

# 1875 – 1899

## NOTABLE NEBRASKAN: SUSAN LA FLESCHÉ PICOTTE **LESSON PLAN**

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	<b>GRADE LEVEL</b>	<b>PAGE</b>
“I” Messages	4 <sup>th</sup>	2
<b>RESOURCES</b>		7

## Lesson Plan: Notable Nebraskan Susan La Flesche Picotte “I” Messages

**Lesson Grade Level:**  
4<sup>th</sup> Grade

### Lesson Objectives:

1. Students will locate electronic sources on Susan La Flesche Picotte.
2. Students will identify examples of primary and secondary sources
3. Students will interpret sources to make generalizations about Susan La Flesche Picotte.
4. Students will evaluate generalizations based on supporting evidence.

### Nebraska State SOCIAL STUDIES Standards

**Standard 4.1.2.** By the end of fourth grade, students will 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.** By the end of fourth grade, students will describe social and economic development of Nebraska in the 20th century.

**Standard 4.1.5.** By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

**Standard 4.1.6.** By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

**Standard 4.1.7.** By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

**Standard 4.1.10.** By the end of fourth grade, students will identify and use essential map elements.

**Standard 4.1.11.** By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.

**Standard 4.1.12.** By the end of fourth grade, students will identify the geographic and human characteristics of the regions of the United States and Nebraska.

### Nebraska State READING & WRITING Standards

**Standard 4.1.4.** By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

**Standard 4.1.8.** By the end of the fourth grade, students will identify similar ideas across a variety of narratives and stories.

**Standard 4.2.4.** By the end of the fourth grade, students will use a variety of forms to write for different audiences and purposes.

### Introduction:

Most people know a Native American saying about walking a mile in someone else's moccasins.

- What is the saying and what does it mean?
- Why is this idea important?
- Does this concept contain a lesson for us today?

In this lesson, students will discover information about Susan La Flesche Picotte. As we walk through the information about Susan's life, have students try to imagine what it would be like to know her and, even more importantly, what it would be like to *be* this amazing Nebraskan. We will look at her life from *her* point of view. In other words, we'll put ourselves "in her shoes", and discover why she is considered a Notable Nebraskan.

**The Task:**

Using a variety of online sources, including both primary and secondary sources, students will gather information about the life of Susan La Flesche Picotte and use this information to complete reasonable responses to "I" messages found on the student worksheet.

**The Resources:**

The teacher will need to review the information about Susan La Flesche Picotte on the 1875-1899 timeline in Nebraska Studies:

[http://nebraskastudies.org/0600/stories/0603\\_0100.html](http://nebraskastudies.org/0600/stories/0603_0100.html)

and related Web sites. The teacher will also need to print a copy for each student of the "I" Messages handout in the Resources section at the end of this document.

**Internet Resources:**

National Park Service: Susan La Flesche Picotte

<http://www.cr.nps.gov/nr/feature/indian/2001/picotte.htm>

National Library of Medicine: First Native American Woman Doctor

[http://www.nlm.nih.gov/exhibition/if\\_you\\_knew/if\\_you\\_knew\\_12.html](http://www.nlm.nih.gov/exhibition/if_you_knew/if_you_knew_12.html)

University of Nebraska Medical Center: First Native American Woman MD

[http://www.unmc.edu/Community/ruralmeded/susan\\_la\\_flesche\\_picotte.htm](http://www.unmc.edu/Community/ruralmeded/susan_la_flesche_picotte.htm)

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

[http://teachingtoday.glencoe.com/userfiles/file/graphic\\_organizer\\_affective.pdf](http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf)

Nebraska Dept. of Education Academic Standards.

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

Nebraska Dept. of Education State Social Studies/History Standards.

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

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

[http://www.mdk12.org/instruction/curriculum/hsa/critical\\_thinking/soc\\_std rubric.html](http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_std rubric.html)

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

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

**The Process:**

The teacher should prepare for this lesson by becoming familiar with all phases of the lesson and Web site, determining procedures best for the situation, setting up and making resources available in the classroom and/or computer lab, and by making copies of the student handout that appears at the end of this lesson for each student.

Then guide students through the following steps:

1. Introduce the lesson. Discuss key questions noted in the introduction. Give each student a copy of the "I" Messages" handout in the Resources section at the end of this document and preview his or her task using this document.
2. Review definitions and examples of primary and secondary sources. If necessary, have students record this information on the back of the handout for easy reference.
3. Guide students to the Nebraska Studies website, and show them how to use it. Click on the 1875-1899 timeline, then on the Notable Nebraskan Susan La Flesche Picotte icon, and then read the information on her in those five pages.
4. Instruct students how to navigate to related sites to get more information. Make sure each student locates and carefully considers some information found in primary and secondary sources. More advanced students may want to use the National Archives *Map Analysis*, *Photograph Analysis*, or *Written Document Analysis* Worksheets located in the Resources section at the end of this document.
5. Allow time for the students to locate and read through several sources. At some point during this research time, stop and discuss where students are finding the most interesting or most useful pictures and information as well as examples of the primary and secondary sources they've discovered.
6. End the research time. Tell the students there is much more they could discover about this remarkable woman, but using the knowledge gained from their research, complete the "I" messages on the handout as they hypothesize what Susan would say if they could actually interview her.
7. In pairs or in roundabout groups, share "I" messages and encourage partners to discuss information that either supported or refuted the messages. After these discussions, have students underline messages or portions of messages on their own papers they would change based on these discussions.
8. Debrief by discussing the following:
  - Did the students believe they were able to "get to know" Susan La Flesche Picotte through this lesson? Or would they need to "walk a longer distance in her shoes?"
  - What makes Susan La Flesche Picotte a great Nebraskan?
  - What did you learn about her that you could use to help you create the life you would like to build for yourself?

**Learning Advice:**

If research time continues for more than one class period, teachers may want to have students use a blank piece of paper to put on top of the worksheet to use to take notes as they are researching. Students can then record notes in the appropriate section for later use. This would also give students another chance to process the information and determine the best way to complete all 8 sections.

Teachers may also need to adjust this lesson to suit the amount of available time or the abilities of the learners. Some suggestions for adjusting include:

1. If students are already very familiar with primary and secondary sources, a review of these concepts is unnecessary. Simply ask for examples of each type of source, and discuss how each can be used to understand the person being researched.
2. Teachers can limit the research time. Announce time limits at the beginning of the project, so students can plan accordingly. If time is limited, consider having students complete only those "I" message categories supported by information they located. Then discuss and share to complete the handout or have the learners complete the handout using their hypotheses. Highlight or underline the hypotheses if this distinction is deemed important in your situation.
3. Assign students to work in pairs or in groups and share the responsibility for researching and completing the worksheet.
4. To extend the lesson, use the student handout as a model to learn more about other notable Nebraskans. Remember that students can get information in print as well as on the web. Students should find a picture of the new person they are researching. Make copies of the different Nebraskans researched and put them together in a notebook for students to peruse when they have a few extra minutes.
5. As a class or individually, make a list of accomplishments and/or positive character traits that made Susan La Flesche Picotte an important person in Nebraska history. Identify obstacles she had to overcome. Discuss how her contributions compare and/or contrast to others deemed important in history. What makes a life important enough to influence history?
6. Write a paragraph or short essay entitled,  
Susan La Flesche Picotte: A Nebraskan Who Made a Difference

**General Notes:**

Students may also be interested to know about the Omaha custom of accepting a baby into the tribe eight days after s/he was born. On this day the baby was given a name and a pair of leather moccasins with a hole cut into one of the soles. This hole was a signal to the spirit of death to leave the baby alone because the child could not travel far with a hole in his/her shoe. A few years later, the child was given another new pair of moccasins without a hole to represent that the child was now ready for the journey through life. A new name was bestowed upon the child at this time.

**Conclusion:**

To conclude this lesson, debrief the class. Some guiding questions are listed in Step 8 of the Process section. Additional questions for consideration are listed in 5 and 6 of the Learning Advice section.

**Assessment Activities:**

To assess this lesson, simply note the completion of Student Objectives 1, 2, and 3. This can be done by using a class roster and checking off students as they complete these tasks.

To assess Student Objective 4, listen carefully to student discussion of Step 8 and 9 of the Process section. If the teacher determines it is necessary, further assessment can help determine the level of student understanding.

Do this by asking students to complete the following statements in their own words. Handout versions of these questions are located in the Resources section at the end of this document.

I believe Susan La Flesche Picotte was a notable Nebraskan because she:

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One piece of evidence that supported my belief was:

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# 1875 – 1899

## NOTABLE NEBRASKAN: SUSAN LA FLESCHÉ PICOTTE RESOURCES

	<b>PAGE</b>
“I” Messages Worksheet	8
Map Analysis Worksheet	9
Photograph Analysis Worksheet	10
Written Document Analysis Worksheet	11
Notable Nebraskan Worksheet	12

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**

Susan La Flesche Picotte  
The First Native American Woman  
to Become a Doctor of Medicine  
**“I” Messages**

Name \_\_\_\_\_

I'm proud of my family because ...

I believed ...

I'm described as  
someone who ...

I want to be  
remembered as ...

I had the  
opportunity to ...

I loved ...

I saw ...



I worked to ...



## RESOURCES

### National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- |   |  |
|---|--|
| <input type="checkbox"/> Raised relief map    | <input type="checkbox"/> Bird's-eye view             |
| <input type="checkbox"/> Topographic map      | <input type="checkbox"/> Artifact map                |
| <input type="checkbox"/> Political map        | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map     | <input type="checkbox"/> Pictograph                  |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map                 |
| <input type="checkbox"/> Military map         | <input type="checkbox"/> Other ( )                   |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Compass     | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title            |
| <input type="checkbox"/> Date        | <input type="checkbox"/> Legend (key)     |
| <input type="checkbox"/> Notations   | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Scale       |   |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP  
PRODUCED?

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6. MAP INFORMATION

A. List three things in this map that you think are important:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Why do you think this map was drawn?

\_\_\_\_\_  
\_\_\_\_\_

C. What evidence in the map suggests why it was drawn?

\_\_\_\_\_  
\_\_\_\_\_

D. What information does the map add to the textbook's account of this event?

\_\_\_\_\_  
\_\_\_\_\_

E. Does the information in this map support or contradict information that you have read about this event? Explain.

\_\_\_\_\_  
\_\_\_\_\_

Write a question to the mapmaker that is left unanswered by this map.

\_\_\_\_\_

## 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?

\_\_\_\_\_  
\_\_\_\_\_

## RESOURCES

### National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT: \_\_\_\_\_

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: \_\_\_\_\_

POSITION (TITLE): \_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

\_\_\_\_\_

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Why do you think this document was written?

\_\_\_\_\_

\_\_\_\_\_

C. What evidence in the document helps you know why it was written? Quote from the document.

\_\_\_\_\_

\_\_\_\_\_

D. List two things the document tells you about life in the United States at the time it was written:

\_\_\_\_\_

\_\_\_\_\_

E. Write a question to the author that is left unanswered by the document:

\_\_\_\_\_

\_\_\_\_\_

**RESOURCES**

**Susan La Flesche Picotte  
Notable Nebraskan  
Worksheet**

Name \_\_\_\_\_

I believe Susan La Flesche Picotte was a notable Nebraskan because she:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

One piece of evidence that supported my belief was:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.