*Children of the Sun*

Third Grade

Video Game Curriculum

Created by the Students of SS 397

Kathryn Friedman

Danielle Gladieux

Jacob Hofherr

Shelby Welsh

April 2013

Ronald V. Morris, Ph.D.

Professor

Department of History

Presidential Immersive Learning Fellow

Ball State University

Muncie, Indiana

[RVMorris@BSU.edu](mailto:RVMorris@BSU.edu)

765-285-8720

**Course Title:** *Children of the Sun* video game

**Grade Level:** Third Grade

**Unit:** The Middle Mississippians

**Abstract**

The students study the culture of the Middle Mississippians and how they worked together as a community.  The students find artifacts from the past in an archaeological dig. Studentscompare their community to the community of the Middle Mississippians. The students create a video about trading and how trading was the way of life for the Middle Mississippians before the advent ofcurrency. The students participate in an interactive video game, which allows them to do research and understand the different social classes found within their culture.

**Focus Questions**

1. How did the members of different social classes work together to create a successful society**?**
2. How did the Middle Mississippians protect their goods and community?

3. Should war be the purpose of a society?

**Instructional Resources**

Angel Mounds. (2009). Retrieved March 20, 2015, from

<https://digital.library.in.gov/Record/EVPL_evaphotos-303>

Aztalan Collection - Middle Mississippians | Milwaukee Public Museum. (n.d.).*Milwaukee Public*

*Museum*. Retrieved April 16, 2013, from <http://www.mpm.edu/research-collections/anthropology/online-collections-research/aztalan-collection/middle-mississippia>

Cahokia. Retrieved from: http://teachertube.com/viewVideo.php?video\_id=226319

Emerson, T. E., & Lewis, R. B. (2000).*Cahokia and the hinterlands: middle Mississippian cultures of*

*the Midwest*(Illini books ed.). Urbana: University of Illinois Press.

Obenchain, K. & Morris, R. (2011). *50 Social Studies Strategies for K-8* *classrooms*.

Upper Saddle River, NJ: Pearson

<http://www.mpm.edu/research-collections/anthropology/online-collections->

research/aztalan-collection/middle-mississippia

Pauketat, T. R. (2004). *Ancient Cahokia and the Mississippians*. Cambridge, U.K.: Cambridge

University Press.

Sullivan, L. P., & Mainfort, R. C. (2010).*Mississippian mortuary practices: beyond hierarchy and the*

*representationist perspective*. Gainesville: University Press of Florida

Towns and Temples of the Mississippian Culture-5 Sites - YouTube. (n.d.).*YouTube*. Retrieved April

16, 2013, from http://www.youtube.com/watch?v=yL8UuoYFYpQ

<http://www.readwritethink.org/files/resources/interactives/venn/>

Teacher Made Resources:

Floor Map

|  |  |  |
| --- | --- | --- |
| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students describe how significant people, events, and developments have shaped their own community and region; compare their community to the Middle Mississippian region; and use a variety of resources to gather information about the past. (SS.3.1 2007 - History)  Students explain how the Middle Mississippians made choices about using goods, services, and productive resources; how they engaged in trade to satisfy their economic wants; how they used a variety of sources to gather and apply information about economic changes in the community; and how they compared costs and benefits in economic decision making. (SS.3.4 2007 - Economics)  Give examples of trade in the local community and in Middle Mississippian times and explain how trade benefits both parties. (SS.3.4.3 2007 - Economics)  Explain and identify the distinctive physical and cultural features of their community and explain the geographic relationships within their own community, with their state, and other states within the region. (SS.3.3 2007 – Geography)  Determine the direction and distance from one place to another. (SS.3.3.3 2007 - Geography)  Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. (SS.3.3.7 2007 - Geography)  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ([CCSS.ELA-Literacy.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/))  Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. ([CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/))  Determine the main idea of a text, recount the key details, and explain how they support the main idea. ([CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/))  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the Middle Mississippians efficiently. (CCSS.ELA-Literacy.RI.3.5)  Distinguish their own point of view from that of the author of a text. ([CCSS.ELA-Literacy.RI.3.6](http://www.corestandards.org/ELA-Literacy/RI/3/6/))  Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ([CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/)) | The students assume the role of a member of the Middle Mississippian tribe and spend a day in the life of that individual to experience the economics, culture, and society. They use the experience to create a narrative with support from research. (SS.3.1 2007–History) (SS.3.4 2007–Economics) ([CCSS.ELA-Literacy.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/)) (SS.3.3 2007– Geography)  Use a grid system to locate major tribal locations. Using the earth and sun relationship students tell how the Middle Mississippians told the seasons. Students compare the tribal locations to communities found on the same spot today. (SS.3.3 2007-Geography) Students will:  Create a video production on the Middle Mississippian trade.  The students explain the importance of trade and war during the time period from their research. (SS.3.4 2007)(SS.3.4.3 2007)  Create a Venn Diagram comparing the Middle Mississippian culture to their 21st centuryculture.  They use the internet in conducting their research for the task. (SS.3.1 2007) (CCSS.ELA-Literacy.RI.3.5) | Class  Community  Culture  Trade  War |

**Catalog of Lessons**

**Lesson 1: Telling Time with the Sun**

The class divides into three groups that travel to various stations. At one station the students focus on the use of the sun as a calendar in tribal history; at another station students research the regions the prehistoric groups inhabited and discover what those regions have become. At the last station students use the grid system to locate the important tribal locations. After exploring all of the stations students discuss the concepts they have learned about the Middle Mississippian tribe.

**Lesson 2: Class Market**

The students create a simulation of trade. The students split into groups and each group represents a region of the Mississippians. There are the South Appalachian Mississippians, Plaquemine Mississippians, Caddoan Mississippians, Middle Mississippians, and Oneotas. The teachers create index cards with a category of goods and different quantities on each card. Some of the goods include: copper, lead (for white paint), deer, and certain types of stone materials such as Hixton Silicified Sandstone. The students trade among the different groups. The teacher passes out the cards randomly to the students and the cards have different scenarios for the students.  The students trade with their peers; after the trading is done the students as a classdiscuss their experience.  The teacher explains to the studentsthat the Middle Mississippians did not have transportation like we do today, so they had to travel to get certain goods. Students discuss trades that are happening today. For example, we trade money for goods today, and we go to the local store to buy goods. http://www.global-workforce.globalization101.org/trade-lesson-5-trade-simulation-activity/

**Lesson 3: If I Were…**

Students split into three groups: one group consist**s** of priests, warriors, and farmers. Those groups are responsible for researching and reporting on their previously assigned social class. Each group receives a handout with questions that guide their research. The students look at pictures of the Middle Mississippian culture especially noticing how each social class lived, worked, anddressed. The students compare and contrast different social classes. They reflect on the interactions with others in the community. Aftergathering research the students report to the whole class.

**Lesson 4: Culture Map**

The teacher has a giant floor map illustrating the Midwest to theeast coast of the United States. In small groups the class researches other Middle Mississippian mound complexes. The students map some sites of the Middle Mississippians. The students find images that represent the place, location, regions, human environment interactions, and movement of the groups and place them on a map of the future United States. The students discuss why they thinkthe Middle Mississippians settled where they did. What advantages would each location have over the others? Taking in to account the environment, resource**s**, and ground elevation, how did the Mississippians work with other people?

**Lesson 5: Archeological Dig**

The students dig through a mock archeologicalsite created by the teacher.  The artifacts are buried in four different sites; the students remove the artifacts one by one. Before the dig begins the teacher gives detailed directions to students on how to prepare a site for artifact recovery.  They get directions on how to section off the site, how to recover the artifacts without damaging them, and how to clean, label, and store the artifacts.  Once the students start their dig they photograph the site and describe the artifacts found. After the dig has been completed the students photograph the entire site including the grid lines they created when they divided the site into sections.  The students interpret the photos at the end and compare the artifacts to present times. They share their findings with classmates. Through exploring and interpreting the artifacts, the students understand the culture of the Middle Mississippians. The artifacts include but are not limited to ceramic pottery, Chunkey stones, Mississippian Cahokian Projectile Points, stone hoe, shells, stone, and animal bones. Students watch a video that introduces the city of Cahokia, the center of Middle Mississippian life.

**Lesson 6: Diorama**

The students work with a partner to create a diorama that is a visual representation showing the importance of warfare in the Middle Mississippian culture. The teacher supplies the materials for the diorama. Students use primary sources to guide them in creating the diorama to show how the Indians protected themselves from war.  The Middle Mississippians created walls and had other forms of defense**.**

**Lesson 7: Middle Mississippian Game**

The students play the *Children of the Sun* game on the computer. Each student plays and makes notes of how each social class contributes to society as a whole. For example: farmers grow food or potters create pottery while noting how they fit into the society.

**Lesson 8:** **Connection to Present**

The class discusses the roles they played during this unit and share their opinions of how the Middle Mississippians worked together. The students share with the class what they learned when they portrayed the activities of the social classes. The teacher prompts with discussion questions to help the students understand how the Middle Mississippian culture worked. The teacher also relate**s** the topic to the amount of warfare currently happening in the world such as inSyria or Afghanistan.

**Course Title:** *Children of the Sun* video game

**Grade Level:** Third Grade

**Unit:** The Middle Mississippians

**Assessment Task 1**

**Abstract**

The students assume the role as a member of the Middle Mississippian tribe and spend a day in the life of that individual to experience the economics, culture, and society. They use the experience to create a narrative with support from research.

**Prompt**

In the news, especially in areas of the United States where Indian reservations are more common, there have been stories discussing the mistreatment of these individuals. Historical accounts describe how many Native American tribes were forced off their land and mistreated as the country expanded westward. Today we are going to return to the era of the Middle Mississippians and act as if we are members of that group. First, we will create a class culture map that depicts the people and scenes of the tribes by using the resources provided. Use a folded paper with flaps to illustrate the information from a map to compare what life looked like in the past versus the present day in the United States. Once we have explored the culture that influenced the tribe, we then take on the role of tribal members and participate in a market to learn more about their system of economics. After the market experience students write a narrative discussing their experience as a tribal member of the Middle Mississippians. Send these written works to the local newspaper for publicationduring the month of November, which is Native American Heritage Month.

**Directions**

On the tables find various magazines, books, and access to Internet sources to select images and glue them onto the map of the future United States which is provided. Once each mound complex has found images to place in their region, each group glues their images to the map. When all groups have finished their part of the culture map, the class regroups to discuss how the culture of that era and mound complex have changed throughout time and into the 21st century. Students will take on the role of a merchant or a consumer in the market where they shop and trade for theessentials needed as a member of the tribe. After their day in the life of a member of the Middle Mississippian tribe, students reflect upon their experience through narrative writing.

**Procedure**

The teacher lays a map of the future United States on a large table that is easily accessible to all students. The students receive research materials based on the mound complex they were assigned to research. Each student selects two items of their choice to compare; they write the name and draw some form of image representation to the item both in the past and the present. The teacher assigns all roles in the market before the start of the role-playing. The teacher creates a couple sentences of background information about each student’s character and act**s** as a facilitator for the market to ensure that all students are fully participating in each aspect of the economic process. When the market ends, the students write a narrative reflecting on their day as a member of the Middle Mississippian tribe. The use of details and examples from their learning experience should be thoroughly explained in the narrative. This narrative requires students to discuss both positives and negatives concerning the way Native American tribes moved off their land as settlers expanded westward in the United States; use that information to defend their opinion on whether the tribes were mistreated in American history

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** | **Score** | | | |
| Describe how significant people, events, and developments have shaped students’ own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past. (SS.3.1 2007– History)  Explain how trade satisfies people’s economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision-making. (SS.3.4 2007– Economics)  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ([CCSS.ELA-Literacy.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/)) | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| Incorrectly identifies 1 or 2 pieces of culture from past and does not show a relation to today.  Completed no transactions during the market.  Narrative includes at least 2 descriptions of experience. | Correctly identifies 1 piece of culture from past and shows relation to today.  Completed only 1 transaction during the market.  Narrative includes at least 3 descriptions of experience. | Correctly identifies 2 pieces of culture from past and shows relation to today.  Completed at least 1 transaction during the market.  Narrative includes at least 4 descriptions of experience. | Correctly identifies 2 pieces of culture from past and shows relation to today.  Completed at least 2 transactions during the market.  Narrative includes at least 5 descriptions of experience. |

**Course Title:** *Children of the Sun* video game

**Grade Level:** Third Grade

**Unit:** The Middle Mississippians

**Assessment Task 2**

**Abstract**

The students explore the Middle Mississippians and the time period in which they lived. The students make comparisons between the way they live today and how it was different from the way the Middle Mississippians lived.

**Prompt**

Today we as a class are going to explore the practices of the Middle Mississippian tribes that inhabited regions across the North American continent. We are also looking into the reason it was important to be able to tell the season of the year and how it was done at that time. Sundials were used to tell the season, which was necessary for the tribes in order to know when to plant and harvest crops. The need for telling time today has moved away from agriculture and towards establishing a common understanding to gather with others and complete tasks. At each station you have the opportunity to explore more about the culture and how the use of longitude and latitude helps one determine location.

**Directions**

The class members travel to three stations which focus on how the Middle Mississippians told the season, where they lived, how those regions have changed, and the use of longitude and latitude to determine the exact location of the major mound complexes. After exploring all of the stations, discuss what you learned about the Middle Mississippian tribe. Use the questions for thought found at each station to guide your group discussion. Explore the use of time by the Middle Mississippians versus today; tell how the Mississippians knew the passage of the seasons.

**Procedure**

The teacher prepares all three stations before commencing the activity. The pre-determined small groups are assigned to their starting station, informed when to stop their work, and told when to move to the next station. After all stations have been completed, the teacher passes out a slip that lists questions for thought that helps facilitate a debriefing within the small groups. During the activities the teacher monitors each group and facilitatesthe discussions in the groups.

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Score** | | | | |
| Begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community, with the state, and with other states within the region. (SS.3.3 2007 – Geography) | **1**  **No Pass** | **2**  **Low Pass** | | **3**  **Pass** | **4**  **High Pass** |
| Contributes at least 1 answer to the questions for thought.  Incorrectly identifies longitude versus latitude.  Incorrectly uses agrid system to locate major mound complexes.  Incorrectly explains how a sun dial works in that area.  No explanation of pros and cons about the use of sundials.  Provides 0 pieces of evidence supporting or disproving the accuracy of sun dials. | | Contributes at least 2 answers to the questions for thought.  Incorrectly identifies longitude versus latitude.  Incorrectly uses a grid system to locate major mound complexes.  Incorrectly explains how a sun dial works in that area.  Explains 1 pro and con about the use of sundials.  Provides 1 piece of evidence supporting or disproving the accuracy of sun dials. | Contributes at least 3 answers to the questions for thought.  Able to correctly identify longitude versus latitude.  Correctly uses a grid system to locate major mound complexes.  Able to correctly explain how a sun dial works.  Explains 2 pros and cons about the use of sundials.  Provides 2 pieces of evidence supporting or disproving the accuracy of sun dials. | Contributes at least 4 answers to the questions for thought.  Able to correctly identify longitude versus latitude.  Correctly uses a grid system to locate major mound complexes.  Able to correctly explain how a sun dial works.  Explains 3 pros and cons about the use of sundials.  Provides 3 pieces of evidence supporting or disproving the accuracy of sun dials. |

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Third Grade

UNIT: The Middle Mississippians

**Assessment Task 3**

**Abstract**

The students work in small groups using resources of fiction, non-fiction, and digital archivesto create a poster explaining the culture, history, and other important facts about the Middle Mississippians.

In a debate at the local library students argue pros and cons of living in the tribe. In the debate the students justify their specific role in the tribe. In adiscussion the students compare their own life to the life of the Middle Mississippians.

**Prompt**

Emerson, T. (1999). *Cahokia and the hinterlands: Middle Mississippian cultures of the Midwest.*

University of Illinois Press.

Ancient Indian civilizations. (2006). Retrieved from

[http://www.aaanativearts.com/ancient-indians/mississippi-mound-builders.htm](http://www.aaanativearts.com/ancient-indians/mississippi-mound-builders.htm" \t "_blank)

Barnett, J. (2000). *Natchez Indians*. Retrieved from

[http://mshistorynow.mdah.state.ms.us/index.php?id=4](http://mshistorynow.mdah.state.ms.us/index.php?id=4" \t "_blank)

**Directions**

“Over the past week or so we have been learning about the culture and lifestyle of the Middle Mississippian Indians. We have learned about territories and landmarks, important historical events, and the impact of the tribe. Today we are going to use our resources to create a poster that displays the significance of the Middle Mississippian's accomplishments and their cultural impacts. The resources that we are going to use are the library, websites, and digital archives. Use what you know about fact and opinion when doing the research.A fact is something that can be proven and an opinion is something that tells how someone feels. Find at least one opinion and six facts in the research about the Middle Mississippian tribe.Use the resources of the Internet, digital archives, and non-fiction texts to describe the trading system the Middle Mississippians used and tell how it benefited both parties. At the library each studentwill play a role as an Indian in the tribe and debate the pros and cons of living in the tribe. Studentsdiscuss important similarities and differences of their life today compared to thatof the Middle Mississippians. Students debrief and choose whether they would rather live with the Middle Mississippian or live in the 21st century. Discuss and writeaboutthe problems of living near a river today and how it is similar to the problems the Middle Mississippians encountered. List at least three problems for each group.”

**Procedure**

In the small groups the students work together to collaborate ideas, research, and create their own poster of Middle Mississippian facts. Included in the poster the students need to talk about the trading system that the Middle Mississippians used and how it benefited both parties. The students use books from the library, websites, and digital archives. The poster needs to have at least six facts and six pictures. The poster must have one opinion stated and clearly labeled as opinion. After the posters are finished the studentsrole play an Indian in the tribe debating the facts and sharingtheir opinions on the pros and cons of living in the Middle Mississippian tribe. To end the debate the students relate their lives today to the lives of the Middle Mississippian Tribe. This debate takes place at the library where the local community, friends, and family are welcome. Students debrief the debate by sharing in which time period they would rather live, the Middle Mississippian era or the 21st century. They also debrief by talking about how the Middle Mississippians faced the same problems we do today when we live by rivers. Students write at least three problems for each side.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Benchmark** | **1**  **No Pass** | **2**  **Low Pass** | | **3**  **Pass** | **4**  **High Pass** |
| SS.3.1.6 2007  Use a variety of community resources to gather information about the regional communities.  SS.3.1.7 2007  Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. SS.3.4.3 2007  Give examples of trade in the local community and explain how trade benefits both parties.  SS.3.3.5 2007  Places and  Regions: Observe  and describe the physical characteristics of Indiana using words and illustrations and compare them to the characteristics of neighboring states. | Student has no facts or pictures of Middle Mississippian Tribe culture and lifestyle. Does not provide any evidence or support.  Student does not identify fact and opinion. No evidence is provided.  Student does not provide any examples of trade. Provides no evidence or research.  Student does not describe physical characteristics or provide comparisons to other states. | | Student has two to three facts and pictures of Middle Mississippian Tribe culture and lifestyle. Very minimal evidence and support is provided.  Student identifies two to three facts and opinions in the debate with little evidence provided.  Student provides 1-2 examples of trade with minimal evidence or research. Student describes 1-2 examples of physical characteristics and provides minimal comparisons to other states. | Student has four to five facts and pictures of Middle Mississippian Tribe culture and lifestyle. Basic evidence and support is provided.  Student identifies three to four facts and opinions in the debate with evidence provided.  Student provides 3-5 examples of trade with basic evidence or research.  Student describes 3-5 examples of physical characteristics and provides basic comparisons to other states. | Student has six or more facts and pictures of the Middle Mississippian Tribe culture and lifestyle. Complete evidence and support is provided.  Student identifies five to six facts and opinions in the debate with complete evidence provided.  Students provide 6 or more examples of trade with sufficient evidence or research.  Student describes 6 or more examples of physical characteristics and provides sufficient comparisons to other states. |

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Third Grade

UNIT: The Middle Mississippians

**Assessment Task 4**

**Abstract**

This unit introduces students to the Middle Mississippians. They study the culture of the Middle Mississippians. The students find artifacts in an archaeological dig. In addition they compare their community to the community of the Middle Mississippians. They create a video production about trading and how trading was the way of life for the Middle Mississippians. Students research how others lived in pre-history.

**Prompt**

●     Information about Middle Mississippian trade retrieved from: http://www.mpm.edu/research-collections/anthropology/online-collections-research/aztalan-collection/middle-mississippia

●     Morris, R., Obenchain, K. (2011). *50 Social Studies Strategies for K-8 classrooms*. Upper Saddle River, NJ: Pearson.

**Directions**

“Today you will use information gained from the unit about trade to create a class video, interpreting Middle Mississippian trade. Your first step is to write the script for the video. You will work in groups of 3-4. Each student will have an active role in both writing the script and acting in the video. The teacher will record the videos during production.”

“When writing your scripts you need to decide what characters are going to be in the video. Make sure to depict an accurate simulation of how trade happened in Middle Mississippian culture. You will want to include major items of trade that we discussed in the previous lessons.”

“When you have decided what characters and goods you are going to incorporate into your video, decide on a storyline for the video. Do the people trading know each other? How did they meet? Why are they trading the goods you have chosen? Ensure that all information and the storyline is accurate.”

“When your group has finished writing your script and it has been approved by the teacher, students will practice the script and use at least one prop in their performance.”

“The teacher will record the performance. Write a rationale to go along with the video including why you incorporated each character into your script.”

**Procedures:**

Students read the directions for making the video, divide into groups, and brainstorm. Students review the trading process and the goods that were traded among the Middle Mississippians. Students write and edit their scripts in two class periods with feedback from the teacher.Students select an artifact from their archeological dig or make a replica of an artifact to use in their video. The students perform their scripts whichthe teacher records with an iPad or other video recorder. Students write their rationaleforincluding aspects found in the rubric and tell how their video would help others learn about Middle Mississippian trade. The students apply the knowledge they have gained about Middle Mississippian trade with trade as they know it. The students respond to the following prompt: The Middle Mississippians lived in an area where they saw a great amount of flooding from rain and storms. Students list the advantages and the disadvantages of people living near bodies of water today and in prehistoric times. The teacher posts the student videos onto “TeacherTube” for other teachers and classes to use the videos as a learning resource.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| Economics: Students explain how the Middle Mississippians made choices about using goods, services and productive resources; how they engaged in trade to satisfy their economic wants; how they used a variety of sources to gather and apply information about economic changes in the community; and how they compared costs and benefits in economic decision making. (SS.3.4 2007) | The script includes 1 of the following components:  -Time and situation-appropriate characters -Middle Mississippian goods that were often traded.  -An appropriate storyline that depicts how, why, and what the characters are trading.  -Students show that they are knowledgeable about the content they are performing. | The script includes 2 of the following components:  -Time and situation-appropriate characters  -Middle Mississippian goods that were often traded.  -An appropriate storyline that depicts how, why, and what the characters are trading.  -Students show that they are knowledgeable about the content they are performing. | The script includes 3 of the following components:  -Time and situation-appropriate characters  -Middle Mississippian goods that were often traded.  -An appropriate storyline that depicts how, why, and what the characters are trading.  -Students show that they are knowledgeable about the content they are performing. | The script includes4 of  the following  components :  -Time and situation-appropriate characters  -Middle Mississippian goods that were often traded.  -An appropriate storyline that depicts how, why, and what the characters are trading.  -Student show that they are knowledgeable about the content they are performing. |
| Give examples of trade in the local community and in the Middle Mississippian times, and explain how trade benefits both parties. (SS.3.4.3 2007) | Students answer prompt question listing 1 way flooding has affected them and how the Middle Mississippians may have dealt with flooding. | Students answer prompt question listing 2 ways flooding has affected them and how the Middle Mississippians may have dealt with flooding. | Students answer prompt question listing 3 ways flooding has affected them and how the Middle Mississippians may have dealt with flooding. | Students answer prompt question listing 4 ways flooding has affected them and how the Middle Mississippians may have dealt with flooding. |

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Third Grade

UNIT: The Middle Mississippians

**Assessment Task 5**

**Abstract**

Students study the culture of the Middle Mississippians. The students find artifacts in an archaeological dig. They compare their community to the community of the Middle Mississippians. They create a video production about trading and how trading was a way of life for the Middle Mississippians. Students research how others lived in history.

**Prompt**

Interactive Venn Diagram: http://www.readwritethink.org/files/resources/interactives/venn/

**Directions**

“Students independently research types of clothing, games, foods, and other items used by the Middle Mississippians that may be the same or different from the student’s life. Students use their information to compare five areas of the Mississippians’ life with theirs by creating a Venn Diagram on the computer. Students make an oral presentation to share their research and tell which life style they would prefer and why.”

The teacher places the Venn Diagrams on display at the local historical society for parents and the community to view.

**Procedures**

Students discuss the importance of making connections between the Middle Mississippians and themselves. Students compare the pros and cons of dental care today with that of the Middle Mississippians.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Benchmark** | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the Middle Mississippians efficiently. (CCSS.ELA-Literacy.RI.3.5) | Student uses 2 or fewer sources to research the Middle Mississippians. | Student uses 3 or fewer sources to research about the Middle Mississippians. | Student uses 4 sources to research about the Middle Mississippians. | Student uses 5 sources to research about the Middle Mississippians. |
| History: Students describe how significant people, events and developments have shaped their own community and region; compare their community to the Middle Mississippian region; and use a variety of resources to gather information about the past. (SS.3.1 2007) | Student makesonly 1 comparison statement in each circle. 50% or less of statements are supported by thesources.  All statements noting similarities and differences are improperly placed. | Student makes 2 comparison statements in each circle.  60% of statements are supported by thesources.  All statements noting similarities and differences are improperly placed. | Student makes 3–4 comparison statements in each circle.  80% of statements are supported by the sources.  All statements noting similarities are placed in the center circle and all statements that note differences are place in the correct outer circle. | Student makes five or more comparison statements in each circle.  All statements are supported by thesources  All statements noting similarities are placed in the center circle and all statements that note differences are place in the correct outer circle. |