a layered cake in half. Each layer of the cake is a different color of soil and earth. Archaeologists call these drawings “stratigraphic profiles.” In the drawing above, you are looking at the many different layers of the Lime Creek Site. How many different layers of earth can you count?

Find Zone I and Zone III on the Drawing. In each of these zones, the archaeologists at Lime Creek found artifacts. Imagine a layered cake again. You are looking at the cake from the side, and you can see all the layers of cake and frosting. Now imagine you move so that you are looking down at the cake from above. Now you can only see the top of one layer. You can study the surface of the layer, studying the way the frosting dips and swirls.

In much the same way, archaeologists scraped off the upper layers of the Lime Creek layer cake above Zone III. When they reached Zone III, they looked at the Zone III layer from above. They studied the layer's surface and drew the map that you saw in Excavation Drawing #1.

Questions for Excavation Drawing #2:

- 1) Looking at the drawing of the layers of dirt, Zone I and Zone III contained artifacts. How many feet separated the two layers?
- 2) Remembering what we learned from Student Reading #2, which layer is the oldest?

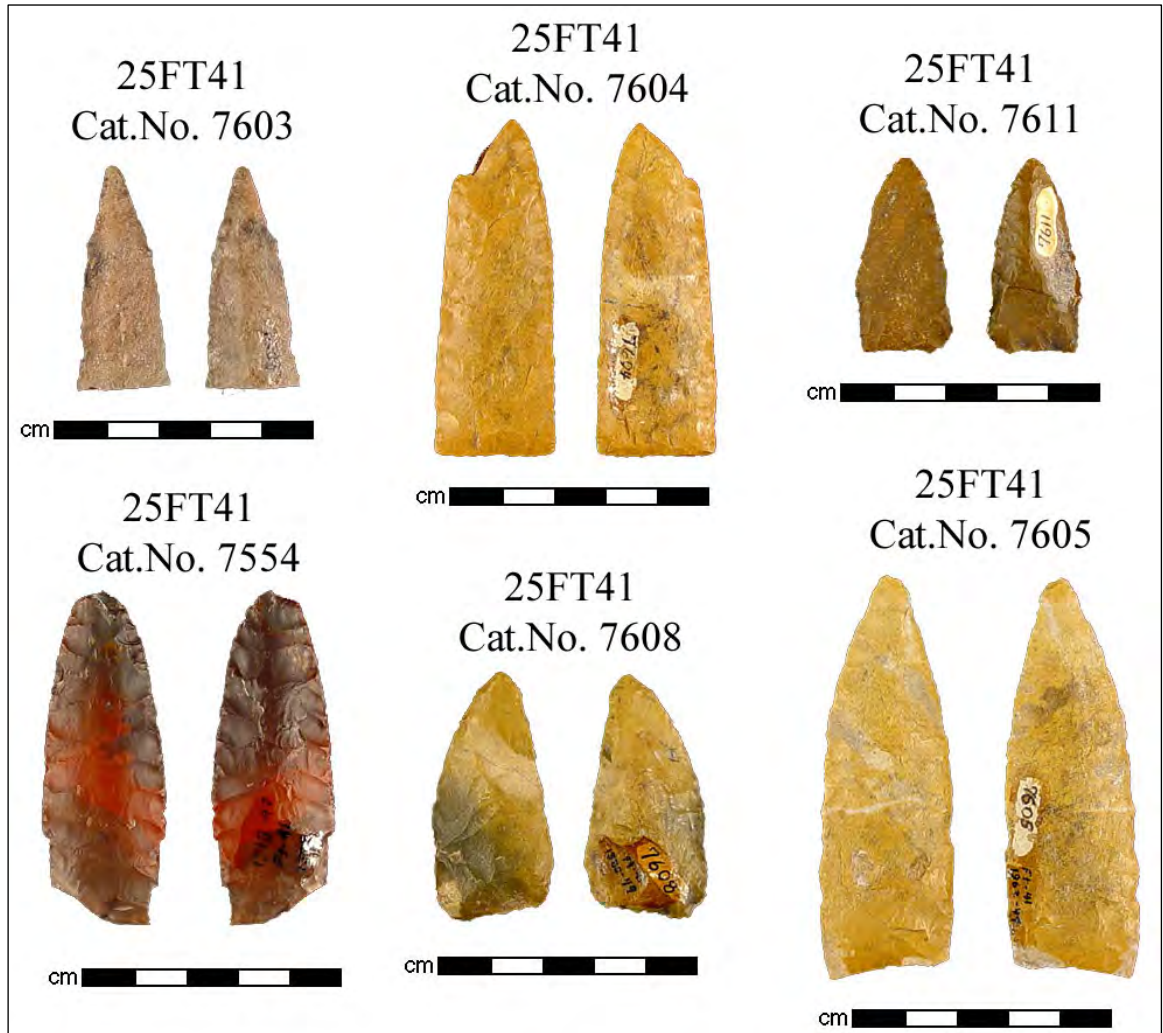
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Visual Evidence: Drawings and Photos

Activity Grade Level

4 8

Photo 1: Various Projectile Points from the Lime Creek Site (From Hicks' 1993 thesis artifact image files)



Note: You are seeing a photograph of both the front and back of each projectile point.

Questions for Photo 1

1. Using the scale provided, how big and how wide is each projectile point?
2. Which projectile points look the most alike? How can you tell which ones are most alike?
3. How do you think the Paleoindians attached these points to their spears or to their darts?

5 Visual Evidence: Drawings and Photos

Activity Grade Level

4 8

**Photo 2: Various Ground Stone Tools from the Lime Creek Site
(From Hicks' 1993 thesis artifact image files)**



Note: You are seeing a photograph of both the front and back of each tool.

Archaeologists sometimes call these tools abraders. They are made from a rough sandstone. All of these abraders have grooves on the face of each tool. Archaeologists think that people used these rough stones the same way we use sandpaper: to smooth a piece of wood.

When making an arrow or dart or spear, it is important that the shaft be nice and smooth. An ancient weapon maker could use these abrading stones like sandpaper, smoothing down the wood used for the arrow, dart, or spear.

Questions for Photo 2

1. Each of these artifacts has a groove down the middle. Use the scale provided to measure the width of the groove. Are they all the same size, or are there differences?
2. If the abraders were used for smoothing the shafts of hunting weapons, how thick do you think those shafts might have been?

L1

LESSON PLAN

Lime Creek Site: A Glimpse of Early Native Americans

Activity Grade Level

4

8

Putting It All Together: Possible Activities

Activity 1: Interpreting the Past Through Objects

Taking a step back from daily activities and analyzing ourselves can help archaeologists identify activities in the past. Making a clear picture of daily life at an archaeological site using the few clues we have left is difficult. We infer a lot of knowledge about past peoples based on what we do today.

Take everything out of your desk and mix it up in one big pile, making sure that there are items such as paper clips, rubber bands, and old papers. Have the students pretend they are archaeologists and need to examine these items to see what activities took place here. Which items go with one another? Which is the oldest item? Which is the newest? How can you tell? Is there anything in the pile that does not have a function? Any items that may have multiple functions? Have them write a description of what activities they think took place at your desk using the objects they are observing to justify their answers.

Activity 2: Imaginary Camping Trip

Have the students pretend they are planning a camping trip. Have them make a list of items they need. What kind of shelter will you have? What kind of food will you bring along? Will you hunt or fish to supplement your food? What kind of clothes will you wear? What tools will you need? Have them decide where they are going to camp. Will you camp in the woods? Will you camp near water? Will you camp on a hill? What other kinds of things might they want nearby?

Now have them pretend they are Paleo-Indians doing the exact same thing. What do they have to do differently? What do they have to do that is similar? If we had to camp for a long time and not just a short trip, what would change?

Activity 3: Mapping it Out—Detailed Analysis of Your Surroundings

Archaeologists take photographs and make maps of everything that they find in the ground. This way there is a record of what they found that can be studied for a long time. Give your students tape measures and paper and have them draw a map of the classroom, or take them outside and map the playground. Ask others to draw a sketch of one or two individual items with as much detail as possible. After they are finished, examine the map and sketches and discuss what activities took place in that area. Remember, empty spaces are just as important at sites because activities that require space probably took place there!

L1

LESSON PLAN

Lime Creek Site: A Glimpse of Early Native Americans

Activity Grade Level

4 8

Supplementary Resources for Teachers

- <http://www.nebraskastudies.org/pre-1500/first-human-residents/>
- <https://history.nebraska.gov/education/trunks>

Some Basic References

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Pre-1500

Lime Creek Site: A Glimpse of Early Native Americans

resources

	page
National Archives: Map Analysis Worksheet	25
National Archives: Photograph Analysis Worksheet	26

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>

resources

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.

.....

.....

.....

STEP 3. QUESTIONS

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

.....

.....

B. Where could you find answers to them?

.....

.....

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 8.3.2 Examine how regions form and change over time.

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

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 4.1.6 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 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

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

Nebraska Department of Education Content Area Standards

■ Science Standards

4

SC 4.13.4 Gather and analyze data to communicate an understanding of Earth's systems and processes that shape the Earth.

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 8.3.1 Students will investigate and describe the structure and function of living organisms.

Nebraska Department of Education Content Area Standards

■ Math Standards

4

MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.

MA 4.3.3 Measurement: Students will perform and compare measurements and apply formulas.