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Honors Expanded Learning Clubs

Honors Program

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Spring 2020

### "History of Nebraska Club"

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# NEBRASKA HONORS PROGRAM

## CLC EXPANDED LEARNING OPPORTUNITY CLUBS

### INFORMATION SHEET

**Name of Club:** History of Nebraska

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**Age/Grade Level:** Elementary School: K-5

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**Number of Attendees:** (ideal number) 10

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**Goal of the Club:** (learning objectives/outcomes)

To inform the kids on the history of Nebraska (becoming a state, how our land and population has changed, and connect past to present) and to educate them on the various groups (describe tribes, incorporate Oregon Trail, and how buffalo were used) by using crafts to help the kids visualize.

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**Resources:** (Information for club provided by)

<https://www.ducksters.com/geography/state.php?State=Nebraska>

Here is a kid friendly website with some basic facts about Nebraska

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**Content Areas:** (check all that apply)

- ☐ Arts (Visual, Music, Theater & Performance)
- ☐ Literacy
- ☐ STEM (Science, Technology, Engineering & Math)
- ☒ Social Studies
- ☐ Wellness (Physical Education, Health, Nutrition & Character Education)

**Outputs or final products:** (Does the club have a final product/project to showcase to community?)

The Oregon Trail wagon project could be considered but not required.

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**Introducing your Club/Activities:**

We will write out a lesson plan every day on the board so the kids know ahead of time.

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**General Directions:**

Educate the kids by using crafts.

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**Tips/Tricks:**

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# LESSON PLAN WORKSHEET

WEEK 1: FEBRUARY 6

**Lesson Name:** Intro and Get to Know You Games/ Oregon Trail

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**Length of Activity:** 45 mins

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**Supplies:** Poster board

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**Directions:**

We will bring a poster board with a map of the US drawn and we will have the kids predict (by drawing on the map) where they thought the Oregon Trail was. The intro game can be whatever, just as long as you're getting to know the kids. We also had time to play trivia; we split the kids up into teams and asked them questions about Nebraska (can be anything, we used the linked website) and they would write down what they thought was the answer on a white board.

<https://www.ducksters.com/geography/state.php?State=Nebraska>

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**Conclusion of the activity:**

Showing the kids where the actual trail was.

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**Parts of activity that worked:**

Trivia and drawing the Oregon Trail.

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**Parts of activity that did not work:**

Too much talking during the getting to know you game.

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# LESSON PLAN WORKSHEET

WEEK 2: FEBRUARY 13

**Lesson Name:** Building a replica boat/ wagon

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**Length of Activity:** 1 hour

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**Supplies:** Plastic containers, aluminum foil, construction paper, wire, pipe cleaners

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**Directions:**

Use these materials to build a wagon-like structure that the pilgrims would've used when traveling. Feel free to show them an idea of what it should look like. The goal is to get it to float, so that is why we used plastic containers as the base.

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**Conclusion of the activity:**

To teach them the structure of a wagon.

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**Parts of activity that worked:**

They were very focused and did not mess around.

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**Parts of activity that did not work:**

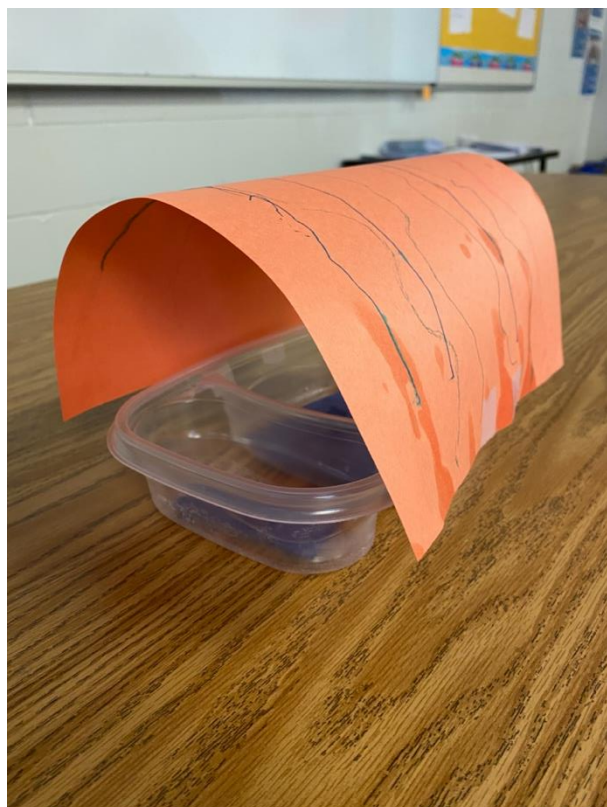
Limit the amount of supplies they can have because they would waste a lot of paper or pipe cleaners.

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What we showed the kids as an example



An example of what the kids made.





# LESSON PLAN WORKSHEET

WEEK 3: FEBRUARY 20

**Lesson Name:** Testing the boat

**Length of Activity:** 1 hour

**Supplies:** A tub of water

**Directions:**

Set the boat they built in the tub of water and to “use wind” (have the kids blow) to move the boat across the water. If they’re bored, then have them race their boats. Some students also took this day to finish making their boats. They also kept their boats when they were done, but a lot of the paper was falling off.

**Conclusion of the activity:**

Fun way to see the kids succeed at what they built, recap with the kids about what they learned.

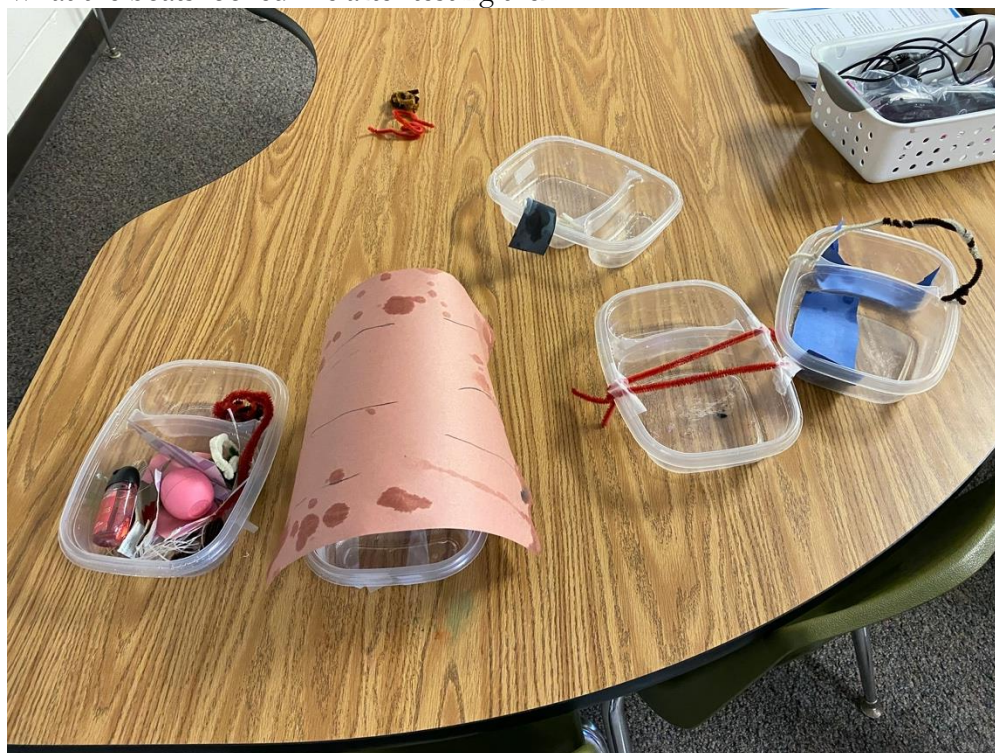
**Parts of activity that worked:**

All the kids’ boats floated.

**Parts of activity that did not work:**

Water spilled.

What the boats looked like after testing them.



# LESSON PLAN WORKSHEET

WEEK 4: FEBRUARY 27

**Lesson Name:** Native Americans

**Length of Activity:** 30 mins

**Supplies:** Construction paper, popsicle sticks, markers, glue

**Directions:**

Build a teepee like structure to resemble what the Native Americans lived in, but also explain they do not currently live in these. Connect their culture to their housing. To build the craft, the kids glue popsicle sticks together to form a triangle with paper glued to the front. The kids then can decorate it however they want.

**Conclusion of the activity:**

To demonstrate how the Native Americans lived in the 1850s.

**Parts of activity that worked:**

The kids made the craft successfully.

**Parts of activity that did not work:**

It took less time than we anticipated.

The example we showed them.





Examples of what the students made.





# LESSON PLAN WORKSHEET

WEEK 5: MARCH 5

**Lesson Name:** Nebraska Tribes

**Length of Activity:** 30 mins

**Supplies:** Markers and coloring sheets.

**Directions:**

To discuss the different tribes in Nebraska and color the worksheet to show where the different groups lived. I have linked a video talking about Native Americans in general, not specifically Nebraska. The worksheet is posted below. There is also a link to a website with more information about Nebraska tribes.

Link to video: <https://www.youtube.com/watch?v=E2YidQrQuec>

Website link: <http://www.native-languages.org/nebraska.htm>

**Conclusion of the activity:**

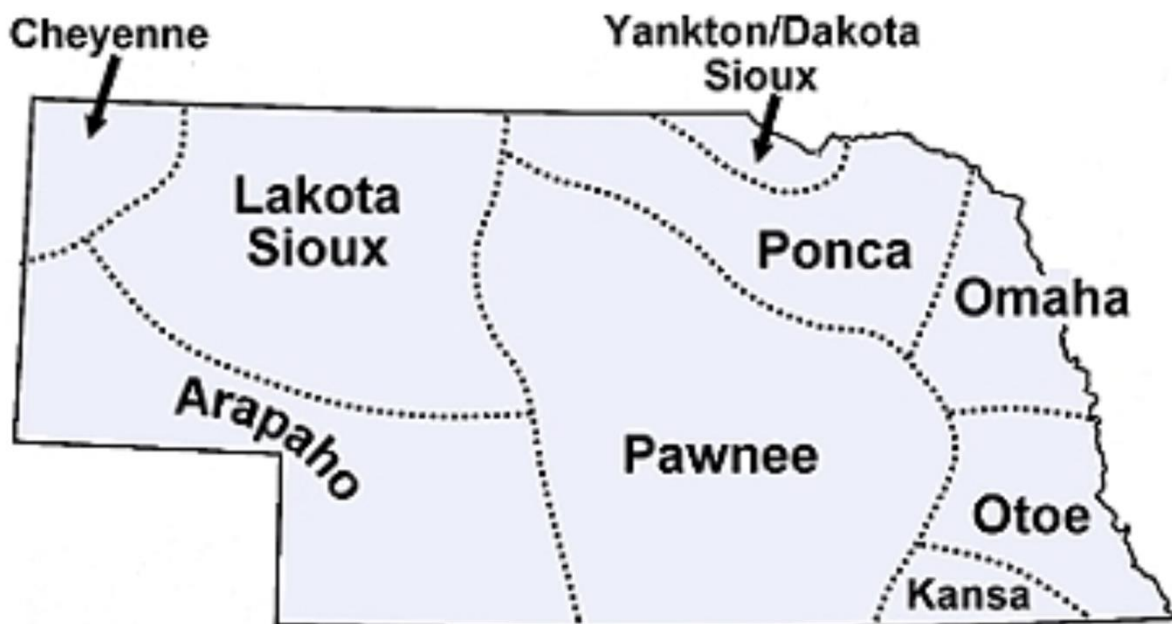
To educate the kids that there were different groups in the Nebraska before us.

**Parts of activity that worked:**

N/A due to COVID-19

**Parts of activity that did not work:**

N/A due to COVID-19



# LESSON PLAN WORKSHEET

WEEK 6: MARCH 19

<b>Lesson Name:</b>	Clothing
<b>Length of Activity:</b>	35 mins
<b>Supplies:</b>	Construction paper, feathers, glue, stapler, markers, scissors, string, beads

## Directions:

Make a hat out of construction paper and decorate it. I've linked a video that briefly shows Native American clothing. Explain that Native Americans do not necessarily still wear this. I have linked a website explaining how Native Americans have changed from past to present. This can be helpful when explaining to the kids.

Clothing video link: <https://www.youtube.com/watch?v=WbJOv4yuhG0>

Website link: <http://nativeyouthmagazine.com/pastpresentfuture.htm>

## Conclusion of the activity:

To incorporate a craft into understanding what the Native Americans wore.

## Parts of activity that worked:

N/A due to COVID-19

## Parts of activity that did not work:

N/A due to COVID-19

An example to show the kids.



# LESSON PLAN WORKSHEET

WEEK 7: APRIL 2

**Lesson Name:** Buffalo

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**Length of Activity:** 30 mins

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**Supplies:** Coloring worksheet and markers

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**Directions:**

To discuss how the Native Americans used buffalo to survive while coloring the worksheet. I have also linked a video explaining general facts about buffalo. After watching the video, you can quiz the students about what they learned from the video (in an ungraded, game-like way, not intense). You can do this instead of coloring or in addition to. I've also linked a website with fun facts about buffalo.

Link to video: <https://www.youtube.com/watch?v=zGfn7UKSnB4>

Website: <https://kidskonnnect.com/animals/buffalo/>

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**Conclusion of the activity:**

To understand how buffalo were used.

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**Parts of activity that worked:**

N/A due to COVID-19

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**Parts of activity that did not work:**

N/A due to COVID-19

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## LESSON PLAN WORKSHEET

WEEK 8: APRIL 9

**Lesson Name:** Chimney Rock

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**Length of Activity:** 40 mins

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**Supplies:** Uncooked noodles and marshmallows

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**Directions:**

To build a structure similar to chimney rock using those materials. You can either have them race or have a competition to see whose is the tallest, sturdiest, neatest, etc. Linked below is a informational website to explain to the kids.

Website: [https://kids.kiddle.co/Chimney\\_Rock\\_National\\_Historic\\_Site](https://kids.kiddle.co/Chimney_Rock_National_Historic_Site)

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**Conclusion of the activity:**

Incorporating a craft into understanding the history of Chimney Rock.

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**Parts of activity that worked:**

N/A due to COVID-19

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**Parts of activity that did not work:**

N/A due to COVID-19

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# LESSON PLAN WORKSHEET

WEEK 9: APRIL 16

**Lesson Name:** Homestead National Monument

**Length of Activity:** 30 mins

**Supplies:** Construction paper, popsicle sticks, glue, markers

**Directions:**

Build a log cabin out of popsicle sticks (see picture below for example of what to show the kids). Linked is the official website for the monument. If you click on the “Learn About the Park” tab, it will pull up a list of options that you can learn about the park.

Website: <https://www.nps.gov/home/learn/historyculture/index.htm>

**Conclusion of the activity:**

To help the kids visualize what the monument looks like.

**Parts of activity that worked:**

N/A due to COVID-19

**Parts of activity that did not work:**

N/A due to COVID-19



Picture on the right is what the monument actually looks like.

# LESSON PLAN WORKSHEET

WEEK 10: APRIL 23

**Lesson Name:** Becoming a State/ State Capital

**Length of Activity:** 20 mins

**Supplies:** Markers

**Directions:**

Color the state flag worksheet. Inform the kids on how Nebraska became a state and how the flag came to be.

- Description of the detailing of the flag: The gold and silver state seal sits in the center of a dark blue rectangle. The inner seal's design symbolizes commerce, mechanical arts, transportation and agriculture. The state motto, "*Equality before the law*," appears in the banner across the inner design. The flag was adopted in 1925.
- Link to website explaining the state flag: <https://history.nebraska.gov/publications/state-flag> and <https://worldpopulationreview.com/state-flags/nebraska/>

**Conclusion of the activity:**

To learn how Nebraska became a state.

**Parts of activity that worked:**

N/A due to COVID-19

**Parts of activity that did not work:**

N/A due to COVID-19

