1850-1874
Native Americans and Settlers

activities

Created by Michael Young, former History Department Chair, Omaha Burke High School

1. DISCUSSION
   Native Crops
   grade level: 4 8
   page: 2

2. DRAWING
   Earth Lodge Construction
   grade level: 4 8
   page: 3

3. DISCUSSION
   Native American View
   grade level: 4 8
   page: 4

4. PHOTO ANALYSIS
   Settler v. Native American Homes
   grade level: 12
   page: 5

5. DISCUSSION
   Tipis v. Earth Lodges
   grade level: 12
   page: 6

L1. LESSON PLAN
   Our Perspective of the Homestead Act
   Created by Greg Hobza, Crete High School
   grade level: 8
   page: 7

- Resources
- Nebraska Department of Education Content Area Standards

nebraska.studies.org
Native Crops

**activity**

**Discussion**

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

http://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?
Earthlodge Construction

**activity**

**Drawing**

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

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

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

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**Nebraska Department of Education Content Area Standards**

Social Studies Standards: SS 4.3.1; SS 4.3.2; SS 4.3.5; SS 4.3.6; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US); SS 8.4.3(US)


activity

Discussion

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

http://nebraskastudies.org/1850-1874/native-american-settlers/meet-the-challenges/

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 4.3.2; SS 4.3.4; SS 4.3.5; SS 4.3.6; SS 4.4.2; SS 4.4.3; SS 4.4.4; SS 4.4.5 | SS 8.4.2(US); SS 8.4.3(US)
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
Settler v. Native American Homes

activity

Photo Analysis

Have students read the following pages in the Nebraska Studies 1850-1874 timeline.
Earth Lodges and Tipis
http://nebraskastudies.org/1850-1874/native-american-settlers/earth-lodges-and-tipis

Architecture of Lodges
http://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 tepees. 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/knri/learn/historyculture/earthlodge.htm (Mandan Earthlodge)
https://www.warpaths2peacepipes.com/native-american-houses/earth-lodge.htm (Earthlodges)
https://www.britannica.com/topic/wickiup (Wickiup)
http://plainhumanities.unl.edu/encyclopedia/doc/egp.arc.048 (Tipi)

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 12.1.1; SS 12.3.1; SS 12.3.4; SS 12.4.1(US); SS 12.4.5(US); SS 12.4.5(WLD)
Language Arts Standards: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
Tipis v. Earthlodges

activity
Discussion

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

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

Then have students compare and contrast the Native American tepee 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)


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

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Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 12.1.1; SS 12.3.1; SS 12.3.4; SS 12.4.1(US); SS 12.4.5(US); SS 12.4.5(WLD)

Language Arts Standards: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
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 8.4.2(US); SS 8.4.3(US); SS 8.4.5
Language Arts Standards: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.3.1 Speaking
LESSON PLAN
Our Perspective of the Homestead Act

1850-1874 Native Americans and Settlers

Activity Grade Level
8

Internet Resources

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

- 100 Milestone Documents, National Archives.
  http://www.ourdocuments.gov/content.php?flash=true&page=milestone


  http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm

- Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]
  http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html

- Teaching with Documents Lesson Plan: Maps of Indian Territory, the Dawes Act, and Will Rogers’

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

- Nebraska Dept. of Education State Social Studies/History Standards.
  https://tinyurl.com/ycuxo8sh

- 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

LESSON PLAN

Our Perspective of the Homestead Act

Internet Resources, continued


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/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.
LESSON PLAN
Our Perspective of the Homestead Act

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

National Archives: Map Analysis Worksheet 12
National Archives: Photograph Analysis Worksheet 13
Rubric for Lesson Plan 1: Our Perspective of the Homestead Act 14

Nebraska Department of Education Academic Standards
https://www.education.ne.gov/contentareastandards/
Nebraska Department of Education Social Studies and History Standards
https://tinyurl.com/ycuxo8sh
National Archives http://www.archives.gov/index.html
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?
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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.
...........................................................................................................................................................................................................
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.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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?
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...........................................................................................................................................................................................................

B. Where could you find answers to them?
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Rubric for Lesson Plan 1: Our Perspective of the Homestead Act

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editorial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student: .......................................................................................................................................    Date: ..................................
Social Studies Standards

4
SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.
SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.
SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.
SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.
SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.
SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.
SS 4.3.6 Students will use geographic skills to make connections to issues and events.
SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.
SS 4.4.3 Students will describe and explain multiple perspectives of historical events.
SS 4.4.4 Students will analyze past and current events, issues, and problems.
SS 4.4.5 Students will develop historical research skills.

8
SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.
SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.
SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.
SS 8.2.5 Students will identify the basic economic systems in the global economy.
SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.
SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.
SS 8.4.5 Students will develop historical research skills.

12
SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.
SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.
SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.
1850-1874 Native Americans and Settlers

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.

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