



1500-1799

Emergence of Historic Tribes

activities

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1 | Bison

Activity Grade Level

4 8



■ activity

Identify Uses

Have students read the following page within Nebraska Studies:

<http://nebraskastudies.org/1500-1799/emergence-of-historic-tribes/bison-a-plains-supermarket/>

Then, have students identify the various uses Native Americans made of bison parts. Have them divide their lists into the following categories and include a description of what part of the bison was used to make each item:

Tools used for agriculture

Clothing

Weapons

Items related to transportation

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: [SS 4.3.3](#); [SS 4.4.3](#); [SS 4.4.4](#) | [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 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 5.3.2](#) | [SC 8.3.3](#)

2

Oto, Missouria, & Pawnee Artifacts

Activity Grade Level

HS



■ activity

Artifact Analysis

Have students read the indicated pages on the 1500-1799 timeline of Nebraska Studies under Emergence of Historic Tribes, and complete the activities found on the following page.

<http://nebraskastudies.org/1500-1799/emergence-of-historic-tribes/>

■ Nebraska Department of Education Content Area Standards

Social Studies Standards: **SS HS.3.2; SS HS.3.5; SS HS.4.4; 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 12.1.3; SC 12.3.3; SC 12.4.2**

2 | Oto, Missouria, & Pawnee Artifacts

Activity Grade Level

HS

Artifact Analysis Activities

1. Have students read the following pages within Nebraska Studies:

<http://nebraskastudies.org/1500-1799/emergence-of-historic-tribes/the-oto-missouria/>

<http://nebraskastudies.org/1500-1799/emergence-of-historic-tribes/yutan-eagle-ridge/>

Then, have students analyze the images of the artifacts excavated at the Eagle Ridge Site and complete the following activities:

- Draw a picture of each image you can identify, indicate the use made of the image, and whether it was made by a European or a Native American.
 - What generalizations can you make about Indian life based on the artifacts recovered?
2. Have students use the National Archives and Records Administration's Artifact Analysis Worksheet at the end of this document to analyze five of the artifacts in this era.
 3. Ask students to examine the images of trade goods used by the Pawnee, found on the following page, to discuss these questions:
<http://nebraskastudies.org/1500-1799/emergence-of-historic-tribes/the-pawnee-the-lakota-sioux/>
 - How did these European goods make life easier for the Native Americans?
 - What did Indians use for axes, containers to cook in, fish hooks, etc. before they traded with the Europeans?
 - Compare and contrast the use of stone tools with the use of bone tools. Would tools made of bone or tools made of stone be more effective?
 - How would the environment help determine which materials you used to make tools?
 - Compare and contrast the iron hoe with the bison shoulder blade hoe. Which do you think would be a more effective implement to use in cultivating crops? Why?
 - How did trade with Europeans affect the tools used by Native Americans?



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resources

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National Archives: Artifact Analysis Worksheet	6

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

Nebraska Department of Education Social Studies and History 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
<https://www.loc.gov/search/?in=&q=Lesson+Plans&new=true&st=>

Analyze an Artifact

Meet the artifact.

Material (check all that apply):

- | | | | | |
|----------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Pottery | <input type="checkbox"/> Metal | <input type="checkbox"/> Wood | <input type="checkbox"/> Stone |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Glass | <input type="checkbox"/> Paper | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Fabric |
| <input type="checkbox"/> Plastic | <input type="checkbox"/> Other | | | |

Observe its parts.

Describe it as if you were explaining it to someone who can't see it.

Think about: shape, color, texture, size, weight, age, condition, movable parts, or anything written on it.

Try to make sense of it.

Answer as best you can.

Where is it from?

When is it from?

Who used it? List reasons you think so.

What was it used for? List reasons you think so.

What does this tell you about the people who made and used it?

What does it tell you about technology at the time it was made?

What is a similar item from today?

Use it as historical evidence.

What did you find out from this artifact that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand the event or time in which this artifact was used?



Nebraska Department of Education Content Area Standards

■ Social Studies Standards

4

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

SS 4.4.4 Analyze past and current events throughout Nebraska history.

SS 4.4.5 Develop historical inquiry and research skills.

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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.3.2 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.4.4 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

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

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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).

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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 8.3.3 Students will describe populations and ecosystems.

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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.

SS 12.1.3 Students will solve a complex design problem.

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.