Pre-1500
Nebraska's First Farmers

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nebraska studies.org

Nebraska Department of Education
Pre-1500 Nebraska's First Farmers

Farming Begins

activity Discussion

Have students read the Nebraska's First Farmers section on the Pre-1500 timeline of Nebraska Studies.

http://nebraskastudies.org/pre-1500/first-farmers/

Then, lead a discussion with the following questions:

- When did inhabitants of Nebraska begin growing crops and start becoming successful farmers?
- What crops did they grow?
- Why do you think they became more dependent on growing crops and less dependent on hunting animals?
- How do you think life changed for prehistoric farmers when they started farming?

You may wish to use the graphic organizer handout on page 10 of this lesson plan to supplement the discussion.

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 4.3.1; SS 4.3.4; SS 4.3.5; SS 4.4.5 | SS 8.3.1; SS 8.3.4; SS 8.3.5; 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 4.3.2 Listening; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.4.1 Information Fluency

Science: SC 5.1.1; SC 5.1.2; SC 5.1.3; SC 5.3.3; SC 5.4.2 | SC 8.1.1; SC 8.3.3; SC 8.10.5

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## Pre-1500 Nebraska’s First Farmers

### 2 Weapons

#### activity

**Artifact Analysis**

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

http://www.nebraskastudies.org/pre-1500/first-farmers/

Have students analyze the images of the weapons and tools used by Plains Woodland and Central Plains Tradition people and complete the following activities:

- Identify a minimum of two weapons and two tools.
- What are the two most common materials used to make a weapon and/or a tool?
- Include your personal drawings of the weapons and tools you selected.
- What were the typical uses made of the items you identified?

### Nebraska Department of Education Content Area Standards

**Social Studies Standards:** SS 4.3.5; SS 4.4.5 | SS 8.3.5; SS 8.4.5

**Language Arts:** LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | 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 5.1.2; SC 5.1.3; SC 5.3.3; SC 5.4.2 | SC 8.1.1; SC 8.3.3; SC 8.10.5
Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 4.3.1; SS 4.3.5; SS 4.4.1 | SS 8.3.1; SS 8.3.5; SS 8.4.1 | SS 12.3.1; SS 12.3.5; SS 12.4.1

Language Arts Standards: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.4.1 Information Fluency

Science: SC 5.1.1; SC 5.1.2; SC 5.1.3; SC 5.3.3; SC 5.4.2 | SC 8.1.1; SC 8.3.3; SC 8.10.5

Math: MA 4.4.3 | MA 8.4.1
Map of Nebraska's First Farmers

Discussion

Have students read the Migration of Prehistoric Tribes page in the Nebraska's First Farmers section in the Pre-1500 timeline of Nebraska Studies.

http://nebraskastudies.org/pre-1500/first-farmers/central-plains-villages/

Have students compare and contrast the three stages of the migration map which show the location of early Indian settlement artifacts found by archaeologists in order to answer the following questions:

- What inferences can you make about early Indian migration patterns from 1000 CE to 1870?
- Why do you think there are no key/legends that indicate specific tribes provided for the 1000-1400 CE and the 1400-1600 CE maps when there is such a key for the 1600-1870 CE map?

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 12.3.1; SS 12.3.5; SS 12.4.1

Language Arts Standards: LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency
Tools and Weapons

activity

Essay

Have students read the Nebraska’s First Farmers section in the Pre-1500 timeline of Nebraska Studies.

http://nebraskastudies.org/pre-1500/first-farmers/

Then, have them write an essay explaining how the natural environment influenced the tools and weapons made by Prehistoric Indians. Students should base their discussions on several of the stories in this section and include the following:

- What tools and weapons were made?
- How were they made?
- How effective were they?
- What two materials were used to make the tools and weapons?
- Which materials would be more effective? Would it depend on whether the material was used as a weapon or a tool? Why or why not?
- Identify three uses made of these artifacts.

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 12.4.5(WLD)

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 12.3.3; SC 12.4.2
activity

Discussion

Have students read the following pages in the pre-1500 timeline of Nebraska Studies:

http://nebraskastudies.org/pre-1500/first-human-residents/archaic-period-foragers/

http://nebraskastudies.org/pre-1500/first-farmers/central-plains-villages/

What changes take place in a society as it changes from dependence on hunting and gathering to relying on raising crops and animals? Think about the following aspects:

- Dwelling structures
- Population growth or decline
- Diet, including how much food is available day to day
- Changing from nomadic to sedentary life
- Changes in folk stories and legends
- Changes in working roles
- Changes in social strata
- Trading Networks

Nebraska Department of Education Content Area Standards

Social Studies Standards: SS 12.3.1; SS 12.3.5

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 12.3.3; SC 12.4.2
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resources

National Archives: Map Analysis Worksheet 9
Geographic Organizer: Activity 1 10

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
Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions
https://www.edinaschools.org/Page/2343
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?
<table>
<thead>
<tr>
<th>Animals hunted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants gathered then grown as crops</td>
<td></td>
</tr>
<tr>
<td>Technologies for tools, storage, and hunting</td>
<td></td>
</tr>
<tr>
<td>Lifestyle changes because of new technologies</td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Standards

4
SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.
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 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.
SS 4.4.5 Students will develop historical research skills.

8
SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.
SS 8.3.4 Students will analyze and interpret patterns of culture around the world.
SS 8.3.5 Students will analyze how humans have adapted to different physical environments.
SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.
SS 8.4.5 Students will develop historical research skills

12
SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.
SS 12.3.2 Students will examine how regions form and change over time.
SS 12.3.5 Students will evaluate interrelationships between people and the environment.
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 12.4.5 (WLD) Students will develop historical research skills.
Language Arts Standards

4
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 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.
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 8.2.2 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).

12
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).
Science Standards

8
LA 8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.
LA 8.3.3 Students will describe populations and ecosystems.
LA 8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations.

12
LA 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.
LA 12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.
LA 12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.
Math Standards

4  MA 4.4.3 Probability: Students will interpret and apply concepts of probability.

8  MA 8.4.1 Representations: Students will create displays that represent data.