

## Relating Material to Nebraska Academic Standards

Material in this guide, regarding Prince Maximilian and Karl Bodmer's journey up the Missouri River, relates directly with Nebraska State Department of Education's Social Studies Standards. Information below about the Academic Standards was taken directly from the Nebraska Department of Education website, <http://www.education.ne.gov/>, and refers specifically to the Social Studies Standards for Kindergarten through Middle School students

### Kindergarten to First Grade:

Section 1.1: "Students will demonstrate an understanding that history relates to events and people of other times and places."

- Students can identify Maximilian and Bodmer's journey as historical event, and recognize the concepts of history and change.
- Students will identify how community life in America has changed from the time of Bodmer and Maximilian's journey. More specifically, students will describe daily life of Native Americans, and by comparing what they see in Bodmer's images to what we know about Native American life, today, will identify how this life has changed on the Great Plains.

Section 1.2: "Students will compare and contrast the past and present contributions of cultures to school and family."

- Students will be able to look at images to understand the past. In looking at images of the past, students will gain a stronger sense of how people, and cultures, grow and change over time.

Section 1.4: "Students will recognize that climate, location, and physical surroundings affect the lives of people."

- Studying American Indian daily life and culture on the Great Plains, students will gain a deeper understanding of how climate, location, and physical surroundings affect people's lives. Students will learn about how Native Americans have used their resources, including buffalo and the river, in order to survive. Students will also see how different shelters used by various Native American communities reflect how they obtain food, whether by hunting or cultivating crops.

Section 1.5: “Students will identify uses of technology, such as transportation and communication.”

- Maximilian and Bodmer used various modes of transportation on their journey, including stagecoach, steamboat, keelboat, and horseback. Students can learn about steamboats and the importance of this invention for exploration.

Section 1.6: “Students will identify basic economic concepts.”

- Maximilian and Bodmer boarded a steamboat owned by the The American Fur Company, and many of Bodmer’s images take place at forts where trade business would take place. Students can explore the basic concepts of trade between Europeans and Native Americans in the 19th century.

### **First Grade to Fourth Grade:**

Section 4.2: “Students will describe contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.”

Section 4.4: “Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.”

- Through both Karl Bodmer’s artwork of Native Americans and Prince Maximilian’s journal descriptions, students will gain a sense of Native American cultural traditions, regional characteristics between different Plains Indian tribes, and will be able to identify important men and women from these cultural groups.

- Bodmer’s prints serve as historical documents of how Plains Indians used resources—such as the buffalo—for daily life survival, different types of shelters made to accommodate different lifestyles, and illustrates typical clothing and daily life of Native Americans in the region.

Section 4.5: “Students will describe Nebraska’s history, including geographic factors, from European contact to statehood.”

- Students will gain a deeper knowledge of exploration of the Great Plains, and broaden their understanding of the impact of westward expansion on tribal nations.
- Following Maximilian and Bodmer’s journey up the Missouri on a map, students will locate the various forts and settlements Maximilian and Bodmer visited.

Section 4.7: “Students will use higher-level thinking processes to evaluate and analyze primary sources and other resources”

- Students will derive much of their learning directly from primary sources, including but not limited to, Prince Maximilian’s published journals and Karl Bodmer’s prints. Focusing on these primary sources, students will learn to interpret visual images and the written word.

Section 4.8: “Students will describe characteristics of a market economic system and the interactions of consumers and producers.”

- Through the study of the American Fur Company, the trading company that Maximilian and Bodmer connected with to travel up the Missouri, students will learn about 19th-century travel, transportation, exploration, and trade.

Section 4.11: “Students will use maps and globes to acquire information about people, places, and environments.”

Section 4.12: “Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.”

- Students can follow Maximilian and Bodmer’s journey on a map (there is one provided at the end of this teacher manual that can be handy for students to see the various forts the travelers visited while on their journey), and even recreate the journey up the Missouri on a map of their own.
- By locating various points of Maximilian and Bodmer’s journey on a map, students will begin to learn about various geographical regions in the United States. Students will pin point towns and major cities visited during the journey, and better understand the geographic location of the Missouri River.

## **Fourth Grade to Eighth Grade:**

Section 8.1.1: “Students will analyze major cultures in the Americas before the 17th century.

- Through Bodmer’s prints and Maximilian’s journals, students will recognize and be able to describe the Native American groups on the Great Plains.
- Looking into Bodmer’s prints as historical documents can lead to understanding Native American life and culture. Students can see how climate and geography has influenced the way of life of Plains Indians.
- Studying Indian culture on the Great Plains can then be used as a branching off point to study and compare Plains Indians with other early American cultures, such as the Mayan, Aztec, Incas, and Toltecs.

Section 8.1.2: “Students will analyze the major people, events, and ideas that led to the exploration and settlement of Americas by Europeans.”

- Prince Maximilian and Karl Bodmer’s journey is a great example of “The Second Great Age of Discovery,” a time when Europe was interested in new lands and their native inhabitants, as well as new species of plants and animals. Students can use Bodmer and Maximilian’s journey as a lens through which to understand the larger age of exploration.

Section 8.1.3: “Students will describe key people, events, and ideas from colonial America.”

- The exhibit includes Bodmer’s portraits of key political leaders of some of the American Indian tribes he and Maximilian visited.
- Many of Bodmer’s prints document historical events that took place during the journey, and can be used to help illuminate the event and further understand various perspectives.

Section 8.4.2: “Students will demonstrate skills for historical analysis.”

- Students can use Bodmer’s images and Maximilian’s journal, both primary sources, to develop their skills for historical analysis.

Section 8.4.5: “Students will interpret economic and political issues as expressed in various visuals.”

- Students can use Bodmer’s prints as a platform to delve into various political and economic issues between Native American and American communities present at the time of Maximilian and Bodmer’s journey.

**Note:** Using primary sources and literature while learning about Maximilian and Bodmer’s exploration, students will also develop reading, writing, speaking, listening and interpretation skills required by the Nebraska State Department of Education’s Language Arts Standards. Through group and individual activities involving reading, writing and interpreting, students can continue to develop these Language Arts skills.