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This lesson was created by a teacher participating in a Wisconsin ESEA Improving Teacher Quality grant entitled Inquiry Based Technology-Mediated Teacher Professional Development and Application.

- Title: Cultural Murals
- Submitted by: Bart Appleton
- Grade Level: Grade Seven
- Subjects: Science, Social Studies
- Objectives:
1. Students will work in cooperative groups to research the diet, shelter, activities, climate, clothing, tools, and other materials used by one cultural time period of early Wisconsin people.
  2. Students will work in cooperative groups to create a mural depicting life of one cultural time period of early Wisconsin people.
- WI Standards: Science B.8.3, C.8.1, C.8.2, C.8.6, C.8.7, C.8.8, C.8.11, F.8.8, F.8.9
- Duration: One 40-50 class period will be needed for research and one 40-50 class period will be needed for mural making.
- Materials/Supplies: Use of the media center for research, lists of areas to research, large poster paper, markers or colored pencils.
- Vocabulary: Flora, fauna
- Background: After the Ice Age climate began to change in what we now know as Wisconsin. As the climate changed so did the types of flora and fauna that were able to survive. As these changed people had to adapt to changing resources around them. Along with these changes came advances in technology, which also helped to shape the differing cultures of early Wisconsin peoples.
- Setting the Stage: The purpose of this activity is for students to understand how early Wisconsin peoples used the resources that were available to them. As resources changed so did their activities and their way of life.

- Procedure:** During the first class students work in cooperative groups to research the following aspects of a given early Wisconsin culture including: climate, diet, shelter and clothing, tools and household, activities, and social/political/religion. Groups record their findings on their research sheets. In the second class groups will use their research information to help them create murals depicting their cultures' life styles.
- Closure:** Have each group take a few minutes and explain their culture to the rest of the class.
- Evaluation:** Each group will produce a mural depicting the life style of their given culture. Each group will turn in a copy of their research sheet.
- Links/Extension:** Groups could share information about their cultures then students could do a compare and contrast paper on these cultures.

## **Student Research Sheet**

Research the following information about your early Wisconsin culture. Record what you have found below.

### **Cultural tradition**

#### **Dates beginning and end of tradition**

#### **Climate**

#### **Diet**

#### **Shelter and clothing**

#### **Tools and household**

#### **Activities**

#### **Social/Political/Religion**