*Children of the Sun*

Fifth Grade

Video Game Curriculum

Created by the Students of SS 397

April 2013

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Kyle Hernandez

Course Title: *Children of the Sun* video game

Grade Level: 5

Unit: The Middle Mississippians

**Abstract**

The students explore the culture and lives of the Middle Mississippian people. Students examine food supply, transportation, and shelter.

**Focus Questions**

1. How is the culture of the Middle Mississippian’s different from our culture today?

2. How did the Middle Mississippian community function?

**Instructional Resources**

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

"Middle Mississippians." *Aztalan Collection -*. N.p., n.d. Web. 24 Apr. 2013.

Fowler, Melvin L. *American Antiquity*, Vol. 34, No. 4 (Oct., 1969), pp. 365-375.

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| **Benchmark** | **Assessment Tasks** | **Key Concepts** |
| EL.5.5.3 2006Research Application:Write or present a research report that has been developed using a systematic research process including:defines the topic, gathers information, determines credibility, reports findings and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates information that has been gathered and summarized. • organizes information by categorizing and sequencing. SS.5.1.1 2007Ways of Life before and after the Arrival of Europeans to 1610: Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.SS.5.1.5 2007 Colonization and Settlements: 1607 to 1763. Explain the religious, political and economic reasons for movement of people from Europe to the Americas.SS.5.3.10 2007 Human Systems: Using historical maps locate and explain the conflict over the use of land by Native American Indians and the European colonists. EL.5.7.10 2006Deliver informative presentations about an important idea, issue, or event by the following means: • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. | Students use the notes they took to create a list of information containing at least 10 facts, create a Venn diagram and compare the cultures of the Middle Mississippians to themselves. (SS.5.1.1 2007 & SS.5.1.5 1007 & EL.5.5.3 2006). Students create a flow chart with at least 3 categories and present their drawing showing a re**-**creation of a Middle Mississippian community. (SS.5.3.10 2007 & EL.5.7.10 2006). Students individually present the differences and similarities between the Middle Mississippians and themselves. (SS.5.3.10 2007 & EL.5.7.10 2006). | CultureCommunityLocation |

**Catalog of Lessons**

**Lesson 1: Exploring Middle Mississippian Culture**

The students use books to discover information about the Middle Mississippian people and their culture. The teacher distributes artifacts from the Middle Mississippian culture for the students to observe. The students use their iPads to conduct research on the Internet and create a list of ten facts about the Middle Mississippian people and their culture. Working in groups of three or four the students use the data from their research to create a Venn diagram to compare their current culture with that of the Middle Mississippians.

**Lesson 2: Middle Mississippian Life**

The students sort the information they have collected into three categories such as family life, community, transportation, and food. In groups of 3-4 students create a chart with this information on poster boards. The students present their findings to the class, while the teacher records the information on the board for the entire class to copy.

**Lesson 3: Middle Mississippian Community**

While working in groups of three or four the students use the information about the community of the Middle Mississippians to create a diagram of how a town might have looked.

**Lesson 4: Discovering Middle Mississippian Differences**

The students conduct research to discover how the Middle Mississippians looked, dressed, built their homes, and transported their goods. The students compare their findings with similar topics in the culture of today.

**Lesson 5: Presenting Personal Differences**

The students create a Venn diagram on poster board showing the differences and similarities between the way Middle Mississippians looked, dressed, built their shelters, and transported their goods compared to the students today.

Course Title: *Children of the Sun* video game

Grade Level: 5

Unit: The Middle Mississippians

**Abstract**

This assessment task is designed to assess the students’ ability to research, take notes, and work in a group of 3-4 students to create a Venn diagram to compare and contrast the cultural difference**s** between our culture and the culture of the Middle Mississippians.

**Prompt**

The students get a blank poster board after they have conducted research on their own about the with comparing and contrasting the culture of the Middle Mississippians and the culture of the students.

**Directions**

Students use the resources in the classroom to conduct research on the culture of the Middle Mississippians with their iPads. Students use their research notes to create an opinion about the shrinking of cities since there are shrinking cities in the Mid-west currently as there was in prehistoric times. List the positives and negatives of living in a place with a shrinking city, a city that is growing, and one that has a consistent population. Students in groups of 3-4 use their lists to create a Venn diagram comparing and contrasting the differences and similarities in the Middle Mississippian culture with their own. When the Venn diagrams are finished, they will be placed in the public library for everyone to see.

**Procedure**

The students use the resources provided by the teacher and their iPads to conduct research on the culture of the Middle Mississippians. Working in groups of 3 or 4 the students spend 20 minutes researching the Middle Mississippians, taking notes, and comparing the cultural differences between themselves and the Middle Mississippians. They decide whether they would rather live in the prehistoric era or in the 21st century after comparing the positives and negatives of each culture. Students share their information with the class in an oral report. Students discuss the cultural differences between themselves and the Middle Mississippians and create a Venn diagram.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| SS.5.1.1 2007Ways of Life before the Arrival of Europeans to 1610. Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.EL.5.5.3 2006Research Application.Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information has been gathered and summarized. • organizes information by categorizing and sequencing.  | Students create a list of information that has less than 6 facts about Middle Mississippian culture. Students create a Venn diagram comparing the cultures of the Middle Mississippians with their own with more than 4 errors.  | Students create a list of information that has at least 6 facts about Middle Mississippian culture. Students create a Venn diagram comparing the cultures of the Middle Mississippians with their own with 3 or 4 errors.  | Students create a list of information that has at least 8 facts about Middle Mississippian culture. Students create a Venn diagram comparing the cultures of the Middle Mississippians with their own with 2 or fewer errors.  | Students create a list of information that has at least 10 facts about Middle Mississippian culture. Students create a Venn diagram comparing the cultures of the Middle Mississippians with their own. |

Course Title: *Children of the Sun* video game

Grade Level: Fifth Grade

Unit: The Middle Mississippian

**Abstract**

This assessment task is designed to evaluate the students’ ability to create a chart and present it to the class. This assessment is also meant to assess the students’ ability to re-create an diagramof a Middle Mississippian community.

**Prompt**

The students use the information they have previously collected to categorize different sets of information about the culture of the Middle Mississippians and to create a chart. After the students present the chart they also present the re-creation of a Middle Mississippian community that they created.

**Directions**

“Today students use the information they have previously collected to categorize and sort different sets of information about the Middle Mississippian culture. Working in groups of 3-4 students categorize all of the information by creating a flow chart. As a group re-create a diagram of a Middle Mississippian community on a poster board. Discover the game they used to play called *chunkey*. Find the positives and negatives of the game and compare them with the games people play today. The game *chunkey* was very dangerous and done for a religious purpose; the games people play today are not quite the same… or are they? When the flow chart is completed, students present the chart and the re-creation of a Middle Mississippian community to the class. When the other groups present their reports, add all of the new information that you did not already have about the Middle Mississippian culture to your list. The teacher will assist by writing the new information to a flow chart on the board. Tell whether you think sports were safer in the Middle Mississippian time period or if they are safer now; list the pros and cons of both eras. The re-creations of the Middle Mississippian community and the Venn diagrams will be put on display in the public library.“

**Procedure**

The teacher distributes poster board for the students to create a chart categorizing all of the sets of information that they have collected about the Middle Mississippian culture. When the flow charts are completed, the students determine which era of sports is more dangerous and list at least one positive and one negative aspect of the sports. The groups present their flow charts and their or diagrams to the rest of the class. While students are presenting the flow charts, the teacher adds information to the flow chart on the board so the other students can collect the information.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| SS.5.3.10 2007 Human Systems: Using historical maps locate and explain the conflict over the use of land by Native American Indians and the European colonists. EL.5.7.10 2006Deliver informative presentations about an important idea, issue, or event by the following means: • frame questions to direct the investigation. • establish a controlling idea or topic.  | Students create and present a chart with less than 2 categories to the class, take notes on all of the other students’ charts after they have been presented and present thediagram of the Middle Mississippian community they made in their groups with more than 4 mistakes. | Students create and present a chart with at least 2 categories to the class, take notes on all of the other students’ charts after they have been presented and present the diagram of the Middle Mississippian community they made in their groups with 2-4 mistakes. | Students create and present a chart with at least 2 categories to the class, take notes on all of the other students’ charts after they have been presented and present the diagram of the Middle Mississippian community they made in their groups with 2 or fewer mistakes. | Students create and present a chart with at least 3 categories to the class, take notes on all of the other students’ charts after they have been presented and present the diagram of the Middle Mississippian community they made in their groups.  |

Course Title: *Children of the Sun* video game

Grade Level: Fifth Grade

Unit: The Middle Mississippian

**Abstract**

This assessment task is designed to assess the students’ ability to present the information that they have gathered.

**Prompt**

The students use the information that they have previously gathered about the Middle Mississippian people and create a Venn diagram comparing themselves with the Middle Mississippians.

**Directions**

Today students use the information they previously collected to compare themselves with the Middle Mississippians. Students create a Venn diagram on poster board and compare the clothing they wear with that of the Mississippians. When they are finished, they present this information to the rest of the class. These materials will be displayed in the mall at one of the clothing stores.

**Procedure**

The teacher distributes poster board for the students to create the Venn diagram. The students use the next 20 minutes to create the Venn diagram and prepare to present it to the class. They need to present their findings on the clothing that was worn by the Mississippians and what is worn now. By the end of the presentation they need to explain which era wore more appropriate clothing and list some pros and cons of both eras.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| SS.5.3.10 2007 Human Systems: Using historical maps locate and explain the conflict over the use of land by Native American Indians and the European colonists. EL.5.7.10 2006Deliver informative presentations about an important idea, issue, or event by the following means: • frame questions to direct the investigation. • establish a controlling idea or topic.  | Students individually present their Venn diagram that shows the differences and similarities that they share with the Middle Mississippians having less than 6 different objects on the Venn diagram. | Students individually present their Venn diagram that shows the differences and similarities that they share with the Middle Mississippians having at least 6 different objects on the Venn diagram. | Students individually present their Venn diagram that shows the differences and similarities that they share with the Middle Mississippians having at least 8 different objects on the Venn diagram. | Students individually present their Venn diagram that shows the differences and similarities that they share with the Middle Mississippians having at least 10 different objects on the Venn diagram. |

Maria Giammichele

Course Title: *Children of the Sun* video game

Grade Level: Fifth Grade

Unit: Middle Mississippians

**Abstract**

In this unit students explore the early settlements and culture of the Middle Mississippians through discussions, map work, and creating their own archeological site. The students discover the origin of Middle Mississippian civilization in North America and locate the settlements and waterways which were used for travel on a map. Students determine the relationship between the Middle Mississippian culture and that of the 21st century.

**Focus Question**

1. How did the settlements of Middle Mississippians look?

2. What are platform mounds?

3. How did the Middle Mississippian settlements compare to our society today?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (SS.5.1.1-History)Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. (SS.5.1.2-History)Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places. (SS.5.3.5-Geography)Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Students illustrate travel routes and Middle Mississippian settlements by plotting locations on a map and present resources found at these sites. (SS.5.1.2-History) (SS.5.3.5-Geography)Students create an archeological site showing the Middle Mississippian way of life including the use of maize and pottery. (SS.5.1.1-History) ([CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/)) | Maize MoundsPottery Archeology WaterwaysSettlements |

**Instructional Resources**

Carr, D. K. (2012, March 16). *Mississippian history*. Retrieved from

<http://www.historyforkids.org/learn/northamerica/before1500/history/mississippian.htm>

Herb Roe <http://www.chromesun.com>

Pauketat, T. R. (2004). *Ancient cahokia and the Mississippians*. (p. xv, 218 p. : ill., maps;

23 cm.). Cambridge, NY: Cambridge University Press.

Pluckhahn, T. A. (2002). A CRITICAL APPRAISAL OF MIDDLE MISSISSIPPIAN

SETTLEMENT AND SOCIAL ORGANIZATION ON THE GEORGIA COAST. *Southeastern Archaeology*, *21*(2), 149.

*The village farmers*. (n.d.). Retrieved from http://www.learnnc.org/lp/pages/1270

Wiggins, D. (n.d.). *Mississippian culture and aztalan*. Retrieved from

<http://www.thefullwiki.org/Mississippian_culture>

**Catalog of Lessons**

**Lesson 1: An introduction of Middle Mississippians**

The teacher reads sections from the novel *Ancient Cahokia and the Mississippians* to theclass. Students discuss geography, resources, and villages along the Mississippi to discover how civilization developed in North America. Students start to comprehend the impact and influence Native Americans had on the way we currently live (Pauketat, 2004).

**Lesson 2: Mississippian Ethnoscape**

The students discover that around the same time Vikings founded colonies in Greenland and Canada, the new culture of the Middle Mississippians spread north. The teacher presents maps showing ways of travel by waterway. The students illustrate the Middle Mississippian immigration route which moved from the Mississippi River to St. Louis, into Illinois, and up to Wisconsin (Carr, 2012).

**Lesson 3: Mississippian Settlements**

Reflecting on previous map work the students examine how Middle Mississippians settled along the Mississippi and Missouri Valleys. The students divide into groups to research the particular settlements. The teacher provide**s** research tools including computers, articles, and books. The students find that Middle Mississippians lived in towns and built platform mounds. These mounds served a variety of purposes including tombs for the dead or temples for gods. The tops of other mounds provided places for the more wealthy and powerful families to live. Some mounds were also made to protect food and goods from being stolen by other people and animals. The class discusses how people today are guilty of digging and selling artifacts from the mounds.

**Lesson 4: Sustaining Life**

The students turn their attention to the hunting and gathering used by this culture. The students gain this new information by examining the discoveries of archeologists. Through the study of human deposits, archeologists found that Middle Mississippians accessed food by planting maize along with gathering wild fruits and vegetables. At previous settlements nut hulls were found showing evidence of acorns and walnuts coming from nearby forests. Archeologist’s records show that white tail deer was the main source of meat followed by turtles, fish, wild turkey, and other small mammals. From these findings it is also believed that the Middle Mississippians stored their food underground, perhaps to keep it safe from other people and animals. Remains of settlements have also shown that walls were built, which archeologist believe were built to protect their food supply.

**Lesson 5: Art and Symbolism**

The students examine artifacts which the teacher provides in a culture box. These artifacts include eating utensils, engraved shells, ceramics, stone, and copper. In this lesson students observe how materials of the Middle Mississippians differ from those used today. They discuss how these objects show the similarities and differences between our current articles and those of the past. The students discuss whether they prefer the goods used in the past or those used in the present.

**Lesson 6: Student Archeologist**

After studying the Middle Mississippian way of life, students re-create their own archeological site. The class splits into four groups and decides on the location of their Middle Mississippian settlement. The students create a floor map showing their locations including access to waterways and trails. The students demonstrate their understanding of tools, agriculture, art, and housing in their portrayal of the Middle Mississippians. Students include artifacts that they believe would have been left behind by the Middle Mississippian culture. The students present this final product to the local museum in order to show how the community has changed in housing and overall way of life (Wiggins, 2013). In conclusion the students discuss positives and negatives of the present and past settlements. The students also state which settlements they prefer.

**Lesson 7: Middle Mississippian Encounter**

To complete the unit students participate in a video game to reflect their understanding of the Middle Mississippians. In this way the students experience the culture of the Middle Mississippians including their way of living, their transportation, and the roles of their people.

Maria Giammichele

Course Title: *Children of the Sun* video game

Grade Level: Fifth Grade

Unit: The Middle Mississippians

**Abstract**

This task is designed to assess students’ understanding of the historical movements of native people within our history. After participating in a simulated map activity, students explain influences and deciding factors of Middle Mississippian settlements. Following their research on this culture the students illustrate travel routes by plotting locations on a map. A narrative writing assignment coincide**s** with their maps to explain the major land and water routes while including the relationship between this event and our present day living environment.

**Prompt**

A map representing Middle Mississippian settlements in North America. Own work Herb

Roe <http://www.chromesun.com>

A website providing information on Middle Mississippian settlements. Pluckhahn, T. A.

(2002). A CRITICAL APPRAISAL OF MIDDLE MISSISSIPPIAN SETTLEMENT AND SOCIAL ORGANIZATION ON THE GEORGIA COAST. *Southeastern Archaeology*, *21*(2), 149.

A plain map of North America for the students to plot locations.

<http://www.greece-map.net/north-america.htm>

**Directions**

Students have been studying theMiddle Mississippians’ way of life and how their culture and resources influenced the way they lived. Students use what they learned about Middle Mississippian civilization to illustrate maps.

Using graphic information as well as narratives, label waterways used for travel by the Middle Mississippians. Choose and plot an immigration route and list two problems that the Middle Mississippians may have faced while taking this route. Middle Mississippians may have faced flooding due to their settlements being near rivers. Include how we still have a problem with rivers overflowing just as the Middle Mississippians did. The students discover the use of building mounds to protect their settlements from being ruined by flooding compared to our installation of underground draining systems. Discuss with your peers whether you would prefer living as the Middle Mississippians did or whether you prefer our current way of life. Discuss how the culture of Middle Mississippians has impacted the way we live today. Choose the issues on which you wish to focus and concentrate on ways in which the settlers overcame these obstacles. Using the resources provided plan and edit your maps and begin your writing.

The narrative writings and maps will be submitted to the local museum in order to share your ideas on the ways Middle Mississippians have influenced our region over a period of time. The writing and map work can motivate others to explore previous settlers and understand how they are linked to our culture especially in agriculture, craftwork, and architecture.

**Procedure**

The teacher locates and displays maps to assist students in representing immigration routes. Prepare materials for researching the cultural background of Middle Mississippians. Display directions to be easily accessed by all students so they may refer to the guidelines when needed. Read the directions to the students, share the scoring rubric, and answer any questions the students may have. Maintain communication with the local museum so the students’ work may be submitted efficiently.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| Illustrate travel routes and Middle Mississippian settlements by plotting locations on a map; present resources found at these sites. (SS.5.1.2-History) (SS.5.3.5-Geography) | Less than 70% of the items are labeled and located correctly. | 79-70% of the items are labeled and located correctly. | 80-89% of the items are labeled and located correctly. | At least 90% of the items are labeled and located correctly. |

Maria Giammichele

Course Title: *Children of the Sun* video game

Grade Level: Fifth Grade

Unit: The Middle Mississippians

**Abstract**

This task is designed to assess the students’ knowledge of the Middle Mississippian’s early culture and settlements. Students study maps of settlement plots in order to describe how Middle Mississippians sustained their lives. Following their research students create their own archeological sites and identify the remains from the Middle Mississippian settlements. With their sites they explain how supply and demand of certain resources is critical in sustaining life. The students display their Middle Mississippian archeological sites at the local museum to show the community ways the early settlers have influenced our environment.

**Prompt**

An informational web page showing the usage of agriculture by the Middle Mississippians.

*The village farmers*. (n.d.). Retrieved from http://www.learnnc.org/lp/pages/1270

A narrative text discussing tools, architecture, art, and communication of Middle Mississippians.

Pauketat, T. R. (2004). *Ancient cahokia and the mississippians*. (p. xv, 218 p. : ill., maps ;

23 cm.). Cambridge, NY: Cambridge University Press.

**Directions**

“We have been studying Middle Mississippians and how their settlements relate to our present day communities. Yesterday we studied immigration routes and dangers that are faced while traveling. Now we are going to assess whether you can locate settlements and the ways that Middle Mississippians used resources for sources of food and tools to survive. Become familiar with the artifacts in our culture box. In cooperative groups create your own Middle Mississippian archeological site. Building on previous research create the remains of your settlement by following the following steps listed on the board:

“1. Split into groups and decide the location in North America where your Middle Mississippian settlement will be placed.

2. Place the location of the group’s settlement, platform mounds, trails and waterways on the floor map.

3. Place artifacts similar to those previously observed in our culture box where they would remain from prior usage at your particular Middle Mississippian settlement.

4. Explain the reasons behind your placement of artifacts to other groups to show your understanding of the Middle Mississippian culture.

“Work with your group to create the Middle Mississippian archeological sites. Discuss the similarities and differences between the social system, trade, and agriculture that we have today compared to that of Middle Mississippians; choose which social system you would rather be a part of. Show how certain artifacts impacted the Middle Mississippians and tell how these resources would have changed this culture if they became depleted. Use the knowledge acquired from studying Middle Mississippians to explain what alternative resources could be used if certain materials were not available. Today people are digging the remains of historic mounds on land that is not their own and then trying to sell certain artifacts for a profit. List ways that we may prevent such actions from occurring. Present the Middle Mississippian site to the community at the local museum. This presentation is given as an oral explanation.

**Procedure**

Assist students’ research and representation of their own Middle Mississippian sites. Prepare resources and materials for constructing their models. Project the four steps given in the direction**s** to be easily seen by all students in the classroom. Go over directions with the whole class, share the scoring rubric, and answer any questions that they might have about the activity and/or assessment. Network with the local museum in order for the students to present their project to the community.

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| **Benchmark** | **1****No Pass** | **2****Low Pass** | **3****Pass** | **4****High Pass** |
| Create an archeology site showing the Middle Mississippian way of life. (SS.5.1.1-History) ([CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) | Content is minimal OR there are several factual errors. | Includes essential information about the topic but there are 1-2 factual errors. | Includes essential knowledge about the topic using 3-4 sources.  | Covers topic in-depth with at least 5 sources.  |