1875 – 1899

NOTABLE NEBRASKAN:
SUSAN LA FLESCHE PICOTTE

Lesson Plan

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“I” Messages

Lesson Objectives:
1. Students will locate electronic sources on Susan La Flesche Picotte.
2. Students will identify examples of primary and secondary sources.
3. Students will interpret sources to make generalizations about Susan La Flesche Picotte.
4. Students will evaluate generalizations based on supporting evidence.

Introduction:
Most people know a Native American saying about walking a mile in someone else's moccasins.
- What is the saying and what does it mean?
- Why is this idea important?
- Does this concept contain a lesson for us today?

In this lesson, students will discover information about Susan La Flesche Picotte. As we walk through the information about Susan's life, have students try to imagine what it would be like to know her and, even more importantly, what it would be like to be this amazing Nebraskan. We will look at her life from her point of view. In other words, we'll put ourselves "in her shoes", and discover why she is considered a Notable Nebraskan.

Tasks:
Using a variety of online sources, including both primary and secondary sources, students will gather information about the life of Susan La Flesche Picotte and use this information to complete reasonable responses to "I" messages found on the student worksheet.

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 4.4.2
Language Arts Standards: LA 4.1 Reading; LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes
The teacher should prepare for this lesson by becoming familiar with all phases of the lesson and Web site, determining procedures best for the situation, setting up and making resources available in the classroom and/or computer lab, and by making copies of the student handout that appears at the end of this lesson for each student.

Then guide students through the following steps:

1. Introduce the lesson. Discuss key questions noted in the introduction. Give each student a copy of the "I" Messages handout in the Resources section at the end of this document and preview his or her task using this document.

2. Review definitions and examples of primary and secondary sources. If necessary, have students record this information on the back of the handout for easy reference.

3. Guide students to the Nebraska Studies website, and show them how to use it. Click on the 1875-1899 timeline, and select the lesson for Susan La Flesche Picotte.

4. Instruct students how to navigate to related sites to get more information. Make sure each student locates and carefully considers some information found in primary and secondary sources.

5. Allow time for the students to locate and read through several sources. At some point during this research time, stop and discuss where students are finding the most interesting or most useful pictures and information as well as examples of the primary and secondary sources they've discovered.

6. End the research time. Tell the students there is much more they could discover about this remarkable woman, but using the knowledge gained from their research, complete the "I" messages on the handout as they hypothesize what Susan would say if they could actually interview her.

7. In pairs or in roundabout groups, share "I" messages and encourage partners to discuss information that either supported or refuted the messages. After these discussions, have students underline messages or portions of messages on their own papers they would change based on these discussions.

8. Debrief by discussing the following:
   - Did the students believe they were able to "get to know" Susan La Flesche Picotte through this lesson? Or would they need to "walk a longer distance in her shoes?"
   - What makes Susan La Flesche Picotte a great Nebraskan?
   - What did you learn about her that you could use to help you create the life you would like to build for yourself?
If research time continues for more than one class period, teachers may want to have students use a blank piece of paper to put on top of the worksheet to use to take notes as they are researching. Students can then record notes in the appropriate section for later use. This would also give students another chance to process the information and determine the best way to complete all 8 sections.

Teachers may also need to adjust this lesson to suit the amount of available time or the abilities of the learners. Some suggestions for adjusting include:

1. If students are already very familiar with primary and secondary sources, a review of these concepts is unnecessary. Simply ask for examples of each type of source, and discuss how each can be used to understand the person being researched.

2. Teachers can limit the research time. Announce time limits at the beginning of the project, so students can plan accordingly. If time is limited, consider having students complete only those "I" message categories supported by information they located. Then discuss and share to complete the handout or have the learners complete the handout using their hypotheses. Highlight or underline the hypotheses if this distinction is deemed important in your situation.

3. Assign students to work in pairs or in groups and share the responsibility for researching and completing the worksheet.

4. To extend the lesson, use the student handout as a model to learn more about other notable Nebraskans. Remember that students can get information in print as well as on the web. Students should find a picture of the new person they are researching. Make copies of the different Nebraskans researched and put them together in a notebook for students to peruse when they have a few extra minutes.

5. As a class or individually, make a list of accomplishments and/or positive character traits that made Susan La Flesche Picotte an important person in Nebraska history. Identify obstacles she had to overcome. Discuss how her contributions compare and/or contrast to others deemed important in history. What makes a life important enough to influence history?

6. Write a paragraph or short essay entitled, Susan La Flesche Picotte: A Nebraskan Who Made a Difference

General Notes:
Students may also be interested to know about the Omaha custom of accepting a baby into the tribe eight days after s/he was born. On this day the baby was given a name and a pair of leather moccasins with a hole cut into one of the soles. This hole was a signal to the spirit of death to leave the baby alone because the child could not travel far with a hole in his/her shoe. A few years later, the child was given another new pair of moccasins without a hole to represent that the child was now ready for the journey through life. A new name was bestowed upon the child at this time.

Conclusion:
To conclude this lesson, debrief the class. Some guiding questions are listed in Step 8 of the Process section. Additional questions for consideration are listed in 5 and 6 of the Learning Advice section.
**Assessment Activities**

To assess this lesson, simply note the completion of Student Objectives 1, 2, and 3. This can be done by using a class roster and checking off students as they complete these tasks.

To assess Student Objective 4, listen carefully to student discussion of Step 8 and 9 of the Process section. If the teacher determines it is necessary, further assessment can help determine the level of student understanding.

Do this by asking students to complete the following statements in their own words. Handout versions of these questions are located in the Resources section at the end of this document.

I believe Susan La Flesche Picotte was a notable Nebraskan because she:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

One piece of evidence that supported my belief was:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1875 – 1899

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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

Library of Congress Learning Page Lesson Plans
https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=

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resources
The Resources

Teaching Resources
The teacher will need to review the information about Susan La Flesche Picotte on the 1875-1899 timeline in Nebraska Studies:


and related Web sites. The teacher will also need to print a copy for each student of the “I” Messages handout in the Resources section at the end of this document.

Web Resources
National Park Service: Susan La Flesche Picotte
https://www.nps.gov/people/susan-la-flesche-picotte.htm
Glencoe. Graphic Organizer
Nebraska Dept. of Education Academic Standards
https://www.education.ne.gov/contentareastandards/
Nebraska Dept. of Education State Social Studies/History Standards.
History Nebraska.
https://history.nebraska.gov/
The American Memory Collection. All Collections.
https://memory.loc.gov/ammem/index.html
Resources: “I” Messages

Name ________________________________

I’m proud of my family because . . .

I believed . . .

I want to be remembered as . . .

I’m described as someone who . . .

I loved . . .

I had the opportunity to . . .

I saw . . .

I worked to . . .
Analyze a Map

Meet the map.

What do you see?

Does the map have a title?

When was the map drawn?

Try to make sense of it.

When does the map show? Circle all that apply.

What place or places are on the map?

What does the map show? Circle all that apply.

When was the map drawn?

List two parts of the map that tell you this.

Why do you think this map was made?

What do you think we could find out more information about the place or places shown on the map?

Use it as historical evidence.

Observe its parts.

Does the map include? Circle all that apply.

Are symbols or colors used in the legend?

If so, what do they stand for?

What does the map show? Circle all that apply.

What does the map show? Circle all that apply.

What place or places are on the map?

How does the map compare to a current map of the same place?

How does it compare to a current map of the same place?

What are the symbols or colors used in the legend?

If so, what do they stand for?

Observe its parts.

Does the map include? Circle all that apply.

Are symbols or colors used in the legend?

If so, what do they stand for?

What does the map show? Circle all that apply.

What place or places are on the map?
Analyze a Map

Meet the map.

What is the title? Is there a scale and compass?

What is in the legend?

Type (check all that apply):
- Political
- Exploration
- Land Use
- Census
- Topographic/Physical
- Survey
- Transportation
- Other
- Aerial/Satellite
- Natural Resource
- Military
- Relief (Shaded or Raised)
- Planning
- Population/Settlement

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

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

What other documents or historical evidence are you going to use to help you understand this event or topic?
**Analyze a Photograph**

<table>
<thead>
<tr>
<th>Meet the photo.</th>
<th>Observe its parts.</th>
<th>Try to make sense of it.</th>
<th>Try to make sense of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see?</td>
<td>Is there a caption?</td>
<td>Why do you think this photo was taken?</td>
<td>Who do you think took this photo?</td>
</tr>
<tr>
<td>Where do you think the photo was taken?</td>
<td>List something that helps you prove where it was taken.</td>
<td>Write two words that describe the photo.</td>
<td>Write two words that describe the photo.</td>
</tr>
<tr>
<td>Why do you think the photo was taken?</td>
<td>What are the objects used for in the photo?</td>
<td>What are the people doing in the photo?</td>
<td>What are the people doing in the photo?</td>
</tr>
<tr>
<td>Use it as historical evidence.</td>
<td>How does this photo compare to modern times?</td>
<td>What do you think we could find out more information about?</td>
<td>Where do we think we could find out more information about the people or objects in the photo?</td>
</tr>
</tbody>
</table>

Materials created by the National Archives and Records Administration are in the public domain.
# 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?
Analyze a Written Document

Meet the document.

Type (check all that apply):
- Letter
- Speech
- Chart
- Newspaper
- Report
- Email
- Congressional document
- Patent
- Telegram
- Court document
- Advertisement
- Press Release
- Memorandum
- Identification document
- Presidential document
- Other

Describe it as if you were explaining to someone who can’t see it.
Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

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

What other documents or historical evidence are you going to use to help you understand this event or topic?
Susan La Flesche Picotte Notable Nebraskan Worksheet

Name

I believe Susan La Flesche Picotte was a notable Nebraskan because she:

______________________________________________________________
______________________________________________________________
______________________________________________________________

One piece of evidence that supported my belief was:

______________________________________________________________
______________________________________________________________
______________________________________________________________
Social Studies Standards

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SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented
Language Arts Standards

LA 4.1. Reading Students will learn and apply reading skills and strategies to comprehend text.

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.