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**Unit Plan**

**Course Title: Early Indiana**

Grade Level: Fourth

Unit: Prehistoric

**Abstract**

This unit introduces students to the Prehistoric cultures of the Adena, Hopewell, and Mississippian in Indiana. They study the history and impact of these prehistoric cultures on Indiana as well as the reasons why they were here. The students also use reflective thinking to generate ideas as to why these cultures suddenly disappeared from the area. Students also learn about the Mounds State Park, Falls of the Ohio State Park, and the O’Bannon Woods State Park and how they are related to the history and impact of these three prehistoric cultures. Students use a variety of graphic organizers to shape their thoughts and they are given many opportunities to discuss their ideas and thoughts in class discussions. Students also gain value map skills as they learn to use a map scale to estimate how far two places are from each other. Students participate in a role-play of trading with their own objects. Students learn why trading is important. Most importantly, students learn how places like state parks are tired to history they are learning about.

**Focus Questions**

1. What are a few of the common physical environment features where the Prehistoric Cultures were located?
2. How did the Adena, Hopewell, and Mississippian Prehistoric Cultures impact Indiana?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:   * Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans (SS 4.1.1). * Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana (SS 4.1.15).  Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location (SS.4.3.2).  * Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods (SS 4.4.3). | Students will:   1. Create a timeline that includes when the Adena, Hopewell, and Mississippian Prehistoric Cultures lived in the in the area and when three Indiana landmarks became State Parks (SS 4.1.1, SS 4.1.15). 2. Write a paragraph in which they explain how trading benefits people and how the prehistoric cultures benefited as well. Students will also use a map to estimate the distances between two state parks and use cardinal and intermediate directions to refer to their relative locations (SS 4.3.2, SS 4. 4.3) | * Adena * Hopewell * Mississippian * Distance * Prehistoric * Trade |

**Instructional Resources**

Indiana Memory:

* (Locations of Indian Tribes in Northern Indiana) <https://digital.library.in.gov/Record/IPFW_cc_acfwhs-380>
* <https://digital.library.in.gov/Search/Results?lookfor=Adena+Indians&submit>= (Adena-Hopewell Indians)
* <https://digital.library.in.gov/Search/Results?lookfor=%22Indians%20of%20North%20America%20--%20Antiquities%22&type=Subject> (Antiquities of North American Indians)
* <https://digital.library.in.gov/Record/IMCPL_tcm-1023> (Prehistoric Upper Mississippian bowl)

Ancestral Art: Information on Hopewell Culture. *Trading Practices*. Retrieved December 6, 2012 from <http://www.ancestral.com/cultures/north_america/hopewell.html>

Crawford County, Indiana - Official Tourism Site. (n.d.). *Crawford County, Indiana - Official Tourism Site*. Retrieved December 6, 2012, from <http://www.crawfordcountyindiana.com/obannon_woods_state_park#obannon_woods_state_park>

Falls of the Ohio State Park. (n.d.). *Falls of the Ohio State Park*. Retrieved December 6, 2012, from <http://www.fallsoftheohio.org/index.html>

History Mounds State Park. (n.d.).*Mounds State Park*. Retrieved December 6, 2012, from <http://www.moundsstatepark.org/history.html>

Indiana Tribes. (n.d.). *Native Americans*. Retrieved December 6, 2012, from <http://www.aaanativearts.com/tribes-by-states/indiana_tribes.htm>

Moore, L. (n.d.). What Are Some Facts About the Adena & the Hopewell Indians? | eHow.com. *eHow | How to Videos, Articles & More - Discover the expert in you. | eHow.com*. Retrieved December 6, 2012, from <http://www.ehow.com/info_8322281_adena-hopewell-indians.html>

Mound, n., & Site, V. (n.d.). Hopewell tradition - Wikipedia, the free encyclopedia. *Wikipedia, the free encyclopedia*. Retrieved December 6, 2012, from <http://en.wikipedia.org/wiki/Hopewell_tradition>

Mounds State Park - Wikipedia, the free encyclopedia. (n.d.). *Wikipedia, the free encyclopedia*. Retrieved December 6, 2012, from <http://en.wikipedia.org/wiki/Mounds_State_Park>

Schoolhouse Rock barter and trade. Youtube.com. Retrieved from <http://www.youtube.com/watch?v=wHY5cdExNa8>

Written, T. T., & Cherokee., S. A. (N.D.). Mississippian culture - Wikipedia, the free encyclopedia. *Wikipedia, the free encyclopedia*. Retrieved December 6, 2012, from http://en.wikipedia.org/wiki/Mississippian\_culture

**Catalog of Lessons**

**Lesson 1: The History of the Adena, Hopewell, and Mississippian Prehistoric Cultures in Indiana**

Using overlapping maps of where the Adena, Hopewell, and Mississippian Prehistoric Cultures lived in Indiana, where the Mounds State Park; Falls of the Ohio River; and the O’Bannon Woods State Park are located in Indiana, and a lecture format, the teacher explains the history of the three early Prehistoric Cultures in Indiana and relate their location to the location of those selected state parks and their importance. First have the students make a KWL chart about the Prehistoric Cultures of Indiana.

**Lesson 2: The Impact of the Adena, Hopewell, and Mississippian Prehistoric Cultures on Indiana**

Using the resources and new knowledge from Lesson 1, students will partake in a classroom discussion about how the prehistoric cultures of the Adena, Hopewell, and Mississippian had an impact on present day Indiana. Students should focus on the physical and cultural impact on Indiana. All students should participate and use their knowledge and resources for evidence to support their reasoning.

**Lesson 3: How Trading Works Even in the World of Today**

Ask the students to bring in a small, cheap toy or object that they own that they are willing to not keep. Quickly review how the prehistoric cultures of Indiana were able to trade. Explain that trading still occurs in today’s world and markets. Watch the first 35 seconds of the Schoolhouse Rock video about trade and barter. Then, have a class discussion about what bartering is. Ask the students if trading always ends in a positive way. What happens if it does not? Talk about how this can be a problem. Now have the students use the objects that they brought in and role play how to trade. Then, have the students trade with other students in the room. There may be more than one person interested in someone else’s object. Use this opportunity as an example of how trading may not always work out so that all people benefit.

**Lesson 4: The Physical Features of Where the Adena, Hopewell, and Mississippian Prehistoric Cultures Were in Indiana**

Using maps, have the students fill in a three circle Venn diagram of where the prehistoric cultures of the Adena, Hopewell, and Mississippian were located at in Indiana. Have them use physical features that are near by. They will then compare and contrast these locations and physical features to see if there was one common feature (water, such as rivers.) Have the students think of reasons of why this was a common feature and would have been important to the livelihoods of those cultures. Have them think if water features are important today. Ask questions such as “are they as important?” and “why or why not?”

**Lesson 5: How the State Parks a Part of Indiana’s History**

Using the Mounds State Park; Falls of the Ohio River; and the O’Bannon Woods State Park websites, have the students split into groups to do research about one of the state parks. Then have the students use that information to create a PowerPoint linking their state park to one or more of the prehistoric cultures. Have them include pictures and videos if possible. Share with the whole class when completed.

**Assessment Task One**

**Course Title: Early Indiana**

Grade Level: Fourth

Unit: Prehistoric Cultures

**Abstract**

This task is designed to assess the student’s knowledge about the three early Prehistoric Cultures of the Adena, Hopewell, and Mississippian as they tie to Indiana State Parks. After working in small groups to compete a data chart, the students will have a class discussion about why they think the early cultures left the area and why people move in today’s world. This will be followed by the individual creation of a timeline that includes when those three early cultures lived in the area and when three Indiana landmarks became State Parks.

**Prompt**

* <http://www.aaanativearts.com/tribes-by-states/indiana_tribes.htm>
* Prehistoric Cultures Data Chart
* What Are Some Facts About the Adena? Handout
* <http://www.ecoindiana.net/outdoors/obannon_woods_state_park.shtml>

**Directions**

“We have been studying how the first peoples came to North America. We are now going to study the three main cultures of Prehistoric Cultures who lived in the Indiana region before the Europeans came to North America. They were the Hopewell, Adena, and Mississippian cultures. We are going to learn more about these early cultures of the region.”

* “In groups you are going to research from the “What Are Some Facts About the Adena & the Hopewell Prehistoric Cultures?” and the website <http://www.ecoindiana.net/outdoors/obannon_woods_state_park.shtml> to research a few topics about the early Prehistoric Cultures such as:
* Where they lived in the Indiana region
* When they lived in the region
* What they ate
* How they got their food”

“You will then fill out the Prehistoric Cultures Data Chart. When each member of the group has finished filing out the chart, discuss and list three reasons why you think these cultures disappeared from the region. Then, list three pros and cons of the leaving (moving) of these cultures. ”

“We will then come back as a group and share our findings and discuss your reasons. Each of you will have two minutes to orally present your reasoning for the leaving of these cultures. After we have discuss this, we will talk about reasons why people today leave their homes, neighborhoods, cities, and states where they live. List five reasons why people today move. We will then discuss this as a whole class.”

“Finally, you will use all the information you have gathered and learned to individually create a timeline about these three early main cultures and the state parks that they are tied to. This will be due at the end of class.”

**Procedure**

Pint off enough copies of the Prehistoric Cultures Data Chart and What Are Some Facts About the Adena Handout. Pass out both to the students then divide the class into five groups. Make sure each group has access to a computer and the website <http://www.ecoindiana.net/outdoors/obannon_woods_state_park.shtml>

Have each group use the handout and the website to fill in the Prehistoric Cultures Data Chart. Once a group has finished their data chart, have them discuss and list three reasons why they think the three early cultures left the region. Then, have them list three pros and cons of the leaving (moving) of these cultures. Then, allow for two minutes for each student to orally present their reasoning for the leaving of these cultures.

Come back as a whole class and discus how the students filled in their data charts and their reasons for thinking why the early Prehistoric Cultures left the region. Ask them to give evidence as the basis for the reasons. After that, have the students think about having to move in general, such as to a new house or school. Have them think about and list five reasons why people move now. Discuss this as a class.

Then have the students create their timelines using the hand and websites listed at the bottom of the handout. The complete guidelines are in the rubric. When they have finished, send them to one of the State Parks named in this unit to inform the public of the early Prehistoric Cultures of Indiana and the state parks that connect them to us now.

**Scoring Rubric**

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| **Benchmarks** | **Score** | | | |
| * Students will identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans (SS 4.1.1).      * Students will create and interpret timelines that show relationships among people, events, and movements in the history of Indiana (SS 4.1.15). | **1** | **2** | **3** | **4** |
| Student’s timeline begins at around 800 BC. Does not address the Early cultures or the state parks. | Student’s timeline begins at around 800 BC; has even increments of time; shows how long one of the early cultures lived in the region; includes when one of theses became a state park: Mounds State Park, Falls of the Ohio, and O’Bannon State Park. | Student’s timeline includes a title, begins at around 800 BC; has even increments of time; shows how long two of the early cultures lived in the region; includes when two of these became a state park: the Mounds State Park, Falls of the Ohio, and O’Bannon State Park. | Student’s timeline includes a title, begins at around 800 BC; has even increments of time; shows how long all three early cultures lived in the region; includes when the Mounds State Park, Falls of the Ohio, and O’Bannon State Park became state parks. |

**Assessment Task Two**

**Course Title: Early Indiana**

Grade Level: Fourth

Unit: Prehistoric Cultures

**Abstract**

This task is designed to assess the students’ knowledge of how trade is beneficial and how it is related to Indiana’s three prehistoric cultures of the Adena, Hopewell, and Mississippian. Also this task assess the students’ knowledge of estimating the distance of how far two places are from each other and in relation to one another through the use of cardinal and intermediate directions. There will be a class discussion about trade and how it is related in the prehistoric cultures and students will write a paragraph about this. There will also be two class activities using maps from Google so that students can complete one on their own.

**Prompt**

* What Are Some Facts About the Adena? Handout
* <http://www.ancestral.com/cultures/north_america/hopewell.html>
* Map Handouts

**Directions**

“As you know students, we have been studying about the prehistoric cultures of Indiana: the Adena, Hopewell, and Mississippian; as well as three state parks that are connect to them: the Mounds State Park, O’Bannon Woods State Park, and the Fall of the Ohio State Park. Today, you are going to learn more about trading in prehistoric Indiana and how to estimate how far a part two places are.”

“First, I need you to get out the What Are Some Facts About the Adena? Handout and reread it independently. Then, I will display this website (<http://www.ancestral.com/cultures/north_america/hopewell.html>) using the overhead projector. We will go over that and read it as a class. We will discuss trade in more detail, such as how it is conducted and who benefits from it. Then, you will think of and list three pros and three cons for trading. We will discuss if you think trading was only a positive to the prehistoric cultures. You will explain your reasoning in groups and some of you will share your reasoning with the class. We will also discuss the alternatives to trading. You will write a paragraph about how people benefit from trading and how the prehistoric cultures were involved in trade. You will use the guidelines on the rubric.”

“We will then connect trading to maps. Many trade routes eventually became roads, and roads connect places. It is important to use maps to figure out how far places are away from each other. We will use screenshots from Google Maps to learn how to use the scales on maps to figure out how far the three state parks we have been learning about are from each other and how to describe their location from one another. We will do one as a class, you will do another in groups, and lastly you will do one independently, which will be graded using the guidelines in the rubrics.”

“After we do the map activity as a class, we will discuss how parks and places in general are connected by roads. We will have a class discussion if having roads in and around our state parks are good ideas or not. You will write down three ways this can lead to problems in our state parks and share with the class.”

**Procedure**

Prepare the overhead projector to have the website <http://www.ancestral.com/cultures/north_america/hopewell.html> to be displayed on it. Print out one copy of each of the map handouts for each student. Have the students read over the previous prompt of the What Are Some Facts About the Adena? Handout. Then read and go over the website, focusing on the trading part. Be sure that the students know what trading is and why people do it; thus, how they benefit from it. Tie this in with the prehistoric cultures. Have a class discussion about this. Have the students list three pros and three cons for trading and share thoughts as a class. Ask the class if they think trading was only a positive for the early prehistoric cultures of Indiana. Share ideas as a class then have then students think about any alternatives to trading and share those thoughts as well. Have the class write a paragraph about how people benefit from trading and how the prehistoric cultures were involved in trade. The complete guidelines are in the scoring rubric.

Explain that trading often creates routes, which turn into roads and that roads connect places. Then, show map 1 to the students and use it as an example of how to use a map scale to estimate how far away two places are; in this case two state parks. Then, describe where A AND B are located at in relation to the other point using cardinal and intermediate directions. Then, split the groups up into five groups and have the members of each group do the same process for map 2. When finished bring the class back together and discuss how parks and places in general are connected by roads. Also discuss if having roads in and around our state parks are good ideas or not. Have the students write down three ways this can lead to problems in our state parks and then share with the class. Then, have the students complete map 3 on their own. Complete guidelines are in the scoring rubric.

When students have completed their map activity and paragraph, send half of them to Mounds State Park and the other half to the O’Bannon Woods State Park.

**Scoring Rubric**

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| **Benchmarks** | **Score** | | | |
| Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location (SS.4.3.2).  * Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods (SS 4.4.3). | **1** | **2** | **3** | **4** |
| Paragraph has one complete sentence that explain how people benefit from trade. Map has an estimation of how far point A and B are. | Paragraph has two complete sentences that explain how people benefit from trade. Links to prehistoric cultures with one example. Map has an estimation of how far point A and B are. | Paragraph has three complete sentences that explain how people benefit from trade. Links to prehistoric cultures with two examples. Map has an estimation of how far point A and B are. Has relation of where A is from B using cardinal and intermediate directions. | Paragraph has four complete sentences that explain how people benefit from trade. Links to prehistoric cultures with three examples. Map has an estimation of how far point A and B are. Has relation of where A is from B using cardinal and intermediate directions. |