*Children of the Sun*

Fourth Grade

Video Game Curriculum

Created by the Students of SS 397

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Sarah Clark and Allyson Carter

COURSE TITLE: *Children of the Sun*video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippians

**Abstract**

Students describe what works best in the Middle Mississippians computer game. Students study the Native American communities located in the different regions of pre-historic America.

**Focus Questions**

How did the Native American settlers work together to develop settlements?

What makes a successful community?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. (SS.4.1.1 2007)Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration including ways these groups adapted to and interacted with the physical environment. (SS.4.1.2 2007) | Students discuss the different Native American groups that lived in Indiana. They compare how the cultures lived before the arrival of Europeans. (SS.4.1.2 2007, SS.4.1.1 2007) | CommunitiesExplorationGoodsRegionResources |

**Instructional Resources**

Angel Mounds. (2009, January 1). Retrieved March 20, 2015, from <https://digital.library.in.gov/Record/EVPL_evaphotos-303>

Brayl, Bobby R., Michaelyn S. Harle, and Shannon D. Koerner. "The Middle

Mississippian Period." (2008).

*Hopewell Culture*. Ohio History Central, 2005. Web. 26 Apr. 2013.

*Hopewell Culture*. Ed. Kristian A. Werling. WebChron, 1999. Web. 26 Apr. 2013.

*Middle Mississppians*. Milwaukee Public Museum, 2013. Web. 26 Apr. 2013.

**Catalog of Lessons**

**Lesson 1:**

Students play the video game *Children of the Sun*. They find the resources needed in order for the community to survive.

**Lesson 2:**

Students explore cultures that existed in the area that became Indiana. Each group compares the cultures that were assigned to them. They present information about their cultures to the class and inform the class about the similarities and differences that existed in the two cultures assigned to them.

**Lesson 3**:

Students create a map on which they label the three areas that are best to create a community. The students show on their map how the Native people might have modified their environment over time. The students write a one page paper explaining why they chose those specific areas for their community and in what ways those regions differed from others. They connect their map to a present day map of Indiana and tell how man- made structures such as stores and houses affect archeological sites.

**Lesson 4:**

Students get into groups of four and discuss the different Native American groups that lived in Indiana in pre-historic times. Students use computers and iPads to do more research; each group of students focuses on a different group of Indians.Students individually write a short essay on the group that they researched. The groups share the information they found with the class.

**Lesson 5:**

Students play the video game *Children of the* *Sun*. Students use their new found skills as settlers to solve all of the problems that occur throughout the game. Students state what problems occurred, how they solved the problems, and what they would do differently to avoid the problems.

Allyson Carter and Sarah Clark

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippians

**Abstract**

This task is designed to assessthe ability children haveto compare and contrast different groups of people from different time periods. Students discuss how the different prehistoric groups worked together and how that compares with the way theUnited States currently works with other countries around the world.

**Prompt**

Brayl, Bobby R., Michaelyn S. Harle, and Shannon D. Koerner. "The Middle

Mississippian Period." (2008).

*Hopewell Culture*. Ohio History Central, 2005. Web. 26 Apr. 2013.

*Hopewell Culture*. Ed. Kristian A. Werling. WebChron, 1999. Web. 26 Apr. 2013.

*Middle Mississppians*. Milwaukee PublicMuseum, 2013. Web. 26 Apr. 2013.

Students in groups of four discuss the different Native American groups, specifically the Middle Mississippians and Hopewell Indians. Students have access to the computers and iPads to do more research if needed. Each student group is assigned a Native American group.

Students individually write a short essay on the Indian group they were assigned. Each group shares the information they found with the class. The class compares the Native American groups.

Students compare how groups worked together then with how countries and states work together now.

**Directions**

We have been studying the cultures and communities of prehistoric America. Research different Native American cultures and write a short essay to compare the groups. Include:

“1. How did the Native Americans and other cultures work together to develop communities?

“2. How does that compare with the way countries and states work together today?”

Students send the papers with the research to the Eiteljorg Museum in Indianapolis.

**Procedure**

Arrange the desks into groups of four. Print the directions, the rubrics, and a list of the websites for each group.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. (SS.4.1.1 2007) | Student does not identify or compare the early cultures. | Student incorrectly identifies the early cultures and does not compare them. | Student identifies the early cultures but does not compare them. | Student identifies and compares the early cultures that existed in the region. |
| Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration including ways these groups adapted to and interacted with the physical environment. (SS.4.1.2 2007) | Student does not identify or describe the Native American groups. | Student incorrectly identifies and describes the Native American groups and does not include ways the groups adapted to and interacted with the environment. | Student identifies and describes the Native American groups but does not include ways the groups adapted to and interacted with the environment. | Student identifies, describes, and includes ways the Native Americangroups adapted and interacted with the environment. |

Allyson Carter and Sarah Clark

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippians

**Abstract**

The mission of this task is to have the students access and gain knowledge about the prehistoric communities in Indiana and tell how the physical landscapes affected the selection ofthose settlements. The students play the computer game *Children of the Sun* in groups. Studentsdetermine the best places for settlements. Students work together to create a map of Indiana from the time period of the game. They include all the physical features located in Indiana at that time. The groups label the three best areas for locating settlements. They reflect upon their decisions and tellhow changes of the present day would have affected the previous community grounds. The students play the game again to use their new knowledge of the best places for communities. The students send theirmaps and reflections to the local library where they will be displayed in the historical display case.

**Prompt**

 -Computer game *Children of the Sun*

 *- Early Indiana maps*

 - guide sheet

**Directions**

“We have been talking about the early settlers of Indiana and how they chose their land based upon the physical features of the area. Now it is your turn to discover the process of selecting a location for your settlement and tellingwhat you believe are the most important features to have around your settlement. Start by playing the computer game, *Children of the Sun,*in small groups. This game allows the groups the opportunity to select the land for their settlement. Each group is given a poster board with the outline of Indiana on it plus a guide sheet that states the physical features and their locationin Indiana during this time period. As a groupdraw and createyour map as Indiana would have looked at that time. Groups discuss the three best locations for establishing communities in Indiana based on the physical features. The group draws a star over the areas selected using a black marker. Write a paper to explain the groups’ choices for community sites. Explain why you chose those areas and how they differ from others in terms of positives and negatives. Connect your map with that of present day Indiana by explaining how the man-made structures such as stores, houses, possibly related to previous community grounds. This paper is to be one page hand written. The students return to their groups and play the game one more time so students can use their new knowledge about the best places for settlements. The posters and the reflections will be sent to the local library where they will be displayed in the historical display case.

**Procedure**

In groups the students play the computer game, *Children of the Sun*. The students continue to work together in their same groups to create a map of early Indiana by using a guide sheet giving them the physical features and the locations. Groups label their maps with the three top locations where they would create a community. Students individually write a reflection essay telling why their group chose those three specific areas and the reasons for their decision. Discuss how things have changed from the past to the present and how our man-made features affect archeology sites. The groups play the computer game one last time in order to use their new information. The maps and reflections are collected and sent to the local library where they will be put on display for the public.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| Environment and Society: Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time. (SS.4.3.11 2007) | Student does not participate in completion of map. | Student participates by contributing 1 piece to the creation of map, but it is done incorrectly. | Student participates by contributing at least 2 pieces of correct information in the creation of the map. | Student participates by contributing at least 3 pieces of correct information in the creation of the map. |
| Physical Systems: Identify the challenges in the physical landscape of Indiana for early settlers and modern day economic development. (SS.4.3.8 2007) | Student does not identify any challenges in the physical landscape. | Student identifies 1 challenge in the physical landscape. | Student identifies 2 challenges in the physical landscape. | Student identifies 3 challenges in the physical landscape. |
| CCSS.ELA-Literacy.RI.5.7Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Student does not participate in playing the game. Therefore, no information is received. | Student participates in playing game but no information is received. | Student participates in playing games and draws 1 piece of useful information. | Student participates in playing games and draws 2 pieces of useful information. |

**Emily Burrow and Sarah Rudmann**

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippians

**Abstract**

This unit introduces students to the culture of the Middle Mississippians. It was made toaccompany a game that intended to help students learn about these people. The students acquire information about the geography of prehistoric Indiana andcompare the Middle Mississippians to other Indian cultures. The students assume the role of a Middle Mississippian in order to fully experience their life style.

**Focus Questions**

How did people establish a Middle Mississippian culture?

Where did the Middle Mississippian Indians live?

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| **Benchmarks** | **Assessment Task** | **Key Concepts** |
| 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. (Individuals, Society and Culture)4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. (Individuals, Society and Culture)4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. (Individuals, Society and Culture)4.1.17 Using primary and secondary sources\* and online source materials, construct a brief narrative about an event in Indiana history.4.3.1 Use latitude\* and longitude\* to identify physical and human features of Indiana.CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Read through secondary sources on the Internet about Middle Mississippian and specifically the Angel Mound culture. Develop a narrative about what it would be like to live on the Angel Mound and be a part of the Middle Mississippian culture. (CCSS.ELA-Literacy.W.4.3, 4.1.17)Read about the Hopewell, Adena, and Mississippian cultures. Create a Venn diagram to compare the three cultures. Make a timeline plotting the three cultures, their interactions with each other, and their interactions with other cultures. (4.1.1, 4.1.15)Make a food map of Indiana.Use different candies to make the physical and human features of the time of the Mississippian people. Use a transparency with latitude and longitude on it to find the location of important features. (4.3.1)  | RegionCultureMounds |

**Resources**

Hopewell Indians

<http://www.ohiohistorycentral.org/entry.php?rec=1283>

<http://www.thenagain.info/webchron/northamerica/hopewell.html>

Adena Indians

<http://www.thenagain.info/webchron/NorthAmerica/Adena.html>

<http://service.columbia.k12.mo.us/achostne/files/2009/02/Adena-ppt.pdf>

Venn Diagram

<http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Blank-Venn-Diagrams-Instructions.html>

**Catalog of Lessons**

**Lesson 1: Who are the Middle Mississippians?**

The students read a handout about the Middle Mississippian culture. Students work with apartner to make a list of the most important aspects of the culture. As a class compare the Middle Mississippian culture to the cultures of other early Paleo-Indians. Compare the Middle Mississippian culture to a Native American group that still exists in America.

**Lesson 2: Timeline of the Middle Mississippians in Indiana**

As a class the students make a timeline of important events in the Middle Mississippian culture using a long piece of butcher paper to document the events. The events should include when they arrived, interactions with other cultures, major movement**s**, descriptions of the mounds they built, and when they disappeared.

**Lesson 3: Food Map of Indiana**

On a piece of parchment paper with the outline of Indiana on it, students cover the outline with peanut butter dough and forming the distinguishing physical features of Indiana during the time of the Middle Mississippians. The students use a transparency marked with latitude and longitude to answer various questions concerning what defines the region. Discuss the topic of immigration specifically in Indiana, how immigration laws are working now in Congress, and how people want to come to the United States to live and have a better life for themselves and their families.

**Lesson 4: Looking Into Secondary Sources**

The students use a variety ofsources to conduct research about the Middle Mississippians and the history of the Indiana area in prehistoric times. They research and take notes onthe major aspects of the Middle Mississippian culture such as the way they dressed, the foods they ate, and theceremonies or rituals they performed.

**Lesson 5: A Day in the Life of an Angel Mound Mississippian**

Using the facts and information found in Lesson 4, the students write a narrative and give a brief first person presentation describing the life of a Middle Mississippian.

**Lesson 6: Immigration**

Students discuss the recent Immigration Reform going on in Congress. The students state their opinion in a paper telling whether they think immigration is a good or a bad idea for the United States. Students discuss the fact that the Indians were immigrants when they moved to the U.S.

**Lesson 7: Game Time!**

The students play the *Children of the Sun* game on the computer.

**Assessment Task 1**

**Abstract**

The students read secondary sources on the Internet about Middle Mississippians and specifically aboutthe Angel Mound culture. Students create a narrative about what it would be like to live on the Angel Mound and to be a part of the Middle Mississippian culture.

**Prompt**

Articles about Hopewell, Adena, and Mississippian cultures.

Laptops for the students to write their narratives

Hopewell Indians

<http://www.ohiohistorycentral.org/entry.php?rec=1283>

<http://www.thenagain.info/webchron/northamerica/hopewell.html>

Adena Indians

<http://www.thenagain.info/webchron/NorthAmerica/Adena.html>

<http://service.columbia.k12.mo.us/achostne/files/2009/02/Adena-ppt.pdf>

**Directions**

The Middle Mississippian people lived in southern Indiana near Evansville, Indiana. They were known for their earthwork mounds. One of the famous mounds, the Angel Mound, still exists. Students read the articles about the Middle Mississippian Indians and write a narrative on the computer about what it would be like to live on the Angel Mound and be a part of the Middle Mississippian culture; they include five facts from the articles.

**Procedure**

The teacher will review the information given in class about the Middle Mississippian Indians. After the review the students will be given two articles that they need to read for their narrative. The students will read through the articles to find five facts to include in their narratives. The students cite the sources in the narrative. The class discusses how Indians in New Mexico live today and read about their culture. How was the Middle Mississippian Indians culture similar to the culture of Indians today? The class connects the Middle Mississippians to the current Immigration Reform. The Middle Mississippians wanted to move to make a better life for themselves and toshare their culture with others. That is exactly what people from other countries are trying to do now by coming to the United States. The class will discuss the positives and the negatives of moving to a new country. The positives being that people are able to start a better life for themselves and get a fresh new start while the negatives are leaving their family behind, the possibility of a language barrier, and having to start fresh by having to buy a house, put children in a new school, and look for a new job. Do you think it is right for immigrants to come and start a better life for themselves? Students state their opinion on a separate sheet of paper and attach it to their narrative. The narratives and the time lines will be taken to the Angel Mound Historical Site in Evansville, Indiana where they will be put on display.

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| **Benchmark** | **1** | **2** | **3** | **4** |
| 4.1.17 Using primary and secondary sources\* and on line source materials, construct a brief narrative about an event in Indiana history. | The student has 0-1 facts from the secondary sources in their narrative.  | The student has 2-3 facts from the secondary sources in their narrative. | The student has 4 facts from the secondary sources in their narrative.  | The student has 5 facts from the secondary sources in their narrative.  |

**Assessment Task 2**

**Abstract**

The students read about the Hopewell, Adena, and Mississippian cultures. They create a Venn diagram to compare the three cultures. Students make a timeline plotting the three cultures, their interactions with each other, and their interactions with other cultures.

**Prompt**

Articles about Hopewell, Adena, and Mississippian cultures.

Butcher paper to make the timeline

A Venn diagram for each student

Hopewell Indians

<http://www.ohiohistorycentral.org/entry.php?rec=1283>

<http://www.thenagain.info/webchron/northamerica/hopewell.html>

Adena Indians

<http://www.thenagain.info/webchron/NorthAmerica/Adena.html>

<http://service.columbia.k12.mo.us/achostne/files/2009/02/Adena-ppt.pdf>

**Directions**

Until the early 14th Century the Middle Mississippians inhabited southern Indiana and the surrounding area. The group living in Indiana occupied the now famous site called the Angel Mound. During this time there were also two other groupsin Indianacalled the Hopewell and the Adena Indians. Students read an article on the Hopewell, Adena and Middle Mississippians. On the Venn diagram compare and contrast these three cultures using the facts found in the article. State similarities and differences for each of the cultures. Working in small groups the students create a timeline. On a large piece of paper students plot 5 topics including: when the Middle Mississippians arrived in the area, interactions with other cultures, their major movements, the formation of the major mounds, and whenthe communities disappeared.

**Procedure**

The teacher reviews information about the Middle Mississippians and gives a brief background on the Hopewell and Adena Indians. As a class students locate one similarity and one difference for each culture. The students complete the rest of the Venn diagram on their own. Working in small groups the students make a timeline and discuss some of the important facts about the Middle Mississippians. The students give their opinion of why the Indians settled where they did and tell how they believe other cultures viewed the Middle Mississippian culture. Students discuss some of the Indian cultures currently presentin the United States,tell how are they similar to the Middle Mississippians**,** and describe the role they play in American culture today. Students discuss the issue of immigration. The positives are the fact that people are able to start a better life for themselves and get a fresh start. The negatives are leaving their family behind, the possibility of a language barrier, and having to start fresh by having to buy a house, put their children in a new school, and look for a new job. The students give an oral presentation on the topic of immigration stating whether they think immigration is a good or abad idea and telling why they feel that way. The timelines will be sent to the Angel Mound Historical Site in Evansville, Indiana.

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| **Benchmark** | **1** | **2** | **3** | **4** |
| 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. (Individuals, Society and Culture) | The student has 0 similarities or 0 differences on the Venn diagram. | The student has 1 similarity and 1 difference on the Venn diagram. | The student has 2 similarities and 2 differences on the Venn diagram. | The student has 3 similarities and 3 differences on the Venn diagram. |
| 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. (Individuals, Society and Culture) | Timeline includes 1 topic. | Timeline includes 2 topics. | Timeline includes 3-4 topics. | Timeline includes all 5 topics. |

**Assessment Task 3**

**Abstract**

The students make a food map of Indiana. They use different candies to show the physical and human features of the Mississippian people. They use a transparency with latitude and longitude on it to find the location of important features. They make a second map of Indiana today depictingthe physical and human features and compare it to the Indiana map at the time of the Middle Mississippians.

**Prompt**

Parchment paper with the outline of Indiana

Food for the map

Transparency marked with latitude and longitude

**Directions**

The Middle Mississippian people lived in southern Indiana near the area of Evansville, IN. They were known for their earthwork mounds. One of the famous mounds, the Angel Mound, is still in Evansville. Students make a map of Indiana as it would havebeen during the time of the Middle Mississippians by using candies to mark at least four of the major landmarks of the time plus the mounds that were made by the Middle Mississippians. Next make a food map of Indiana using the candies to mark at least four of the major landmarks that exists today. Using a transparency marked with latitude and longitude find the locations of the major landmarks and compare how the area differs today from the time of the Middle Mississippians. Students take pictures of the two maps to show the comparisons and send the pictures to the Angel Mound Historical Site in Evansville, Indiana.

**Procedure**

 After the teacher reviews the concepts of latitude and longitude, the students cover two pieces of parchment paper that have the outline of the state of Indiana on them using peanut butter dough and candies to make a map of the major landforms of Indiana both at the time of the Middle Mississippians and today. Students use transparencies to find the locations of the major landmarks and observe how Indiana has changed. The class considers the reasons for the changes in the landforms in Indiana. The students give their opinions why they believe some things from the Middle Mississippians were saved and other things were not. Students discuss the recent Immigration Reform going on in the United States, which focuses on both legal and illegal immigrants. The government would help immigrants who are undocumented get registered for a work visa, and help them go through the process necessary to become a legal US citizen. The teacher explains that there are pros and cons to this immigration reform. The positives could be that we are bringing in people from other countries who help us with better medicine, invent items that keep us on top of technology, and many more things. Another positive would be they help boost the economy by buying goods and services and also by paying taxes. Some of the cons of immigration can include its becoming a social issue where people can use racism to make immigrants feel bad about themselves. Ask the students if they think this plan will work for the United States? The students

write a report stating their opinion.

After taking a trip to the Angel Mound Historical Site in Evansville, Indiana, students make a short presentation including their timeline with a brief description of its major events plus the photos of the maps they created.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| 4.3.1 Use latitude and longitude to identify physical and human features of Indiana. | Students make and find the correct longitude and latitude for 1 landmark from today and the Middle Mississippian time. | Students make and find the correct longitude and latitude for 2 landmarks from today and the Middle Mississippian time. | Students make and find the correct longitude and latitude for 3 landmarks from today and the Middle Mississippian time. | Students make and find the correct longitude and latitude for 4 landmarks from today and the Middle Mississippian time. |

**COURSE TITLE:** *Children of the Sun* video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippians

Olivia Montini

Anna Doll

**Abstract**

This task is designed to help students explore and understand the culture and societies that comprised the Mississippians. Students complete the culture box and put it on display at local historical society.

**Prompt**

The Middle Mississippians had a very distinct culture and way of living. They worked as horticulturalists and were separated by chiefdoms. Students use the provided sources and research sites to complete a culture box that is a valid representation of the Mississippians.

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-707>

**Directions**

Students assume the role of a proud Mississippian by becoming immersed in their culture and reflecting the values that influenced their daily life. They create a box of artifacts that best represent their culture and values. Students use the following questions as a guide: Does this artifact represent an individual, a location, chiefdoms, or the civilization of the Mississippians as a whole? Groups choose to make a culture box for different groups of Mississippians such as farmers or the elites. Do the artifacts in the box reflect the Mississippians as a horticultural society? Does the culture box define the regions which the Mississippians inhabited and other small details that would help make inferences about the culture of these people?

**Procedures**

Students research primary and secondary sources about the lives of Middle Mississippians. Students create a culture box based on the research and evidence they find. The class discusses the different items in the culture box and gives rationales for their placement in the culture box. Students reflect on the culture of the Mississippians and compare it with today’s culture. They tell how the cultures are similar and different, such as separation of class such as commoners and elite or lower, middle and upper class.

The class presents their findings, rationales, and culture boxes with the local historical society. Students decide if the Mississippians’ culture was similar to our present day culture or not; they share their opinion in their presentations.

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| **Benchmark** | **Score** |
| *SS.4.1.17 2007*Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.***SS.4.1.1 2007*** Native American Indians and the Arrival of Europeans to 1770. Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| Discusses only 1 of the three questions given in the directions. Gives no evidence for choices made. | Discusses only 2 of the three questions given in the directions. Gives little evidence for choices made. | Discusses only 2 of the three questions given in the directions. Gives evidence for choices made. | Discusses all 3 of the questions given in the directions. Gives evidence for choices made. |

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippians

**Abstract**

This task is designed to help students understand the different plans of Mississippiancommunities. Students create their own maps of a Mississippian communities include including mounds, farms, rivers, and the separation of chiefdoms.

**Prompt**

The Middle Mississippians are separated by a class system such as the elite and the commoners. Mounds, landmark resources, and roles in the community divide them. Use the following sources to gather information about the regions inhabited by the Middle Mississippians:

<https://www.wisconsinhistory.org/turningpoints/tp-003/>

<http://www.wisconsinhistory.org/archaeology/mounds/cemetery/midmiss.asp>

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-707>

**Directions**

Students research and gather information about the different layouts and structures of Middle Mississippian communities. When creating maps of communities and chiefdoms, use the follow questions as guides:

Where is the community located, give resources, and tell how many people live within these boundaries?

The community’s success is determined by the placement of mounds and resources.

**Procedures**

Students meet with their small groups, look up text support from their sources, and discuss Mississippian life. Students prewrite rationales for thelocation of items on their maps. Students create map legends and symbols to aid in the effective interpretation of their maps. Students draw, color, paint, collage, or use mixed media to create their ideal Mississippian communities / civilizations.

The class writes letters to the newspapers sharing their maps and research and asking the town if their current resources and geographical location would be ideal for a Mississippian civilization whenusing a list of natural features that were ideal for developingMississippian civilizations.

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| **Benchmarks** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| ***CCSS.ELA-Literacy.RI.4.7*** Interpret information presented visually, orally, or quantitatively and explain(s) how the information contributes to an understanding of the text in which it appears.***SS.4.3.4 2007 Places and Regions:*** Map and describe the physical regions of Indiana and identify major natural resources and crop regions. | Discusses none of the three questions given in the directions for rationales. | Discusses only 1 of the three questions given in the directions for rationales. | Discusses only 2 of the three questions given in the directions for rationales. | Discusses all 3 of the questions given in the directions for rationales. |

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippians

Anna Doll

Olivia Montini

**Abstract**

The students become familiar with the culture, daily living, and civil relationships of the Middle Mississippians.

**Focus Questions**

During the Mississippian Period the people grew most of their own food. How did this shape their economy?

How did Mississippian chiefdoms affect the relationships between the elites and the commoners?

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| **Benchmarks** | **Assessment Task** | **Key Concepts** |
| ***SS.4.3.4 2007 Places and Regions :*** Map and describe the physical regions of Indiana and identify major natural resources and crop regions.***SS.4.1.1 2007*** Native American Indians and the Arrival of Europeans to 1770. Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.***SS.4.1.17 2007***Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history. ***CCSS.ELA-Literacy.RI.4.7*** Interpret information presented visually, orally, or quantitatively and explain(s) how the information contributes to an understanding of the text in which it appears. | After reading and researching studentscreate a diagram of a Mississippian civilization and give a rationale for the locations given to certain people and the location of the mounds. (S.S 4.3.4 & CCSS.RI.4.7)After reading and researching students finish a culture box about the Middle Mississippians and put it on display with information at the local historical society. (SS.4.1.17 & SS.4.1.1) | ChiefdomCultureHorticultureMoundsSocietiesTools |

**Instructional Resources**

<https://www.wisconsinhistory.org/turningpoints/tp-003/>

<http://www.wisconsinhistory.org/archaeology/mounds/cemetery/midmiss.asp>

<http://web.utk.edu/~anthrop/research/TennesseeArchaeology/11_Middle_Mississippian_02062008.pdf>

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-707>

**Category of Lessons**

**Lesson 1: Who Are the Middle Mississippians?**

Students gain information about the Middle Mississippians and their daily life styles through a first person presentation given by a guest speaker. Students discover facts about the Middle Mississippian culture and the societies that existed within their culture.

**Lesson 2: Daily Life**

**Students discover** many different groups in Mississippian society such as the elite and the commoner as well as the everyday tasks that they would have experienced. Students gain further information about the role of horticulture and the tools that were used.

**Lesson 3: Immersive Cultural Experience**

Students read about and distinguish artifacts of cultural importance to the Middle Mississippians. Students research and complete an unfinished culture box. Students determine which artifacts best represent the Mississippian culture.

**Lesson 4: When In Doubt, Map It Out!**

Students gather information from multiple sources about the culture and daily life of the Middle Mississippians. Students create a map that includes mounds and the variouschiefdoms. Students give rationales for the locations of mounds and the space given to certain people. Would this be similar local towns and counties with banks, post offices, town halls**,** and courthouses? Why or why not?

**Lesson 5: Conquer and Succeed**

Students play a simulation game based on the daily lives of the Middle Mississippians. Students participate in the creation of a typical Mississippian civilization. Students play the game until there is a winner. At the end of the game students reflect on their prior knowledge and how this aided in their success while playing the game.

Erin Lents & Rachel Lill

COURSE TITLE: *Children of the Sun* video game

GRADE LEVEL: Fourth Grade

UNIT: Middle Mississippian Indians

**Abstract**

In this unit the students discover information about the Middle Mississippian culture. This unit corresponds with the interactive computer game concerning the Middle Mississippians. The students gain factsabout significant events, lifestyles, and contributions throughout history. The students participate inand complete activities that involve role playing, interactions, debate, and problem solving.

**Focus Questions**

How does the Middle Mississippian culture and lifestyle compare and contrast with surrounding Indian groups?

What are some ways conflict between similar groups of people canaffect the community and relationships among people?

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| --- | --- | --- |
| **Benchmarks** | **Assessments** | **Key Concepts** |
| SS.3.1.7 2007 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish between fact and fiction in historical accounts by comparing documentary sources of historical figures and events with fictional characters and events in stories.SS.3.1.7 2007 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Use a variety of community resources to gather information about the regional communities.SS.3.3.5 2007 Places andRegions: Observeand describe the physical characteristics of Indiana using words and illustrations to compare them with the neighboring states.SS.3.4.3 2007 Give examples of trade in the local community and explain how trade benefits both parties involved. | Students complete a poster with a group of peers using a variety of different resources to gather information. The students distinguish between fact and opinion in their research on the Middle Mississippians. Students discuss similarities and differences between physical characteristics of Indiana and the Middle Mississippian areas. Students discover the significance of the trading system. Students debate the pros and cons of Middle Mississippian life andchoose which community they prefer. (SS.3.1.7 2007, SS.3.1.7 2007, SS.3.3.5 2007, SS.3.3.5 2007 ) | DebateJustificationLifestylesPerspectivesRoles |

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%22%20%5Ct%20%22_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)

**Catalog of Lessons**

**Lesson 1: Landmarks and Territories**

The students construct a map of significant Middle Mississippian landmarks and sites. The teacher selects specific areas to be identified on the map. The students get a template of the area, conduct research, and find the correct locations. The map should be accurate, colorful, and easy to read. Students find the reason for certain areas. What events occurred where? What areas were the most significant to the Middle Mississippians? How can we justify this information? Students sharethese answers in a brief class discussion. The student- created maps will be displayed in the local library.

**Lesson 2: Sequence of Events/Timeline**

The students work in small groups to create a timeline of ten significant events, dates, and illustrations of the history and life of the Middle Mississippians. Students research specific information and provide evidence of their findings. Studentsshare their work with the class. The teacher adds the timelines and the maps to the Middle Mississippian display in the local library.

**Lesson 3: Common Lifestyle of the Middle Mississippians**

The students research Middle Mississippian daily routines and roles in the family by using the Internet and books in the library. Using this information students role play the daily tasks, family roles, and household activities of the Middle Mississippians in the local library.

**Lesson 4: Middle Mississippian Culture**

The students research the various cultural traits of the Middle Mississippians. Students look at the different types of cultural landscape forms, cultural jewelry, ceremonial items, and the living environments. The students re-create a model of a cultural item that the Middle Mississippians used and may include anything from their landscape to their ceremonial items using papier-mache, clay, or other items which the teacher provides. The students write a paper about the object that they created. The students display the paper and the models at the town’s local library.

**Lesson 5: A day in the life of a Middle Mississippian**

The students research the daily lifestyles of the Middle Mississippians at their school library. The students write a journal entry based on their research comparing the similarities and differences of the Middle Mississippians and the lives ofstudents today. The students compare how the Middle Mississippians used their resources with how we use our resources. For example, the Middle Mississippians cut down all of the trees around them so they had no lumber left. Today we are slowly depleting our resources. The journal entries will be posted around the school and in the local history museum for the community to view.

**Lesson 6: Middle Mississippian Game**

Students review the information they acquired throughout the unit with the teacher. Students play and explore the video game *Children of the Sun* for thirty minutes*.* The students discuss what they noticed and what new information they discovered while playing the game.