# 1800 – 1849
## Forts

### Activities

**1. MAPMAKING & DISCUSSION**
- Forts

**2. PHOTOGRAPH ANALYSIS**
- Big Elk

**3. PHOTOGRAPH ANALYSIS**
- Fort Kearny

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**Resources**
- Nebraska Department of Education Content Area Standards

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Mapmaking & Discussion

Have students read from the pages on Forts Built, Fort Atkinson, and Fort Kearny in the 1800-1849 section of Nebraska Studies.

http://nebraskastudies.org/1800-1849/forts-built/

Then have students use the Nebraska Rivers and Forts Map provided below and mark the following (Fort locations are marked with a dot).

- Label the Platte, Missouri, and Niobrara Rivers.
- The locations of Fort Atkinson, Fort Kearny 1, Fort Kearny 2.
- Label those forts.
- An extended activity: Label the following rivers: Republican, Loup, North Loup, Middle Loup, South Loup, Little Blue, Big Blue, Elkhorn, North Platte, South Platte, and White.
- Another extended activity: Mark and label the following forts: McPherson, Hartsuff, Robinson, Crook, Omaha, Sidney, and Grattan. The following link can help:
  http://genealogytrails.com/neb/nebraskaforts.htm

Then have students write a short summary of the purpose for constructing each fort. The summaries should have a minimum of three reasons for why the federal government constructed each fort.
activity

Portrait Analysis

Have students go to the page on Fort Atkinson and enlarge the portrait of Chief Big Elk of the Omaha by Charles Bird King, 1834.


Then have the students complete the Portrait Analysis Worksheet (adapted from the National Archives Photograph Analysis Worksheet) in the Resources Section.

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 8.4.1; SS 8.4.5

Language Arts Standards: LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency
activity

Picture Analysis

Have students read the Fort Kearny page from the Nebraska Studies 1800-1849 section.

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Then have students analyze the painting of Fort Kearny by William Henry Jackson and the photograph of Fort Kearny taken in 1849. Use the Picture Analysis Worksheet below (adapted from the National Archives Photograph Analysis Worksheet); make one for the photo and one for the painting.

Then have students write a paragraph of comparing and a paragraph of contrasting the photograph and the painting.

Extending the activity: Have students read about William Henry Jackson and his experience on the Oregon Trail.

https://www.nps.gov/parkhistory/online_books/knudsen/sec2d.htm

Then have them decide which is showing Fort Kearny at its earliest date: the painting or the photograph. Then have them decide which one is the most reliable for portraying the Fort as it really was and why.

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS HS.3.1; SS HS.4.3; SS HS.4.5

Language Arts Standards: LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency
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Nebraska Rivers Map 6
Picture Analysis Worksheet: The portrait of Chief Big Elk 7
Picture Analysis Worksheet: Fort Kearny 7

Nebraska Department of Education Academic Standards
https://www.education.ne.gov/contentareastandards/
Nebraska Department of Education Social Studies and History Standards
National Archives  http://www.archives.gov/index.html
Analyze a Photograph

**Meet the photo.**

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):
- Portrait
- Landscape
- Aerial/Satellite
- Action
- Architectural
- Event
- Family
- Panoramic
- Posed
- Candid
- Documentary
- Selfie
- Other

Is there a caption?  yes  no

**Observe its parts.**

List the people, objects and activities you see.

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

Write one sentence summarizing this photo.

**Try to make sense of it.**

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

**Use it as historical evidence.**

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

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?
Social Studies Standards

**8**

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

**SS 8.4.4** Evaluate and interpret sources for perspective and historical context.

**HS**

**SS HS.3.1** Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.

**SS HS.4.3** Examine historical events from the perspectives of marginalized and underrepresented groups.

**SS HS.4.5** Apply the inquiry process to construct and answer historical questions.

Pre-1500 A Geologic Sense of Time
Language Arts Standards

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.

12
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).