1850-1874
African American Settlers

activities

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

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- Resources
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nebraska studies.org
African American Settlers in Nebraska

1850-1874 African American Settlers

activity
Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.
http://nebraskastudies.org/1850-1874/african-american-settlers/

Then, have students discuss the following question:

What were a pull factors for African Americans to migrate to Nebraska?

What were the push factors for African Americans to leave their homes?

Which of these factors are social, which environmental, which economic? Explain.

Nebraska Department of Education Content Area Standards

Social Studies: 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)

Language Arts: LA 4.1.6 Comprehension; LA 4.1.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process
**activity**

**Photo Analysis**

Have students read the Where Did African Americans Live? The Shores and Speese Families page in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/1850-1874/african-american-settlers/

Have students use the National Archives Photograph Analysis Worksheet in the Resources section at the end of this document to analyze the photograph of the Shores family.

What inferences can you make?

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**Nebraska Department of Education Content Area Standards**

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

Language Arts: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process


**activity  Discussion**

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/1850-1874/african-american-settlers/

Have students identify the following African Americans and indicate their connection to Nebraska:

- Speece family
- Sally Bayne
- Robert Anderson

Identify each African American that moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the Nebraska county outline map included in the resources, mark the towns with a dot and the corresponding name of the town and the names of the African American settlers.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

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**Nebraska Department of Education Content Area Standards**

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

**Language Arts:** LA 12.1.6 Comprehension; LA 12.2.1 Writing Process
4 Exodusters & the Civil War

Activity Grade Level 12

Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/1850-1874/african-american-settlers/

Have students assess the significance of Exodusters and the Civil War with reference to African Americans settling in Nebraska.

Identify each African American that moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the Nebraska county outline map included in the resources, mark the towns with a dot and the corresponding name of the town and the names of the African American settlers.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

Nebraska Department of Education Content Area Standards

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

Language Arts: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process
activity

Discussion

Have students read the Where Did African Americans Live? page in the Nebraska Studies 1850-1874 timeline.

http://nebraskastudies.org/1850-1874/african-american-settlers/

Then have students discuss why many of the African American settlers moved to western Nebraska rather than to the eastern part of the state?

Identify each African American that moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the Nebraska county outline map included in the resources, mark the towns with a dot and the corresponding name of the town and the names of the African American settlers.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

Nebraska Department of Education Content Area Standards

Social Studies: 12.1.1; 12.3.1; 12.3.4; 12.4.1(US); 12.4.5(US); 12.4.5(WLD)
Language Arts: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
Lesson Objectives

1. Students will analyze why African Americans settled in Nebraska and what challenges they faced.

2. Students will compare and contrast the growth and distribution of African Americans in the latter part of the 19th century and early part of the 20th century with the 21st century in Nebraska.

3. Students will develop skills to analyze primary documents and images.

Introduction

Provide students with the handout on Robert Ball Anderson located in the Resources section at the end of this document. After students have had the opportunity to read the information, conduct a classroom discussion based on the questions that follow the information contained in the handout.
**LESSON PLAN**

**African American Homesteaders**

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

### The Resources

**Books**


**Magazines**


**Internet Resources**


LESSON PLAN
African American Homesteaders
1850-1874

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

The Resources

Internet Resources

PBS. New Perspectives of the West. http://www.pbs.org/weta/thewest/program/


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: 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


nebraskastudies.org
LESSON PLAN
African American Homesteaders

1850-1874

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

The Process

1. Have students read two pages in the Homestead Act Signed section of the 1850-1874 timeline on Nebraska Studies.
   How Do I Get My Free Land?
   http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/how-do-i-get-my-free-land/
   The "Proving Up" Form http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/how-do-i-get-my-free-land/

2. Then, have students read the African American Settlers section of the 1850-1874 timeline on Nebraska Studies:
   http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/how-do-i-get-my-free-land/
   http://nebraskastudies.org/1850-1874/african-american-settlers/

3. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:
   a. What are the provisions of the Homestead Act?
   b. What is a "Proving Up" form? What are the provisions? Why do you think such a form was necessary?
   c. Were African Americans qualified to acquire land under the provisions of the Homestead Act? Explain.
   d. Were Black homesteaders in the Nebraska area more likely to be treated as equals than in southern cities in the United States? Why or why not?

4. Have students access the National Archives Document Analysis Worksheet in the Resources section at the end of this document and review with them how primary resources are analyzed.

5. Assign individual students or groups of students to use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document to analyze one or more of the following photographs located in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline.
   The Shores and Speese Family
   http://nebraskastudies.org/1850-1874/african-american-settlers/
LESSON PLAN
African American Homesteaders

1850-1874 African American Settlers

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

The Process

6. Tell students to compare and contrast the two photographs of the Shores and Speese families in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline using a Venn diagram located in the Resources section at the end of this document to illustrate their conclusions.

The Shores and Speese Family
http://nebraskastudies.org/1850-1874/african-american-settlers/

Students should also be able to answer orally or in written form answers to the following questions:

a. How is the clothing between the two families different? Why?

b. What are the differences in the number of horses and wagons? For what would the wagons be used?

c. Are the buildings different in structure and number? Explain.

d. Are there the same numbers of people, and are they of the same sex in each photograph? If not, how are they different?

7. Instruct students, in a cooperative endeavor or individually, to compare and contrast the following photographs located in the segment, African American Settlers:

• Jim Shores
• Men in front of Kilpatrick Bros. Groceries & Railroad Supplies store
• Bunch of genuine old time cowboys

Students should include answers to the following questions:

a. What was the time period for each photograph?

b. Are different occupations indicated?

c. Did the same photographer take the photographs?

d. Which of the occupations inferred by the photographer was the occupation most African Americans chose during this time period? Why?

e. Were all the photographs taken of Black Americans living in Nebraska? Explain.

f. Are there any indications indicated in the photographs that the photographer was prejudice against Black Americans?
The Process

8. Instruct selected students to read the link to Robert Ball Anderson included in the segment titled Where Did African Americans Live? in the African American Settlers section of the 1850-1874 timeline on Nebraska Studies:
http://nebraskastudies.org/1850-1874/african-american-settlers

Then, have them discuss these questions.

   a. Who was Robert Ball Anderson?
   b. Why did he leave Kansas to settle in Nebraska?
   c. What is the Timber Culture Act?
   d. Why did he settle in Box Butte County?
   e. Did the other county residents accept him?
   f. Was he successful?
   g. How did the Nebraska Constitution and the laws of Nebraska of that time period both treat Anderson as an equal to whites and not as an equal to whites?

9. Conclude the discussion of African American homesteaders by engaging students in an oral discussion of the following questions:

   a. Why did Black settlers tend to settle on homesteads rather than in urban areas?
   b. Were white settlers prejudiced against African American settlers? Why or why not?
   c. Name at least three African American homesteaders and indicate where they settled.
   d. Have the number of African Americans living in Nebraska on farms or ranches increased or decreased in the 21st century? Why or why not? Is the same true for European Americans?
LESSON PLAN
African American Homesteaders

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 with students the following people and define any terms that are included:

<table>
<thead>
<tr>
<th>Names</th>
<th>Terms/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Ball Anderson</td>
<td>Speese family, first Nebraska Constitution</td>
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<tr>
<td>Sally Bayne</td>
<td>13th/14th/15th Amendments, Nebraska becomes a state</td>
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<tr>
<td>S. Butcher</td>
<td>Black Codes, “Proving Up” form</td>
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<td>Bertha Calloway</td>
<td>Exodusters, Reconstruction</td>
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<tr>
<td>Ava Speese Day</td>
<td>Kansas Nebraska Act, sharecroppers</td>
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<tr>
<td>Oblinger family and letters</td>
<td>Homestead Act provisions, Timber Culture Act</td>
</tr>
<tr>
<td>Shores family</td>
<td>Ku Klux Klan, Venn diagram</td>
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<tr>
<td>Benjamin Singleton</td>
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</tbody>
</table>
LESSON PLAN

African American Homesteaders
1850-1874

Learning Advice

4. Have students access the following websites and review with them the contents of each website:

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

   • PBS. New Perspectives on the West. African-Americans in the West.
     http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm

     https://www.docsteach.org/

Emphasize the following:

a. Where were African American most likely to settle in Nebraska and why?

b. What was the connection between the Homestead Act provisions and African Americans?

c. What is the distribution of the African American population in Nebraska today as compared/ contrasted with their distribution in the latter part of the 19th century and the earlier part of the 20th century?

d. Differentiate between African American homesteaders and African Americans who came to Nebraska cities in the early 20th century to work in packing houses, factories, etc.

Conclusion

Students will have learned why African Americans settled in Nebraska and what challenges they faced. They will understand how the Homestead Act affected African Americans, and why they tended to settle in western Nebraska. In conclusion, they will develop skills to analyze primary resources such as letters and photographs and become familiar with a variety of websites related to Nebraska studies.
Lesson Plan
African American Homesteaders

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

Assessment Activity

Activity #1: Analytical Essay

Instruct students to do a written analysis of a minimum of 500 words about the challenges Black homesteaders faced in their attempt to acquire land ownership in the late 19th and early 20th centuries in Nebraska. Students should include the following in their analysis:

1. How provisions in the Homestead Act made it possible for Blacks to own land
2. Where Blacks tended to homestead in Nebraska and why
3. Reception the Black homesteaders received from White homesteaders
4. Two examples of Blacks who owned a homestead or ranch

Have students include documentation, a bibliography, etc.

Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:


School Improvement in Maryland. Instruction. Social Studies Rubric.
Lesson Plan
African American Homesteaders

1850-1874 African American Settlers

Assessment Activity
Activity #2: Multiple Choice Assessment
Make copies for all students of the Multiple Choice worksheet in the Resources section at the end of this document.

Answers to the Multiple Choice assessment activity:

LESSON PLAN
African American Homesteaders
1850-1874
African American Settlers

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

Assessment Activity

Possible Extension Activities

- Instruct students to use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide to analyze the photograph of the Jerry Shores family located on the PBS Archives of the West website located at http://www.pbs.org/weta/thewest/resources/archives/seven/w67i_shores.htm


Then have students do a search for the photograph titled, “African American rancher and two other men on a ranch near Goose Creek, Cherry County, Nebraska”. Instruct students to use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph.


Then instruct students to do one or more of the following activities:

1. Compare and contrast the two photographs titled:
   a. “Group in front of the printing office of the Overton herald newspaper Supplies store, Broken Bow, Nebraska”
   b. “Group in front of the printing office of the Overton Herald newspaper”

2. Use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph titled “Bunch of genuine old time cowboys and bronco busters at Denver Colorado” (2 photographs). Ask students if they think there were similar black cowboys in Nebraska and indicate why or why not.

- Direct students to access the PBS website titled “the West: the Geography of Hope” located at http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm

Have students read the information listed and answer the following questions:

1. Who was Benjamin Singleton?
2. What were Singleton's key goals?
3. Who is Bertha Calloway?
4. Who were the Exodusters and how did they get that name?
5. Compare the Black settlers in Kansas with the Black settlers in Nebraska.
6. How did the movement of Exodusters to Kansas affect Black settlement in Nebraska
1850-1874
African American Settlers

resources

National Archives: Photograph Analysis Worksheet 19
National Archives: Written Document Analysis Worksheet 20
Venn Diagram 21
Nebraska County Map 22
Robert Ball Anderson Handout 23
African American Settlers Multiple Choice Worksheet 24

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


nebraska studies.org
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>
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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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Designed and developed by the Education Staff • National Archives and Records Administration, Washington, DC 20408 • http://www.archives.gov
National Archives: Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one)
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press release

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   - Interesting letterhead
   - Handwritten
   - Typed
   - Seals
   - Notations
   - RECEIVED stamp
   - Other

3. DATE(S) OF DOCUMENT: ......................................................................................................................................................

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: ........................................................................................................................................................................
   POSITION (TITLE): ........................................................................................................................................................................

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? ........................................................................................................................................................................

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

   A. List three things the author said that you think are important:
      1. .......................................................................................................................................................................................................
      2. .......................................................................................................................................................................................................
      3. .......................................................................................................................................................................................................

   B. Why do you think this document was written?
      ...........................................................................................................................................................................................................

   C. What evidence in the document helps you know why it was written? Quote from the document.
      ...........................................................................................................................................................................................................

   D. List two things the document tells you about life in the United States at the time it was written:
      1. .......................................................................................................................................................................................................
      2. .......................................................................................................................................................................................................

   E. Write a question to the author that is left unanswered by the document
      ...........................................................................................................................................................................................................
Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.
Robert Ball Anderson was born into slavery in 1843 in Kentucky. Eventually, Robert Anderson arrived in eastern Nebraska. In 1884, he headed for western Nebraska, and by 1886, he took up a tree claim under the provisions of the Timber Culture Act. Anderson suffered through some financial disasters, but was eventually able to add to his land holdings. By 1918, he was the owner of 2,080 acres of land.

Anderson escaped the racial prejudice of the South, but found he still lived in a society influenced by racist ideas. Nebraska prohibited slavery in the State Constitution of 1875, but had laws that did not recognize mixed marriages and required that the “color” of voters be indicated on registration cards. The white community, however, generally accepted Anderson as he was one of the few black men living in Box Butte County, had a good military record, and was a successful rancher and farmer. As one man stated, “If there was ever a gentleman — if I’ve ever known one — it was Robert Anderson”.

**Discussion Questions**

1. Who was Robert Anderson?

2. Why do you think he came to Nebraska?

3. What is the Timber Culture Act?

4. Why do you think the Nebraska State Constitution of 1875 prohibited slavery, yet had laws that did not recognize mixed marriages and required that the “color” of voters be indicated on registration cards?

5. What dates were the 13th, 14th, and 15th US Constitutional Amendments passed, and would there be any connections between them and the Nebraska State Constitution of 1875?

6. How was Robert Anderson received by other Nebraskans?
Directions: Circle the best answer.

1. Which of the following was not a Black homesteader and/or rancher?
   A. Robert Bell Anderson
   B. Speese
   C. Shore
   D. S. Butcher

2. In the 19th century, Black settlers in Nebraska were most likely to settle in which of the following locations?
   A. eastern Nebraska
   B. western Nebraska
   C. western Nebraska urban areas
   D. eastern Nebraska urban areas

3. Which of the following statements is accurate?
   A. Former Black slaves acquired homesteads in Nebraska.
   B. Ex slaves could not own land in Nebraska.
   C. African Americans were unable to obtain land in western Nebraska.
   D. African Americans acquired homesteads but could not own ranches.

4. The Homestead Act…
   A. Prohibited all Black settlers from owning land.
   B. Prohibited all Black settlers from living in Nebraska.
   C. Allowed Black settlers to acquire land if they met the requirements of the Homestead Act.
   D. Allowed Black settlers to own ranches, but did not allow them to own farms.

5. Which of the following encouraged African Americans to settle in Nebraska in the 20th century?
   A. the ease of transportation facilities
   B. the absence of Native Americans
   C. the potential for acquiring free land
   D. the ability to acquire free seed and farm equipment

6. Which of the following occurred first?
   A. Homestead Act
   B. 13th Amendment
   C. First Nebraska state constitution was written
   D. Kansas Nebraska Act

7. In which of the following time periods would you find information about the Speese and Shores families on the Nebraska Studies website?
   A. 1800-1849
   B. 1850-1874
   C. 1875-1899
   D. 1900-1924
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 4.3.3 Students will compare and contrast the characteristics of culture statewide.
SS 4.3.4 Students will identify how humans have adapted to and modified different environments in Nebraska.
SS 4.3.5 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.
SS 4.5.1 Students will identify how humans have adapted to and modified different environments in Nebraska.

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.

SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.
SS 12.3.2 Students will examine how regions form and change over time.
SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.
SS 12.3.4 Students will analyze and interpret patterns of culture around the world.
SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.
SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
SS 12.4.5 (US) Students will develop historical research skills.
language Arts Standards

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).

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.

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.