



# 1500 – 1799

## FIRST CONTACT: EXPANDING TRADE

### ACTIVITIES

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## Activity 1: Trade Goods

**Activity Grade Level:**  
4<sup>th</sup> & 8<sup>th</sup> Grades

### Activity: Drawing Comparison

Have students read the following page in Nebraska Studies.

First Contact: Expanding Trade

[http://nebraskastudies.org/0300/stories/0301\\_0110.html](http://nebraskastudies.org/0300/stories/0301_0110.html)

Then, have students compare and contrast the items traded between the Europeans and the Native American tribes. Have students copy or draw pictures of two items traded by Europeans and by Native Americans.

### Nebraska State SOCIAL STUDIES Standards

*By the end of fourth grade, students will:*

**Standard 4.1.1** Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

**Standard 4.1.2** Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

**Standard 4.1.3** Describe social and economic development of Nebraska in the 20th century.

**Standard 4.1.7** Use higher level thinking processes to evaluate and analyze primary sources and other resources.

**Standard 4.1.8** Describe characteristics of a market economic system and the interactions of consumers and producers.

**Standard 4.1.9** Demonstrate an understanding of money and the financial system used in the United States.

**Standard 4.1.10** Identify and use essential map elements.

**Standard 4.1.11** Use maps and globes to acquire information about people, places, and environments.

**Standard 4.1.12** Identify the geographic and human characteristics of the regions of the United States and Nebraska.

*By the end of eighth grade, students will:*

**Standard 8.1.1** Analyze major cultures in the Americas before the 17th century.

**Standard 8.4.2** Demonstrate skills for historical analysis.

**Standard 8.4.6** Improve their skills in historical research and geographical analysis.

### Nebraska State READING/WRITING Standards

*By the end of fourth grade, students will:*

**Standard 4.1.3** Identify the main idea and supporting details in what they have read.

**Standard 4.1.4** Identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.1.7** Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard 4.1.8** Identify similarities and differences between two fourth grade level reading selections.

**Standard 4.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5** Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

*By the end of eighth grade, students will:*

**Standard 8.1.1** Identify the main idea and supporting details in what they have read.

**Standard 8.1.2** Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

**Standard 8.1.6** Identify similarities and differences across a variety of eighth grade reading selections.

**Standard 8.1.7** Demonstrate the ability to analyze literary works, nonfiction, films, or media.

**Standard 8.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 8.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

**Nebraska State SCIENCE Standards**

*By the end of fourth grade, students will:*

**Standard 4.1.2** Develop an understanding of evidence, models, and explanation.

**Standard 4.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 4.5.1** Develop an understanding of the characteristics of earth materials.

**Standard 4.6.2** Develop an understanding of science and technology.

**Standard 4.8.1** Develop an understanding of science as a human endeavor.

*By the end of eighth grade, students will:*

**Standard 8.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 8.4.4** Develop an understanding of populations and ecosystems.

**Standard 8.7.2** Develop an understanding of relationships among populations, resources, and environments.

## Activity 2: Horses

**Activity Grade Level:**  
4<sup>th</sup> - 8<sup>th</sup> Grades

### Activity: Discussion

Have students read the following section of 3 pages within Nebraska Studies:  
Horses Change Native Lives

[http://nebraskastudies.org/0300/stories/0301\\_0111.html](http://nebraskastudies.org/0300/stories/0301_0111.html)

Then, have students discuss how the Spanish introduction of the horse to the Plains Indians revolutionized their lives.

### Nebraska State SOCIAL STUDIES Standards

*By the end of fourth grade, students will:*

**Standard 4.1.2** Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

**Standard 4.1.12** Identify the geographic and human characteristics of the regions of the United States and Nebraska.

*By the end of eighth grade, students will:*

**Standard 8.4.2** Demonstrate skills for historical analysis.

### Nebraska State READING/WRITING Standards

*By the end of fourth grade, students will:*

**Standard 4.1.3** Identify the main idea and supporting details in what they have read.

**Standard 4.1.4** Identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.1.7** Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard 4.1.8** Identify similarities and differences between two fourth grade level reading selections.

**Standard 4.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5** Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

*By the end of eighth grade, students will:*

**Standard 8.1.1** Identify the main idea and supporting details in what they have read.

**Standard 8.1.2** Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

**Standard 8.1.6** Identify similarities and differences across a variety of eighth grade reading selections.

**Standard 8.1.7** Demonstrate the ability to analyze literary works, nonfiction, films, or media.

**Standard 8.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 8.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

### Nebraska State SCIENCE Standards

*By the end of fourth grade, students will:*

**Standard 4.1.2** Develop an understanding of evidence, models, and explanation.

**Standard 4.2.1** Develop the abilities needed to do scientific inquiry.

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**Standard 4.5.1** Develop an understanding of the characteristics of earth materials.

**Standard 4.6.2** Develop an understanding of science and technology.

**Standard 4.8.1** Develop an understanding of science as a human endeavor.

*By the end of eighth grade, students will:*

**Standard 8.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 8.7.2** Develop an understanding of relationships among populations, resources, and environments.

### Activity 3: Villasur Massacre

**Activity Grade Level:**  
4<sup>th</sup> - 8<sup>th</sup> - 12<sup>th</sup> Grades

#### Activity: Painting Analysis

Have students read the following section of 3 pages within Nebraska Studies:  
Villasur Sent to Nebraska

[http://nebraskastudies.org/0300/stories/0301\\_0113.html](http://nebraskastudies.org/0300/stories/0301_0113.html)

Then, have students use the National Archives and Records Administration's *Artwork Analysis Worksheet* located in the Resources section at the end of this document as a basis for analyzing the painting of the Villasur massacre located on The Battle page.

#### Nebraska State SOCIAL STUDIES Standards

*By the end of fourth grade, students will:*

**Standard 4.1.2** Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

**Standard 4.1.7** Use higher level thinking processes to evaluate and analyze primary sources and other resources.

**Standard 4.1.12** Identify the geographic and human characteristics of the regions of the United States and Nebraska.

*By the end of eighth grade, students will:*

**Standard 8.1.2** Analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

**Standard 8.4.2** Demonstrate skills for historical analysis.

**Standard 8.4.3** Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

*By the end of twelfth grade, students will:*

**Standard 12.1.4** Analyze the impact of immigration on American life, identifying factors.

**Standard 12.1.12** Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

**Standard 12.2.11** Demonstrate historical research and geographical skills.

**Standard 12.3.17** Develop skills for historical analysis.

**Standard 12.4.3** Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

**Standard 12.4.7** Apply geography to interpret the past, understand the present, and plan the future.

#### Nebraska State READING/WRITING Standards

*By the end of fourth grade, students will:*

**Standard 4.1.3** Identify the main idea and supporting details in what they have read.

**Standard 4.1.4** Identify the resource appropriate for a specific purpose, and use the resource to locate information.

**Standard 4.1.7** Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard 4.1.8** Identify similarities and differences between two fourth grade level reading selections.

**Standard 4.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 4.2.5** Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

*By the end of eighth grade, students will:*

**Standard 8.1.1** Identify the main idea and supporting details in what they have read.

**Standard 8.1.2** Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

**Standard 8.1.6** Identify similarities and differences across a variety of eighth grade reading selections.

**Standard 8.1.7** Demonstrate the ability to analyze literary works, nonfiction, films, or media.

**Standard 8.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.

**Standard 8.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

*By the end of twelfth grade, students will:*

**Standard 12.1.1** Identify the main idea and supporting details in what they have read.

**Standard 12.1.6** Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

**Standard 12.2.4** Use multiple forms to write for different audiences and purposes.

**Standard 12.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

#### **Nebraska State SCIENCE Standards**

*By the end of fourth grade, students will:*

**Standard 4.1.2** Develop an understanding of evidence, models, and explanation.

**Standard 4.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 4.4.2** By the end of fourth grade, students will develop an understanding of the life cycles of living things.

**Standard 4.5.1** Develop an understanding of the characteristics of earth materials.

**Standard 4.6.2** Develop an understanding of science and technology.

*By the end of eighth grade, students will:*

**Standard 8.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 8.7.2** Develop an understanding of relationships among populations, resources, and environments.

*By the end of twelfth grade, students will:*

**Standard 12.2.1** Develop the abilities needed to do scientific inquiry.

**Standard 12.7.2** Develop an understanding of the effects of population change.

**Standard 12.7.3** Develop an understanding of natural resources.

**Standard 12.7.6** Develop an understanding of the role of science and technology in local, national, and global challenges.

**Standard 12.8.2** Develop an understanding of the nature of scientific knowledge.

## Activity 4: Trade Goods Change Lives

**Activity Grade Level:**  
12<sup>th</sup> Grade

### Activity: Discussion

Have students read the following sections in Nebraska Studies.

First Contact: Expanding Trade

[http://nebraskastudies.org/0300/stories/0301\\_0110.html](http://nebraskastudies.org/0300/stories/0301_0110.html)

Geopolitical Power Shifts

[http://nebraskastudies.org/0300/stories/0301\\_0116.html](http://nebraskastudies.org/0300/stories/0301_0116.html)

Then lead a discussion that compares and contrasts the items traded between the Native Americans and the Europeans. Have students analyze how the European trade goods changed the lives of the Native Americans.

### Nebraska State SOCIAL STUDIES Standards

*By the end of twelfth grade, students will:*

- Standard 12.1.4** Analyze the impact of immigration on American life, identifying factors.
- Standard 12.1.12** Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.
- Standard 12.2.11** Demonstrate historical research and geographical skills.
- Standard 12.3.11** Analyze characteristics of the United States free market economy.
- Standard 12.3.17** Develop skills for historical analysis.
- Standard 12.4.3** Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.
- Standard 12.4.7** Apply geography to interpret the past, understand the present, and plan the future.

### Nebraska State READING/WRITING Standards

*By the end of twelfth grade, students will:*

- Standard 12.1.1** Identify the main idea and supporting details in what they have read.
- Standard 12.1.3** Identify and use characteristics to classify different types of text.
- Standard 12.1.6** Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.
- Standard 12.2.4** Use multiple forms to write for different audiences and purposes.
- Standard 12.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

### Nebraska State SCIENCE Standards

*By the end of twelfth grade, students will:*

- Standard 12.2.1** Develop the abilities needed to do scientific inquiry.
- Standard 12.4.4** Develop an understanding of the interdependence of organisms.
- Standard 12.7.2** Develop an understanding of the effects of population change.
- Standard 12.7.3** Develop an understanding of natural resources.
- Standard 12.7.6** Develop an understanding of the role of science and technology in local, national, and global challenges.
- Standard 12.8.2** Develop an understanding of the nature of scientific knowledge.



# 1500 – 1799

## FIRST CONTACT: EXPANDING TRADE

### RESOURCES

	<b>PAGE</b>
Artwork Analysis Worksheet	10

Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

**RESOURCES****RESOURCES****National Archives  
Artwork Analysis Worksheet****Step 1. Observation**

A. Study the artwork for 2 minutes. Form an overall impression of the artwork and then examine individual items. Next, divide the artwork 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 artwork.

PEOPLEOBJECTSACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Step 2. Inference**

Based on what you have observed above, list three things you might infer from this artwork.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 3. Questions**

A. What questions does this artwork raise in your mind?

\_\_\_\_\_

\_\_\_\_\_

B. Where could you find answers to them?

\_\_\_\_\_

\_\_\_\_\_