**COURSE TITLE: Middle Mississippians**

     GRADE LEVEL: 3rd Grade

            UNIT:  Exploring Culture

**Abstract:**

This unit introduces students to the Middle Mississippians.  They will study the culture of the Middle Mississippians and explore many aspects of their lives.  The students will explore an archaeological dig, finding artifacts from the past.  In addition, they will compare their community to the community of the Middle Mississippians.  They will create a video production about trading and how trading was the way of life for the Middle Mississippians, before there was a currency, like we have today.  Through the engaging activities, students will be able to research how others lived far back in history.

**Focus Questions: one more focus question**

1      How is trade different now, than it was during the Middle Mississippian time period?

2      How did the Middle Mississippians protect their goods and community?

3      What makes the Middle Mississippian culture significant?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| History: Students will 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)  Economics: Students will explain how the Middle Mississippians made choices about using goods, services and productive resources; how they engage in trade to satisfy their 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)  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)  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) | Students will:  ·      Create a video production on the Middle Mississippian trade.  The students will explain the importance of trade and warfare during the time period from their research during previous lessons. (SS.3.4 2007)(SS.3.4.3 2007)  ·      Create a Venn Diagram comparing the Middle Mississippian culture to their personal culture.  They will use the internet in conducting their research for the task. (SS.3.1 2007) (CCSS.ELA-Literacy.RI.3.5) | ·      Culture  ·      Trade  ·      Warfare |

**Instructional Resources:**

●     Interactive Culture Box

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

●     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

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

* Indiana Memory
  + <https://digital.library.in.gov/Record/ISL_p15078coll2-2846>
  + <https://digital.library.in.gov/Record/IHS_cwmf-4147>
  + <https://digital.library.in.gov/Search/Results?lookfor=ceramic+pottery&submit>=

**Catalog of Lessons:**

**Lesson 1: Archeological Dig**

The students will dig through a mock site created by the teacher.  The artifacts will be buried in the sites and the students will remove the artifacts one by one. There will be 4 different sites and the students will be separated into groups.  Before the dig begins, the teacher will give detailed directions to students on how to prepare a site for artifact recovery.  They will need directions on how to section off the site, how to recover the artifacts without damaging, and how to clean, label, and store the artifacts.  Once the students start their dig they will photograph the site and describe the artifacts found. After the dig has been completed the students will photograph the entire site, including the grid lines they created when they divided the site into sections.  The students will interpret the photos at the end and compare the artifacts to present times. They will share their findings with classmates. Through exploring and interpreting the artifacts, the students will be able to see the **culture** of the Middle Mississippians. The artifacts will include but are not limited to; ceramic pottery, Chunkey stones, Mississippian Cahokian Projectile Points, stone hoe, shells, stone, and animal bones. In addition, students will watch a video that introduces the city of Cahokia, the center of the Middle Mississippian life.

**Lesson 2: Learning Center**

The students will go to a learning center where they will learn about the language of the Middle Mississippians.  The Middle Mississippians did not have a written language, so they communicated with representations through engravings, ceramic designs, and stone tablets.  The students will respond the prompt, “What would you do if you did not have a common language? How would you explain what you wanted to say?”  There will be materials at the center for the students to draw representations to communicate to their peers. The students will get a better look into the **culture** of the Middle Mississippians and their beliefs.

**Lesson 3: Simulation of Trade**

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

**Lesson 4: Diorama**

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

**Lesson 5:  Middle Mississippian Game**

The students will play the Middle Mississippian game on the computer.  The students will go to the computer lab to play the game.  The students will play the game to reinforce what they have already learned about the Middle Mississippians. The game is a reflection on the Middle Mississippian **culture**.

**COURSE TITLE: Middle Mississippians**

GRADE LEVEL: Third Grade

                UNIT: Exploring Culture

**Abstract:**

This unit introduces students to the Middle Mississippians.  They will study the culture of the Middle Mississippians and explore many aspects of their lives.  The students will explore an archaeological dig, finding artifacts from the past.  In addition, they will compare their community to the community of the Middle Mississippians.  They will create a video production about trading and how trading was the way of life for the Middle Mississippians, before there was a currency, like we have today.  Through the engaging activities, students will be able to research how others lived far back in history.

**Prompt:**

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

●     Video Production used in the social studies classroom retreived from:

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

* Indiana Memory
  + <https://digital.library.in.gov/Record/ISL_p15078coll2-2846>
  + <https://digital.library.in.gov/Record/IHS_cwmf-4147>

**Directions:**

“Today you will use information gained thus far 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 be working 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 when ready for production.”

“When writing your scripts you need to decided what characters are going to be active 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, meaning add more depth to your 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 1 prop in their performance.”

“Lastly, the teacher will record the performance for a finished product. You will be asked to write a rationale to go along with their video including why the incorporated each character, good, storyline and prompt into your script. In addition, you will be asked to reflect on the effectiveness of your video in means of teaching others about Middle Mississippian Trade.”

**Procedures:**

Start by reading the directions to the students. Divide students into groups and allow time for brainstorming. Remind students of the trading simulation they participated in during a previous day, to remind students of the process of trade and what good were traded amongst the Middle Mississippians. Students will begin writing their scripts. Allow students two class periods to write their script and allow for editing after feedback from the teacher. When students are finished editing their scripts, the teacher will bring artifacts in from the archeological dig constructed during a previous lesson. Students may select an artifact to use in their video, or make a replica of an artifact. When students are ready to perform their script, the teacher will record the performance with an IPAD or other video recorder. Students will write their rationale including aspects found in the rubric and reflect on how their video would help others learn about Middle Mississippian Trade. The students will be asked to apply the knowledge they have gained about Middle Mississippian trade. In addition, in order for students to make a connection beyond the classroom, the students will respond to the following prompt within their reflection: The Middle Mississippians lived in an area where they saw a great amount of flooding from rain and storms. What are your experiences with flooding and how do you think the Middle Mississippians dealt with flooding using the resources they had? It is a good thing that the Middle Mississippians lived close to the water, because they could use it for drinking water or other goods.  The negative of living near water is the flooding because floods can destroy homes. People in today’s times live next to major areas of water (rivers, lakes, etc.) and risk losing their home because of the water getting into their homes. The teacher will post the student’s videos onto “TeacherTube” for other teachers and classes to use the videos as a learning resource.

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| **Benchmark** | **Score** |  |  |  |
|  | **1** | **2** | **3** | **4** |
| Economics: Students will explain how the Middle Mississippians made choices about using goods, services and productive resources; how they engage in trade to satisfy their 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) | 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 are fluent when performing their script. Showing 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 are fluent when performing their script. Showing 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 are fluent when performing their script. Showing that they are knowledgeable about the content they are performing. | In the script, students included:  -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 are fluent when performing their script. Showing 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) | Only rationale or reflection is included, either rationale or reflection.  Students answer prompt question listing 1 way flooding has affected them and how the Middle Mississippians may have dealt with flooding. | Rationale and reflection are included but only includes 1 of the listed criteria.  Students answer prompt question listing 2 ways flooding has affected them and how the Middle Mississippians may have dealt with flooding. | Rationale and reflection include the following components:  States primary source but not a thorough explanation of how it was used in their script.  Student reflected and explained how he or she thinks the video would help teachers and students learn about Middle Mississippian trade. (2 reasons)  Students answer prompt question listing 2-3 ways flooding has affected them and how the Middle Mississippians may have dealt with flooding. | Student explains, using 3 reasons, how he or she thinks the video would help teachers and students learn about Middle Mississippian Trade.  Rationale and reflection include the following components:  Rationale cites 1 primary source and how it was used when selecting components for the script. Students answer prompt question listing 3-4 ways flooding has affected them and how the Middle Mississippians may have dealt with flooding. |

**COURSE TITLE: Middle Mississippians**

GRADE LEVEL: Third Grade

                UNIT: Compare and Contrast

**Abstract:**

This unit introduces students to the Middle Mississippians.  They will study the culture of the Middle Mississippians and explore many aspects of their lives.  The students will explore an archaeological dig, finding artifacts from the past.  In addition, they will compare their community to the community of the Middle Mississippians.  They will create a video production about trading and how trading was the way of life for the Middle Mississippians, before there was a currency, like we have today.  Through the engaging activities, students will be able to research how others lived far back in history.

**Prompt:**

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

·      Webquest

* Indiana Memory
  + <https://digital.library.in.gov/Record/ISL_p15078coll2-2846>
  + <https://digital.library.in.gov/Record/IHS_cwmf-4147>

**Directions:**

“Today you will be comparing the Middle Mississippians to your life today. We are going to assess your understanding of the Middle Mississippians, by creating a Venn diagram.  You will be working on a computer to complete this assignment.  Your computer will already have the home page on it, and from there you will be able to explore more about the topic.  While you are searching, I want you to find information that you can connect to your own life.”

“While you are searching I want you to look for types of clothing, games, foods, or any other characteristic that may be the same or different from your life.  Once you have all of your notes written down and you have used all of the resources that I have given you, I want you to create a Venn diagram.  We will also be making this on the computer. I have put the hyperlink into our Webquest site.”

“After you have finished you Venn diagram you will be giving an oral presentation, sharing your findings to your classmates.  You will also decide on which lifestyle you would choose if you could.  You can choose between the Middle Mississippians and your culture today. Make sure you explain your reasoning.”

“Once you start your Venn diagram, I want you to come up with at least five different connections.  You will need to label your Venn diagram as well. You will be working independently. Once you are finished you will print out your diagram and turn it into the homework tray for me to grade.”

**Procedures:**

Have a whole class discussion on the importance of making connections to the content you are researching.  Also discuss the importance of understanding history and how it affects our lives in today’s times.  The teacher will also talk about how the Middle Mississippians had to live off the land and they did not have the convenience of going to the store for their goods. Ask students to explain some in their personal lives, as well as the negatives.  Some response could be that we have showers, an abundance of food, houses and indoor centers, and dentist.  Some negatives that they could give are that there are a lot of unhealthy foods and going to the dentist can be a bad experience for some students.  Then discuss the positives and negatives of the Middle Mississippians.  Some examples would be that they were outside a lot and it was like camping. Another example would be that since they were outside all the time, they were outside even when the weather was bad. After the teacher has had this discussion, the teacher will read the assessment task directions.  Finally, share the scoring rubric with the students and respond to any questions that the students may have about the assessment task.  Once the task has been completed the teacher will give the completed Venn Diagrams to the local Historical Society for display.  This will allow the students to go with their parents to show them their work, as well as show the community what the students are learning in the classroom.

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| **Benchmark** | **Score** |  |  |  |
|  | **1** | **2** | **3** | **4** |
| 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 less links on the Webquest to research about the Middle Mississippians | Student uses 3 links on the Webquest to research about the Middle Mississippians | Student uses 4 links on the Webquest to research about the Middle Mississippians | Student uses all 5 links on the Webquest to research about the Middle Mississippians |
| History: Students will 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 is able to make 1 or less comparison statements in each circle.  50% or less of statements are supported by the internet resources  All statements noting similarities are NOT placed in the center circle and all statements that note differences are place in the correct outer circle. | Student is able to make 2 comparison statements in each circle.  60% of statements are supported by the internet resources  All statements noting similarities are NOT placed in the center circle and all statements that note differences are place in the correct outer circle. | Student is able to make 3–4 comparison statements in each circle.  80% of statements are supported by the internet resources  All statements noting similarities are placed in the center circle and all statements that note differences are place in the correct outer circle. | Student is able to make five or more comparison statements in each circle.  All statements are supported by the internet resources  All statements noting similarities are placed in the center circle and all statements that note differences are place in the correct outer circle. |