

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

<b>Grade 5</b>	<p><b>Theme:</b> Nebraska in the United States</p> <p><b>Lesson Title:</b> Native Americans of the Great Plains</p> <p><b>Literacy Strategies:</b> Think Aloud, Six-Step Vocabulary Process, Response Journal, Quick Writes, Combination Note making, Comparison Matrix, Nonlinguistic representation, RAFT</p>
<b>Objectives / Learning Targets</b>	<p><b>Day 1:</b> Native American Tribes of Nebraska</p> <ol style="list-style-type: none"> <li>1. I can describe Native American vocabulary terms by restating my description of the vocabulary terms using the Six-Step process.</li> <li>2. I can reproduce a map of Native Americans in Nebraska of the Native American Tribe locations in Nebraska.</li> </ol> <p><b>Day 2:</b> The Homes of Native American Tribes of Nebraska</p> <ol style="list-style-type: none"> <li>1. I can examine and analyze a photo (primary document) of an Omaha earth lodge.</li> <li>2. I can describe the life on the Plains by completing the combination notes of the Native Americans of Nebraska.</li> <li>3. I can paraphrase the life on the Plains by summarizing the notes from the combination notes of the Native Americans of Nebraska.</li> </ol> <p><b>Day 3:</b> Native Americans of Nebraska History Writing</p> <ol style="list-style-type: none"> <li>1. I can decipher the writings of a winter count/buffalo hide using a description organizer.</li> </ol> <p><b>Summative Project:</b> RAFT</p> <ol style="list-style-type: none"> <li>1. I can design an earth lodge, travois, tipi, or winter count of the Native Americans in Nebraska.</li> <li>2. I can explain the role of the Native Americans of Nebraska by formulating a paragraph in the RAFT project.</li> </ol>
<b>Background Information</b>	<p>There were a variety of Native American tribes living in Nebraska competing for scarce resources. In some cases, the tribes will come into conflict with each other. The Natives of Nebraska as well as the Great Plains were known for their oral traditions of story telling.</p> <p>Storytelling can encompass narratives that are viewed as truthful accounts of events in the ancient past. For instance, some tribes recall a unique narrative about the creation of the world. Storytelling also embraces stories that could be called folktales. Like sacred tales, these too have been told across the generations, but they are not thought of as representing literal truths.</p> <p>Nebraska Native Americans would live in round or square earth lodges along waterways that could house up to thirty people, where they could settle and farm the land. However, in the summer and fall seasons the farming tribes would go in search for the buffalo. Many women would travel with the men hunters and set up the tepees that were carried on a travois.</p> <p>Also, Native Americans would write down their history by creating drawings on buffalo hides. The Lakota tradition was to track memorable historical events by painting them on buffalo hides known as winter counts.</p> <p><i>“Tipi” is the current correct spelling of “tepee.”</i></p>
<b>Materials &amp; Resources</b>	<p>Social Studies Textbook – <i>Building A Nation</i></p> <p><b>Day 1:</b> Native American Tribes of Nebraska</p> <p>State symbols  <a href="http://www.statesymbolsusa.org/symbol-official-item/nebraska/state-name-origin/origin-nebraska">http://www.statesymbolsusa.org/symbol-official-item/nebraska/state-name-origin/origin-nebraska</a></p> <p>Map of Nebraska Native American Tribes  <a href="http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html">http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html</a></p> <p>Blank Nebraska Map</p>

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

	<p><a href="http://www.netstate.com/states/maps/ne_maps.htm">http://www.netstate.com/states/maps/ne_maps.htm</a></p> <p><b>Day 2: The Homes of Native American Tribes of Nebraska</b></p> <p>Earth Lodge Photo  <a href="http://contentdm.unl.edu/cdm/singleitem/collection/nebraskastu/id/21131/rec/2">http://contentdm.unl.edu/cdm/singleitem/collection/nebraskastu/id/21131/rec/2</a></p> <p>Photo Analysis Worksheet  <a href="https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf">https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</a></p> <p>Living in a Earth Lodge  <a href="http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html">http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html</a> (Click <i>earth lodge</i> and <i>tipi</i> in left navigation)</p> <p>Living in a Tipi  <a href="https://www.youtube.com/watch?v=DtfwCljzg7g">https://www.youtube.com/watch?v=DtfwCljzg7g</a></p> <p>Nebraska Trailblazer <i>(This resource can be ordered free in the Spring of each school year for the following school year)</i>  <a href="http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb1.pdf">http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb1.pdf</a></p> <p><b>Day 3: Native Americans of Nebraska Write History</b></p> <p>Native American Folktale  <a href="http://www.indians.org/welker/buffhunt.htm">http://www.indians.org/welker/buffhunt.htm</a></p> <p>Winter Counts  <a href="http://wintercounts.si.edu/index.html">http://wintercounts.si.edu/index.html</a></p> <p>Reading Winter Count  <a href="http://americanhistory.si.edu/buffalo/hideactivity.html">http://americanhistory.si.edu/buffalo/hideactivity.html</a></p> <p>Reading Winter Count Inquiry Worksheet  <a href="http://americanhistory.si.edu/buffalo/hideactivity.html">http://americanhistory.si.edu/buffalo/hideactivity.html</a></p>
<p><b>Content Standards/ Indicators</b></p>	<p><b>Social Studies</b></p> <p>SS 5.3.4 – (Geography) Students will be able to compare and contrast patterns of culture within the United States</p> <p>SS 5.3.6b- (Geography) Students will be able to analyze aspects of human and physical geography that shaped the settlement and development of Early Americans</p> <p>SS 5.4.2a – (History) Students will be able to demonstrate and understanding of impact of people, events, ideas, and symbols, including various cultures and ethnic groups</p> <p><b>ELA</b></p> <p>LA 5.1.5c – (Vocabulary) Students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply to new situations</p> <p>LA 5.1.6d – (Comprehension) Students will summarize and analyze a literary text and /or media, using key details to explain the theme</p> <p>LA 5.1.6e – (Comprehension) Students will summarize and analyze an informational text and/or media, using supportive details to explain the main idea</p> <p>LA 5.1.6g – (Comprehension) Students will use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts</p> <p>LA 5.2.2.a – (Writing) Students will communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats</p> <p>LA 5.2.2b – (Writing) Students will provide evidence from literary or informational text to support analysis, reflection, and research</p>

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

<b>Procedures &amp; Routines</b>	This is a 3-day lesson plan to review the Native Americans of Nebraska within the Great Plains, which they studied in fourth grade.
<b>Gradual Release of Instruction</b>	<p style="text-align: center;"><b>Day 1: Native American Tribes of Nebraska</b></p> <p><b>Anticipatory Set:</b></p> <ol style="list-style-type: none"><li>1. Teacher will ask the following question: “Do you know where the name of our state (Nebraska) came from?”</li><li>2. Students take turns responding orally to the question. After all students have responded, if all teammates agree, all students record the answer on their own paper.</li><li>3. Teacher will ask for some responses in whole group. Teacher will let students know that the word Nebraska comes from the Oto Native American word “Nebrathka” meaning “flat water”. It represented the Platte River found in Nebraska.</li></ol> <p>Extension activity: Teacher will ask students if they know any other words in our state that originated with Native American words. (<a href="http://www.statesymbolsusa.org/symbol-official-item/nebraska/state-name-origin/origin-nebraska">http://www.statesymbolsusa.org/symbol-official-item/nebraska/state-name-origin/origin-nebraska</a>)</p> <p style="text-align: center;">VOCABULARY</p> <p><b>Modeled:</b></p> <ol style="list-style-type: none"><li>4. Teacher will give the description for the following vocabulary words: Earth Lodges, tipis, travois, (<i>Building a Nation</i>, p. 83) <i>Waniyetu Wowapi – Winter Count (Lakota)</i></li></ol> <p><b>Shared:</b></p> <ol style="list-style-type: none"><li>5. Students will complete vocabulary description and drawing for the vocabulary words in vocabulary notebook: Earth Lodges, Tipis, Travois (<i>Building a Nation</i> p. 83)</li></ol> <p style="text-align: center;">Native American Tribes of Nebraska</p> <p><b>Modeled:</b></p> <ol style="list-style-type: none"><li>6. Teacher will explain where Great Plains Cultural Region is located within the United States see <i>Building a Nation</i> p. 84.</li><li>7. Teacher will explain that the Great Plains – Nebraska Native Americans included: Omaha, Oto-Missouria, Kansas, Pawnee, Arapaho, Cheyenne, Lakota, Sioux and Ponca. See the map of the Native Americans of Nebraska. <a href="http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html">http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html</a></li><li>8. Teacher will give each student the blank map of Nebraska and model how to recreate the locations of the Native Americans of Nebraska. Blank map from: <a href="http://www.netstate.com/states/maps/ne_maps.htm">http://www.netstate.com/states/maps/ne_maps.htm</a></li></ol> <p><b>Shared:</b></p> <ol style="list-style-type: none"><li>9. Teacher will have students complete the locations of the Native Americans of Nebraska on the blank Nebraska map.</li></ol> <p><b>Guided:</b></p> <ol style="list-style-type: none"><li>10. Teacher will guide students with completion of the locations of Native Americans of Nebraska.</li></ol>

**5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2**

	<p><b>Independent:</b></p> <ol style="list-style-type: none"> <li>Teacher will give a blank Nebraska map and a set of the “Nebraska Tribes place cards” to each student.</li> <li>Students will place the cards on the map to indicate the location of different the Native American tribes of the Great Plains.</li> </ol>
<b>Summary</b>	<p>Exit Slip Teacher will ask students to list the names of the tribes of Nebraska and give their location in the state. (Example: The Oto tribe was located in the southeast section of Nebraska.)</p>
<p><b>Procedures &amp; Routines</b></p> <p><b>Gradual Release of Instruction</b></p>	<p style="text-align: center;"><b>Day 2: The Homes of Native American Tribes of Nebraska</b></p> <p><b>Anticipatory Set:</b></p> <ol style="list-style-type: none"> <li>Teacher will have students complete a photo analysis of primary source of an Omaha Earth lodge. Use the website: <a href="http://contentdm.unl.edu/cdm/singleitem/collection/nebraskastu/id/21131/rec/2">http://contentdm.unl.edu/cdm/singleitem/collection/nebraskastu/id/21131/rec/2</a></li> <li>Teacher will give each student a copy of the photo analysis worksheet- see lesson resources or website:</li> <li>Teacher will have students discuss in pairs, taking turns to orally respond to these questions:             <ul style="list-style-type: none"> <li>What did you observe?</li> <li>What questions do you have?</li> </ul> </li> </ol> <p><b>Modeled:</b></p> <ol style="list-style-type: none"> <li>Teacher will explain the construction of earth lodges by showing the website: <a href="http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html">http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0100.html</a></li> <li>Teacher will explain the construction of tipis by showing the video from youtube.com- “Native American People of the Plains” (TheChamberlinChannel)             <ul style="list-style-type: none"> <li>Tipi construction begins on video frame about 7:25 and goes until 10:30 on video <a href="https://www.youtube.com/watch?v=DtfwCljzg7g">https://www.youtube.com/watch?v=DtfwCljzg7g</a></li> </ul> </li> </ol> <p><b>Shared:</b></p> <ol style="list-style-type: none"> <li>Teacher will ask students, “How were earth lodges and tipis the same and how were they different?” (Example of the same: both had fire, both housed people.) Students will complete a comparison contrast matrix in notebooks. (See <i>Best Instructional Practices Handbook</i>)</li> </ol> <p><b>Guided:</b></p> <ol style="list-style-type: none"> <li>Teacher will have students pair up to read about the Life on the Plains (<i>Building a Nation</i> p. 83 and or the Nebraska Trailblazer found on website: <a href="http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb1.pdf">http://www.nebraskahistory.org/museum/teachers/material/trailblz/ntb1.pdf</a> ) to understand why Native Americans of Nebraska (Plains) lived in earth lodges or tepees and why they used the travois.</li> <li>Teacher will have students complete combination notes as students read. (Combination Note-making in the <i>Best Instructional Practices Handbook</i>).</li> <li>Teacher will conference with students as they read and take notes.</li> </ol> <p><b>Independent:</b></p> <ol style="list-style-type: none"> <li>Teacher will have students complete combination notes of the reading, “Life on the Plains.” (<i>Building a Nation</i> and Nebraska Trailblazer)</li> <li>Students will complete summary statements at the end of the combination notes.</li> </ol>

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

<b>Summary</b>	<ol style="list-style-type: none"> <li>1. Teacher will have each student complete an exit slip by completing a 3-2-1 activity:             <ul style="list-style-type: none"> <li>– Name 3 things that you learned about the Native Americans of Nebraska and how they lived.</li> <li>– Name 2 things that show Native Americans were strong people.</li> <li>– Name 1 thing that you have a question about.</li> </ul> </li> </ol>
<b>Procedures &amp; Routines</b>	<b>Day 3: Native Americans of Nebraska Write History</b>
<b>Gradual Release of Instruction</b>	<p><b>Anticipatory Set:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will Read Aloud of “Native American Myth: How the buffalo hunt began” (found at website: <a href="http://www.indians.org/welker/buffhunt.htm">http://www.indians.org/welker/buffhunt.htm</a> (see lesson plan resources)</li> <li>2. Teacher will have students complete a journal response, “What does the folktale tell us about the Native Americans?”</li> <li>3. Students will share with a partner, taking turns stating responses orally.</li> </ol> <p><b>Modeled:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will explain that Native Americans did not only tell their stories orally with folktales but they also told their history by painting on the buffalo hides. Teacher will explain the Winter Counts and how the Lakota’s told their history by painting on the buffalo hides – see website: <a href="http://wintercounts.si.edu/index.html">http://wintercounts.si.edu/index.html</a></li> </ol> <p><b>Shared:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will have students complete a Continuous Round Robin (Kagan Structure) by asking this question: <i>What are some things you notice from the Winter Counts? Choose a drawing and tell the historical story you believe it illustrates.</i></li> </ol> <p><b>Guided:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will pair up students to complete a reading of Native American buffalo hide by using the website: <a href="http://americanhistory.si.edu/buffalo/hideactivity.html">http://americanhistory.si.edu/buffalo/hideactivity.html</a></li> <li>2. Teacher will have students complete the questions that can be found in lesson resources or downloaded from the website: <a href="http://americanhistory.si.edu/buffalo/hideactivity.html">http://americanhistory.si.edu/buffalo/hideactivity.html</a></li> </ol> <p><b>Independent:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will have students complete a RAFT to show their understanding of living as a Native American in Nebraska. (Students will pick one scenario and one tribe from the RAFT project – see lesson resources)</li> </ol>
<b>Summary</b>	Students will complete quick write: Describe the Native Americans in Nebraska.

Differentiated Lesson Ideas:

Extension Ideas:

1. Virtual Field Trips-Skype (“The Stories and Culture of Plains Indians and Buffalo): <https://education.microsoft.com/>
2. Student learning from this lesson could be used to compare the Native Americans in the Great Plains to other Native Americans from the United States (Eastern Woodlands, Southwest, Northwest). Students will be able to compare and contrast the Native

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

American living cultures from the different regions. Students might also compare and contrast woodlands, wigwam or Cherokee.

### Extra Support Materials:

1. Winter Counts

<http://www.durhammuseum.org/Post/sections/52/Files/WinterCount.pdf>

2. Lakota Camp (tipi drawing and camp) coloring page

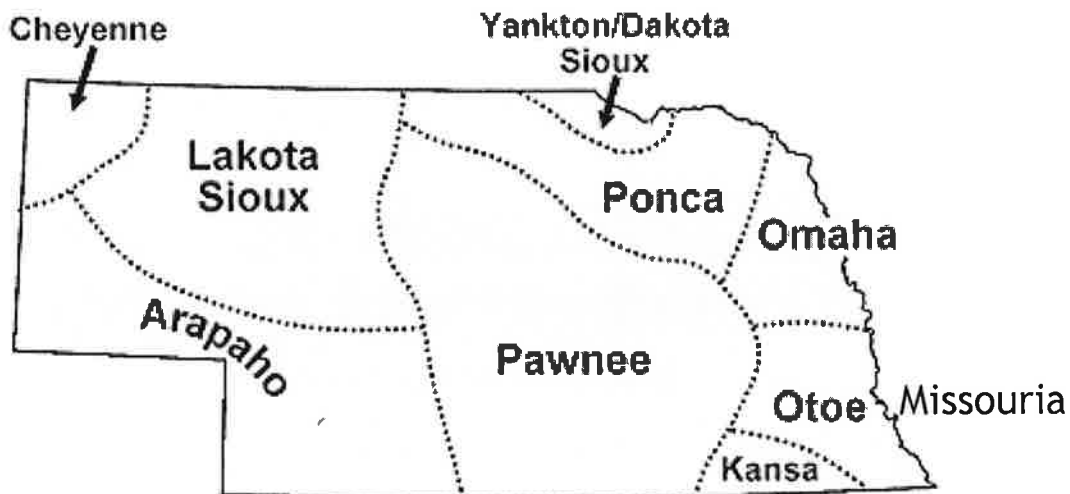
[http://nebraskahistory.org/oversite/kidstuff/lakota\\_camp.htm](http://nebraskahistory.org/oversite/kidstuff/lakota_camp.htm)

3. Earth Lodge (coloring page from Trailblazer)

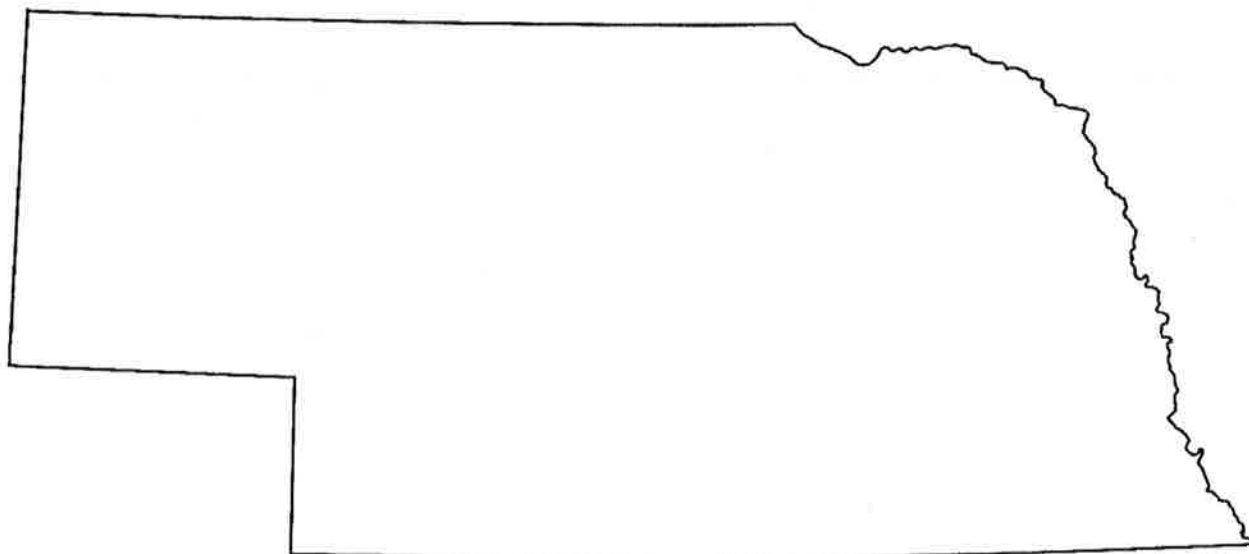
<http://nebraskahistory.org/museum/teachers/material/trail/indians/coloring.htm>

5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

LESSON RESOURCES  
DAY 1



Native American tribes of Nebraska – Map provided by : <http://www.native-languages.org/nebraska.htm>



## Nebraska - The Cornhusker State

Blank Nebraska Map found at: [http://www.netstate.com/states/maps/ne\\_maps.htm](http://www.netstate.com/states/maps/ne_maps.htm)  
Nebraska Tribes for Place on Map Activity

**5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2**

Omaha	Oto-Missouria	
Kansas	Pawnee	Arapaho
Cheyenne	Lakota Sioux	Ponca



## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

Photo Analysis Worksheet provided

by: [https://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

<b>Reset Form</b>		<b>Photo Analysis Worksheet</b>																																		
<b>Step 1. Observation</b>																																				
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 border="1"><thead><tr><th>People</th><th>Objects</th><th>Activities</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	People	Objects	Activities																																
People	Objects	Activities																																		
<b>Step 2. Inference</b>		Limit response for each question to 5 lines of text																																		
	Based on what you have observed above, list three things you might infer from this photograph.																																			
<b>Step 3. Questions</b>																																				
A.	What questions does this photograph raise in your mind?																																			
B.	Where could you find answers to them?																																			

Designed and developed by the  
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Washington, DC 20408

Combination

Notes

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

### Native Americans of Nebraska

Student Name:

Living in Earth Lodges	Drawing
Living in Tipis	Drawing
Using a Travois	Drawing
Farming and Hunting	Drawing
Summary:	

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

### LESSON RESOURCES

#### DAY 3

Native American Folktale provided by: <http://www.indians.org/welker/buffhunt.htm>

## How the Buffalo Hunt Began

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The buffalo formerly ate man. The magpie and the hawk were on the side of the people, for neither ate the other or the people. These two birds flew away from a council between animals and men. They determined that a race would be held, the winners to eat the losers.

The course was long, around a mountain. The swiftest buffalo was a cow called Neika, "swift head." She believed she would win and entered the race. On the other hand, the people were afraid because of the long distance. They were trying to get medicine to prevent fatigue.

All the birds and animals painted themselves for the race, and since that time they have all been brightly coloured. Even the water turtle put red paint around his eyes. The magpie painted himself white on head, shoulders, and tail. At last all were ready for the race, and stood in a row for the start.

They ran and ran, making some loud noises in place of singing to help themselves to run faster. All small birds, turtles, rabbits, coyotes, wolves, flies, ants, insects, and snakes were soon left far behind. When they approached the mountain the buffalo-cow was ahead; then came the magpie, hawk, and the people; the rest were strung out along the way. The dust rose so quickly that nothing could be seen.

All around the mountain the buffalo-cow led the race, but the two birds knew they could win, and merely kept up with her until they neared the finish line, which was back to the starting place. Then both birds whooshed by her and won the race for man. As they flew the course, they had seen fallen animals and birds all over the place, who had run themselves to death, turning the ground and rocks red from the blood.

The buffalo then told their young to hide from the people, who were going out to hunt them; and also told them to take some human flesh with them for the last time. The young buffaloes did this, and stuck that meat in front of their chests, beneath the throat. Therefore, the people do not eat that part of the buffalo, saying it is part human flesh.

From that day forward the Cheyennes began to hunt buffalo. Since all the friendly animals and birds were on the people's side, they are not eaten by people, but they do wear and use their beautiful feathers for ornaments.

Another version adds that when coyote, who was on the side of buffalo, finished the race, the magpie who even beat the hawk, said to coyote, "We will not eat you, but only use your skin."

Reading the Buffalo Hide Worksheet: <http://americanhistory.si.edu/buffalo/hideactivity.html>

NAME: \_\_\_\_\_

TRACKING THE BUFFALO  
Stories from a Buffalo Hide Painting



Smithsonian  
National Museum of American History  
Kenneth E. Behring Center

## You Be the Historian Student Worksheet

Answer these questions as you explore the buffalo hide painting to learn more about the Plains Indians and the buffalo.

### MEN ON HORSEBACK

How many men do you see and what are they doing? \_\_\_\_\_

How many buffalo do you see in this section of the hide painting (look at both sides of the hide)?

\_\_\_\_\_

The buffalo with a knife next to it represents buffalo that have been killed. How many do you see? \_\_\_\_\_

What do you think the Indians did with the buffalo they killed? Use the evidence from other sources to answer this question. \_\_\_\_\_

\_\_\_\_\_

How are the Indians at the top different from the others? Compare notes with the Smithsonian historian to find out. \_\_\_\_\_

\_\_\_\_\_

Where are the buffalo bleeding? Why? Compare notes with the Smithsonian historian to find out. \_\_\_\_\_

What does this image say about the relationship between the Plains Indians and the buffalo?

### BUFFALO SKULL

Look at the photograph clue. What is the man holding and how is he holding it? \_\_\_\_\_

\_\_\_\_\_

Where did Indians use parts of the buffalo? \_\_\_\_\_

\_\_\_\_\_

How did the Indians of the Plains show respect for the buffalo? Summarize the historian's response: \_\_\_\_\_

\_\_\_\_\_

5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

TRACKING THE BUFFALO

Stories from a Buffalo Hide Painting



Smithsonian  
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**MAN WITH A RIFLE**

What are these men doing? \_\_\_\_\_

How many buffalo do you see in this section of the hide painting? \_\_\_\_\_

How many men are there and how many buffalo have been killed? \_\_\_\_\_

Compare this with the number killed by the Indians at the top of the hide; is it higher or lower?

What do you think these people did with the buffalo they killed? Use the pictures at the bottom of the page to help you answer the question. \_\_\_\_\_

What part of the buffalo is bleeding most? \_\_\_\_\_ Why? Compare your notes with the Smithsonian historian to find out. \_\_\_\_\_

How many buffalo could one hunter kill in one day? Compare your notes with the Smithsonian historian to find out. \_\_\_\_\_

**TRAIN**

How many people do you see? \_\_\_\_\_

Who do you think these people are? \_\_\_\_\_

How did they travel to the northern Plains? What kinds of transportation do you see in this picture? \_\_\_\_\_

How did they use the land differently from the Indians? Look at the pictures at the bottom of the page to help you answer the question. \_\_\_\_\_

What animals do you see in this part of the painting? How many are there? \_\_\_\_\_

How did the arrival of settlers change life on the northern Plains? Compare your notes with the Smithsonian historian to help answer the question. \_\_\_\_\_

## 5<sup>th</sup> Grade – Nebraska in the United States – Lesson 2

### SUMMATIVE LESSON

#### RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Lakota Tribe Member	To other Lakota Tribe members	Create a Winter Count (Create on brown paper or grocery bag – write a paragraph)	Explain how fighting against your enemy effected your tribe
Omaha Tribe Member	To other tribes of the Plains	Create an earth lodge (using poster paper and write a paragraph)	Explain why and how you chose to build a earth lodge
Pawnee Tribe Member	To other tribe members	Create an tipi (Create using construction paper- write a paragraph)	Explain the hunt for buffalo
Oto Tribe Member	To other tribe members	Create a travois (Create using construction paper – write a paragraph)	Explain the role of women in the Nebraska tribes
Resources to use: Symbols: <a href="http://www.manataka.org/page31.html">http://www.manataka.org/page31.html</a>			

### SUMMATIVE PROJECT

#### RAFT RUBRIC

STUDENT NAME:

Criteria	4-Advance	3-Profiecient	2-Basic	1-Below Basic
Writing	Student's content was well focused on topic. Supporting details were numerous and relevant.	Student's content is generally focused on topic. Supporting details were adequate and related.	Student's content had some digressions from the topic. Supporting details were limited and unrelated.	Student's content had many digressions from the topic. Supporting details were lacking.
Project	Student's project showed an exceptional understanding of the Native American tribes of Nebraska.	Student's project showed a good understanding of the Native American tribes of Nebraska.	Student's project showed some understanding of the Native American tribes of Nebraska.	Student's project showed a limited understanding of the Native American tribes of Nebraska.
SCORE:				
COMMENT:				