

6th Grade – Nebraska in the World – Lesson 2

Grade 6	<p>Theme: Nebraska in the World</p> <p>Lesson Title: Prehistoric Farm Families in Nebraska</p> <p>Literacy Strategies: Graphic organizers, note-making, sourcing, oral discussions, structured writing process</p>
Objectives / Learning Targets	<p>I can interpret primary historical evidence by using excavations, maps, artifact images, and collected data.</p> <p>I can describe the differences in basic life needs from today and Central Plains times through a collaborative group project.</p> <p>I can demonstrate what can be learned from old buildings, buried ruins, and artifacts among a small group.</p>
Background Information	<p><i>The Patterson site is where archaeologists have found many historical artifacts from the "Farm Families" of the Central Plains. There were hundreds of ruins and artifacts, however, they had no written language. During this lesson, students will be working in groups to discuss what can be learned from old buildings, buried ruins, and artifacts. They will also be working in small groups to understand the differences in the basic life needs, and how interactions vary from Central Plains times to today</i></p>
Materials & Resources	<p>Nebraska Studies Website Nebraska Studies – Patterson Site (NSPS) http://www.nebraskastudies.org/0200/resources/06_patterson.pdf Computers (for research) Smart Board/Promethean Board Chart Paper Markers/Crayons/Colored Pencils Pens/Pencils Paper Talking Sticks</p>
Content Standards/ Indicators	<p>Social Studies: 8.1.1, 8.3.3, 8.3.7, 8.4.2, 8.4.6 ELA:6.1.6e, 6.1.6.f, 6.1.6g, 6.3.1, 6.3.2</p>
Procedures & Routines	<p><u>Anticipatory Set:</u> (Day 1) The teacher will discuss the Prehistoric Farm Families from Lesson 1 “Nebraska in the World. The teacher will pass back students’ exit cards from the previous lesson. Teacher will ask for student volunteers to read responses to question number 2 “Describe in 3-4 sentences what life seemed to be like during the prehistoric time in Nebraska.” As a class, there will be a small discussion of the exit cards.</p>
Gradual Release of Instruction	<p><u>Guided:</u> Activity 3 (from NSPS page 19) will be done in smaller groups. In whole class format, ask the students, "What can be learned from old buildings, buried ruins, and artifacts?" Then ask them how they feel about the new construction and how many of these projects destroy old buildings and ruins. Teacher will then separate the students into three groups. One will represent the safety and economic concerns of the state, and their decision as a state agency to improve highways. The second group will represent a group of citizens who are</p>

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	<p>concerned about the destructions of an archaeological site. The third group represents archaeologists. They can discuss the benefits of excavating the archaeological site before the highway construction project destroys it. Groups will have 7 minutes to get together their arguments and prepare for a discussion. Each group will get to use talking sticks* to have their opportunity to discuss their topic. As a whole class, discuss how the Patterson site excavation, triggered by housing and road development projects, benefits Nebraska's people. (all pulled from NSPS page 19)</p> <p>*Note: Only the person holding the talking stick speaks. All others listen respectfully.</p> <p><u>Independent:</u> (Day 2) Teacher will either group students into groups of 3-4 or allow them to choose their groups. Students will be completing "Activity 1: Life today and Yesterday " from page 18 on NSPS. (From that activity, the teacher may choose not to include the 1800s pioneers.) Teacher should display the activity on the ELMO/Computer or have a print out for each group. Students will be given 35 minutes to complete the project. When finished, students will lead a discussion in whole group on their projects and what they found.</p>
Summary	Students will complete a 3-2-1: 3 things they learned 2 things that were surprising 1 question they still have