**John McCormick**

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**Soc 397**

**Morris**

**12/10/12**

**Course Title: Prehistoric Indiana**

**Grade Level: 4th Grade**

**Unit: Prehistoric**

**Abstract:**

This unit focuses on the prehistoric Native American cultures that inhabited much of the Indiana territory. Through six days students learn about the life, location, characteristics, and impact of these people. After visiting the Mounds State Park, students will wrestle with the tension of the real life problem, “How should we as a society treat ancient burial mounds?” The students will research and support a view for or against the excavation of the ancient burial mounds of the Adena and Hopewell people. They will further study the Middle Mississippian culture and record a news report attempting to solve the mystery of their declination.

**Focus Questions:**

Should burial mound be dug for any reason?

How could the Middle Mississippian Native Americans maintained their culture?

|  |  |  |
| --- | --- | --- |
| Benchmarks | Assessment Tasks | Key Concepts |
| Students will: | Students will: |  |
| * Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. (4.1.1)
 | 1. Conduct research (this includes map making) and write a persuasive essay indicating a stance for or against the excavation of ancient burial mounds. (4.1.1, 4.2.7, 4.3.11)
 | * Mounds
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| * Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present. (4.2.7)
 | 1. Create a news broadcast reporting about Middle Mississippian culture while presenting reasons why they disappeared from prehistoric era. (4.1.1, 4.1.17, 4.3.10)
 | * Culture
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| * 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. (4.3.11)
 |  | * Chiefdom
 |
| * Using primary and secondary sources\* and online source materials, construct a brief narrative about an event in Indiana history. (4.1.17)
 |  |  |
| * Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana. (4.3.10)
 |  |  |
|  |  |  |

**Instructional Resources:**

"Cahokian Indians: America's Ancient Warriors." *History Net Where History Comes Alive World US History Online Cahokian Indians Americas Ancient Warriors Comments*. N.p., n.d. Web. 10 Dec. 2012.

"Mississippian and Late Prehistoric Period, SEAC Prehistory and History." *Mississippian and Late Prehistoric Period, SEAC Prehistory and History*. N.p., n.d. Web. 10 Dec. 2012.

Emerson, Thomas E., and R. Barry. Lewis. *Cahokia and the Hinterlands: Middle Mississippian Cultures of the Midwest*. Urbana: University of Illinois, 1991. Print.

"Mounds State Park Interpretive Plan 2011." *Www.in.gov*. Department of Natural Resources, n.d. Web. 10 Dec. 2012. <http://www.in.gov/dnr/parklake/files/sp-Mounds\_State\_Park\_IMP\_2011.pdf>.

Indiana Memory

* <https://digital.library.in.gov/Search/Results?lookfor=Adena+Indians&submit>= (Adena Indians)
* <https://digital.library.in.gov/Record/ISL_p1819coll7-9> (Mounds State Park)
* <https://digital.library.in.gov/Record/IUPUI_HIM-18> (Historical Indiana Map)
* (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)
* (Little Turtle Gravesite Marker) <https://digital.library.in.gov/Record/IPFW_cc_acfwhs-962>

**Catalog of Lessons:**

**Lesson One: Adena Culture**

The first lesson of the unit introduces the Adena culture to the students. The teacher first sets the mood with a YouTube clip that slowly builds up suspense until a large burial mound is revealed at the end of the short clip. This will transition well as students are actively engaged. The teacher through class discussion and activities teaches about Adena life and characteristics. Students will trace throughout history the Adena race.

<http://www.youtube.com/watch?v=jhUdHGcijok>

**Lesson Two: Hopewell Culture**

Similarly to the first lesson the teacher utilizes class discussion and activities to teach students about Hopewell culture. Students locate and map the Hopewell culture and compare their location to the location of the Adena. The students participate in a trade of goods activity and learn about the importance of trade in the Hopewell culture. The teacher gives a pep talk about the field trip to Mounds State Park the next day. The teacher also read and explains the assessment task for students.

**Lesson Three: Mounds State Park**

On this day students go on a field trip to Mounds State Park to explore firsthand the mounds that they had been learning about. The teacher has prepared for them a blank outline of the park and students must map out the mounds that are located in the park. Alongside the map assignment the teacher instructs the students to be looking and listening for information discussed in class. At the end of the day the teacher reminds students of the assessment task to be completed.

**Lesson Four: Field Trip Recap and Assessment Presentations**

The class holds a grand conversation amongst everyone. In this discussion students talk about key events of the field trip, overlapping information from class and any new information learned. After discussion students are given some time to finish up their persuasive essays before each presenting their belief on what should be done to the burial mounds in today’s society.

**Lesson Five: Middle Mississippians**

Students map out the major cities of the Middle Mississippian Indians in the Ohio River Valley. They also are taught through discussion and class activities about the culture and characteristics of the Middle Mississippian people. The teacher will pose the mystery and controversy about the end of the Middle Mississippian people and students then will be prompted to conduct research in their news groups as required by the assessment task.

**Lesson Five Continued (new day): Researching the End of an Era**

Students are given an additional day to conduct more research and record their news reports.

**Lesson Six: Broadcasting Day**

Students’ news reports are on display for the local T.V. station in the classroom via classroom projector. The students are given praise by the community members and anticipate their hard work to be broadcast on the local news. Teacher thanks the community members for taking time to visit and welcomes them back anytime to their classroom.

**John McCormick**

**Michael Burks**

**Dr. Morris**

**SOC 397**

**12/10/12**

**Course Title:** Indiana History

**Grade Level:** Fourth Grade

**Unit:** Prehistoric

**Abstract:**

This task’s purpose is to access student understanding of culture, influence and rituals of early Native Americans settling in Indiana territory and discern how those important details should be cared for today, specifically the Adena and Hopewell burial mounds. The Adena and Hopewell cultures moved large amounts of Earth to construct numerous religious gravesites. Historians, archaeologists, and looters have all dug at these sites, which raise the question for students, “How should society today treat the history of the Adena and Hopewell culture?” Students will focus their research on three categories. First students will research the Adena and Hopewell culture and about their burial mounds. Through research students will be exploring their function and design. Then they will research reasons why the mounds should be preserved. The final category they will research is possible arguments that support the excavation of the mounds. After conducting research students will formulate opinions about what should be done. They will write a persuasive essay explaining with reasoning how they believe the burial mounds should be treated in today’s society. Students will finally give a brief oral presentation to the class stating their stance supported by researched reasoning. Students’ persuasive essays will be revised and editing before being sent to the Mounds State Park Naturalist Interpretive staff**.**

**Prompt:**

Students will be taught about the Adena and Hopewell culture in class

Students will visit Mounds State Park

Student will be given blank outlines of Mound State Park and will construct maps of the mounds in the park.

The teacher will model how to fill out the blank map outline

Students will be prompted to conduct further research about Adena and Hopewell cultures and also targeting the problem of how the ancient burial mounds should be treated in today’s society.

Background Information of Adena and Hopewell cultures:

<http://www.ohiohistorycentral.org/entry.php?rec=1287>

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

Conservation of the Mounds:

<http://moundbuilder.blogspot.com/2012/02/new-castle-city-officials-move-to-stop.html>

<http://www.facebook.com/pages/Save-Indiana-Burial-Mounds-and-Earthworks/262040440527289>

Academic Excavation of the Mounds:

<http://www.csu.edu/cerc/documents/EarlyPeoplesofIndiana.pdf>

<http://bama.ua.edu/~alaarch/Whatisarchaeology/index.htm>

The teacher will model for the students how to extract information from each site listed.

A model persuasive essay will be read aloud to the whole class.

Students will be given classroom laptops to complete research and persuasive essays.

**Directions:**

We have discussed in class the important role that the Adena and Hopewell cultures have played in Indiana’s history. You all will see first-hand the mounds that these cultures create when you visit Mounds State Park. As we have learned more and more about the culture of these people we are faced with a real life problem. What do we do with the history that they have left us today? The burial mounds are a topic of controversy because there are mixed feelings on what people believe should be done with these man made earthen structures. Some want to dig up all of the mounds to learn about past cultures and others want to preserve the mounds in honor of the past cultures. You all now have the chance to respond to this hard decision. When you go to Mounds State Park you will map out the mounds and plot their location. This will be the first step in building your personal case for what should be done with the burial mounds. After leaving the field trip, you will conduct research and form an opinion on what exactly should be done with to the mounds. Your opinion you will state in the form of a persuasive essay. The research will provide for you reasons to back your opinion. Finally all students will present their opinions in front of the class in brief oral presentations. All work is to be done independently.

**Procedure:**

The teacher will prep students with background knowledge of the Adena and Hopewell cultures prior to leaving for Mounds State Park. The teacher will also provide students with a field trip task to complete while visiting Mounds State Park. The task is to create a map of the burial mounds at Mounds State Park. The teacher will prep research websites and display them via projector. The teacher then will model how to maneuver and extract data properly from the sites. The teacher will also read the students the directions aloud and answer any questions students may have about their task ahead of them. The day following the field trip students will be provided with classroom laptops from the teacher to finish any unfinished research. Finally the teacher will provide a podium for students to present their opinions to the class as a conclusion to the assessment.

**Scoring Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 |
| **Mounds Map** (4.3.11) | 1-2 Mounds are either drawn or labeled on map outline  | 2-4 Mounds are either drawn or labeled on map outline  | 2-4 Mounds are drawn and labeled on map outline  | All Mounds are drawn and labeled on map outline  |
| **Essay & Presentation** (4.2.7)(4.1.1) | Essay & Presentation only contains an opinion not supported by researched reasons | Essay & Presentation does not take a stance but supports with 1-2 researched reasons  | Essay & Presentation takes a stance and supports opinion with 1 -2 researched reasons | Essay & Presentation takes a stance and supports opinion with 3 researched reasons |

Total \_\_\_\_\_\_/6

**Audience Beyond the Classroom:**

For this assessment task student persuasive essays would be revised and edited before being sent to the Mounds State Park Interpretive Naturalist staff. This would be an opportunity for students to share their formulated opinions with community members that could potentially work alongside students for social action. These staff would also appreciate student engagement with an important historical issue. Students would have community members that would be able to give appropriate praise for their powerful social studies that they had accomplished. Students can walk away understanding how history preservation is a real problem they now face in the life and be equipped to battle future situations appropriately.

**John McCormick**

**Michael Burks**

**Dr. Morris**

**SOC 397**

**12/10/12**

**Course Title:** Indiana History

**Grade Level:** Fourth Grade

**Unit:** Prehistoric

**Abstract:**

The task’s purpose is to check student understanding of the middle Mississippian Native Americans culture as well as discern how the middle Mississippian culture disappeared throughout history. The middle Mississippian Native American culture was a people group characterized by their ceramics, their ceremonial earth complexes and rectangular shaped structures. Scholars also believe these people utilized a government system known as a chiefdom that allows organization between chiefs throughout a territory. There are however, slim details about what became of the Mississippian culture. Sources indicate various possible reasons for their disappearance. Through the art of media students will be given the task to give an evening news report about the end of the Mississippian era. Using research they will have to describe on their news report what happened to such a thriving unified culture. Students will be put into groups of 3 to create the news report. The class will have a broadcasting day where all groups will show their reports through the classroom T.V. Local T.V broadcasting stations will be guests to watch the special news reports from the 4th grade classroom.

**Prompt:**

Students will be taught background knowledge about the Middle Mississippian Native culture

The following websites will be given to students for research purposes. The websites give details about various ways in which the Middle Mississippians are believed to have vanished.

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

<http://cahokiamounds.org/learn/>

<http://www.austincc.edu/pgoines/cahokiapathfinder.htm>

Students will be given a sheet of paper and pencil to take notes from the research

Students will be shown how to access the resources and will be shown how to extract data from the websites as well.

The teacher will model how to correctly quote sources for the news report

Students will be given a tutorial on how to video tape each other.

The students’ history books will be also encouraged reference for the news report.

A sample news report will be shown to demonstrate what a proper news report should look like. Here is a link for a sample news report reporting the Presidential election results for 2012:

<http://www.youtube.com/watch?v=DpoMWrW01h4>

**Directions:**

We have discussed the culture and how the Middle Mississippians established themselves as a prominent group in the prehistoric era of Indiana. From all of the information that we know about the lives of these people, however, we do not 100% know how these people died out as a culture. We are going to have the opportunity to research and report on this mystery. Using some valuable sources I have already found for you online and your textbook you will give a news report indicating what you found through research. You will be grouped into “news teams” of three. All members of the group conduct research and when the group has sufficiently supported an answer to the question about the Middle Mississippians your group will tape your news report with a video camera. The reports will need to be 1 to 4 minutes long in length and briefly explain the Middle Mississippians culture and life before finally the breaking news of how they declined out of prehistoric society. Be sure to include the location of the Middle Mississippian people with a visual in the news report. This can include a map of the Ohio River Valley with markings indicating where the Mississippians lived. I will be looking for your news reports to address the mystery and provide reasoning for your answer. The local T.V news station has agreed to come and watch our news reports and might even air some of our new reports on the local news. Lets work hard in our groups to create informative and engaging news reports. If you have questions please ask. Remember your work is to be done within your group and equally amongst your group members.

**Procedure:**

The teacher first begins by teaching a lesson overview of the Middle Mississippian Native Americans. Then the teacher will prep the research websites and display them via projector. The teacher will model how to maneuver and extract data from these sites. The teacher then hands out blank note taking paper and models how to take proper notes and cite the sources. The teacher will prep video cameras and give a classroom demonstration on how to record a report. The teacher will divide the class into news groups. Next the teacher will read the directions aloud the students and ask if there are any questions about the expectations that you require of the students.

**Scoring Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 |
| **Research Notes**(4.1.17) | Notes include 1 or less of the following: answer to the Mississippian mystery, reasoning, source and all members names | Notes include 2 of the following: answer to the Mississippian mystery, reasoning, source and all members names | Notes include 3 of the following: answer to the Mississippian mystery, reasoning, source and all members names | Notes include answer to the Mississippian mystery, reasoning, source and all members names |
| **News Report**(4.3.10) | Report does not reflect research notes and does not fit length of 1 to 4 minutes long | Report does not reflect research notes but fits length of 1 to 4 minutes long | Report reflects research notes but does not fit length of 1 to 4 minutes long | Report reflects research notes and fits length of 1 to 4 minutes long |

Total \_\_\_\_\_\_/6

**Audience Beyond the Classroom:**

For this assessment the local T.V station is the audience beyond the classroom. Giving student the opportunity to perform powerful social studies in a way they know will be noticed by community members is a great way to motivate and empower students. Inviting the T.V. station into your classroom only allows them to share your classroom with the outside world through discussion and in this case through media. The students will put in rigorous effort to make a presentable new report for a real news station. When they air the news reports from your class on the local news your whole class is put in the spotlight and praised for the hard work conducted in class. This will be an assessment that students will remember for a lifetime.