

1800 – 1849

FUR TRADERS AND MISSIONARIES

ACTIVITIES

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Activity 1: Traders

Activity Grade Level:
4th & 8th Grades

Activity: Discussion

Have students read the following pages in the Fur Traders and Missionaries section in the 1800-1849 timeline of Nebraska Studies.

Manuel Lisa

http://nebraskastudies.org/0400/stories/0401_0122.html

Joshua Pilcher

http://nebraskastudies.org/0400/stories/0401_0123.html

Lucien Fontenelle

http://nebraskastudies.org/0400/stories/0401_0124.html

Peter A. Sarpy

http://nebraskastudies.org/0400/stories/0401_0125.html

Then lead a discussion about the above men and the role they played in Nebraska history.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.6 Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

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

By the end of eighth grade, students will:

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.

Activity 2: Traders and Native Tribes

Activity Grade Level:

4th - 8th Grades

Activity: Discussion

Have students read the following pages in the Fur Traders and Missionaries section in the 1800-1849 timeline of Nebraska Studies.

Fur Traders and Missionaries

http://nebraskastudies.org/0400/stories/0401_0120.html

Fur Traders

http://nebraskastudies.org/0400/stories/0401_0121.html

Then lead a discussion with these questions:

- How did fur traders influence the life of American Indians?
- What problems did fur traders face?

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.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

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 4.2.5 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 8.2.5 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 4.7.2 Develop an understanding of the types of resources.

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

By the end of eighth grade, students will:

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 3: Trading Post Artifacts

Activity Grade Level:
4th - 8th Grades

Activity: Artifact Analysis

Have students read the Joshua Pilcher page in the Fur Traders and Missionaries section in the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0123.html

Then have students review the artifacts recovered from the Bellevue trading post and answer the following questions:

1. What is an artifact?
2. Identify the items recovered and explain the use of each item.
3. If you were Manuel Lisa or Joshua Pilcher, which four items would you consider the most important to possess and indicate why?

An alternate activity would be to have students review the same artifacts and then fill out the National Archives *Artifact Analysis Worksheet* (located in the Resources section at the end of this document).

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

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

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.

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 4.2.5 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 8.2.5 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 4.4.3 Develop an understanding of living things and environments.

Standard 4.6.2 Develop an understanding of science and technology.

By the end of eighth grade, students will:

Standard 8.1.2 Develop an understanding of evidence, models, and explanation.

Standard 8.2.1 Develop the abilities needed to do scientific inquiry.

Standard 8.4.3 Develop an understanding of regulation and behavior.

Standard 8.6.2 Develop an understanding of science and technology.

Activity 4: Missionaries

Activity Grade Level:

4th - 8th Grades

Activity: Discussion

Have students read the Missionaries pages in the Fur Traders and Missionaries section in the 1800-1849 timeline of Nebraska Studies.

Missionary Spirit

http://nebraskastudies.org/0400/stories/0401_0126.html

Moses Merrill

http://nebraskastudies.org/0400/stories/0401_0127.html

Dunbar & Allis

http://nebraskastudies.org/0400/stories/0401_0128.html

The Conversion Struggle

http://nebraskastudies.org/0400/stories/0401_0129.html

Then lead a discussion that analyzes the purpose of missionary societies, including the following topics:

- Samuel Allis
- John Dunbar
- Big Ax
- The success of the societies in achieving their goals
- Indian reactions to the Christian religion

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 4.1.6 Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

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.

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 4.1.8 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 8.2.4 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.

Activity 5: Fur Trade

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the Fur Traders pages in the Fur Traders and Missionaries section of the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0121.html

Then have students analyze the economic implications of the fur trade business for white fur traders. Include a discussion of how economic and geographic issues are interrelated.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

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 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 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.

Activity 6: Native American Perspective

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the Fur Traders pages in the Fur Traders and Missionaries section of the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0121.html

Then have students evaluate the fur trade from the perspective of an American Indian.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

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 12.3.5 Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate 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 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

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 12.4.4 Develop an understanding of the interdependence of organisms.

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

Activity 7: Pawnee Earth Lodge

Activity Grade Level:
12th Grade

Activity: Photograph Analysis

Have students read the Dunbar & Allis page within the Fur Traders and Missionaries section of the 1800-1849 timeline within Nebraska Studies:

http://nebraskastudies.org/0400/stories/0401_0128.html

Then have students use the National Archives and Records Administration *Photograph Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the photograph of the Pawnee earth lodge village.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

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.

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

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.

Activity 8: Platt Trading Post

Activity Grade Level:
12th Grade

Activity: Photograph Analysis

Have students read the Conversion Struggle page within the Fur Traders and Missionaries section of the 1800-1849 timeline of Nebraska Studies:

http://nebraskastudies.org/0400/stories/0401_0129.html

Then have students use the National Archives and Records Administration *Photograph Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the photograph of the trading post opened by Lester and Elvira Gaston Platt in the 1840s near the Pawnee Reservation.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

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.

Nebraska State READING/WRITING Standards

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Nebraska State SCIENCE Standards

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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.

1800 – 1849

FUR TRADERS AND MISSIONARIES

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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
Artifact Analysis Worksheet****1. PHYSICAL QUALITIES OF THE ARTIFACT**

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other material.

2. SPECIAL QUALITIES OF THE ARTIFACT

Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

3. USES OF THE ARTIFACT

- A. What might it have been used for? _____
- B. Who might have used it? _____
- C. Where might it have been used? _____
- D. When might it have been used? _____

4. WHAT DOES THE ARTIFACT TELL US

- A. What does it tell us about technology of the time in which it was made and used?

- B. What does it tell us about the life and times of the people who made it and used it?

- C. Can you name a similar item today?

5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408

<http://www.archives.gov>

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

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.

PEOPLE

OBJECTS

ACTIVITIES

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

Step 2. Inference

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

Step 3. Questions

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

B. Where could you find answers to them?

