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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: Headlines of the Past
- Submitted by: Judy Berdan
- Grade Level: Middle school students grades 5-8
- Subjects: Social Studies, Language Arts, Art
- Objectives: The students will have a basic understanding of the lives of the four Pre-European cultures that inhabited Wisconsin over the last 12,000 years.
- WI Standards Social Studies B.8.1, B.8.10, B.8.12, E.8.5, E.8.10, E.8.13
- Duration: Estimated 5 class periods to share and synthesize information and create their chart. 3-4 class periods to create the newspaper front page.
- Materials/Supplies: The book Digging and Discovery for the students, notebook and a prepared grid listing the four Native cultures, samples of the front pages of several newspapers for layout purposes, pencils, pens, markers, colored pencils. Vocabulary can be kept in their notebook.
- Vocabulary: Context, lithics, atlatl, spear point, arrow point, bannerstone, cultivate, pottery, culture, effigy mounds, clans, traditions (other vocabulary as it occurs), banner, headline, by-line.
- Background: Teacher will need to know basic information on the Paleo, Archaic, Woodland and Oneota cultures and their lifeways. Teacher will also need to know a basic design of the front page of a newspaper.
- Setting the Stage: Teacher will share information with students on the four cultures. Students will share discoveries made from additional assigned readings from Digging and Discovery. We will look at the time these peoples lived, the tools they made and used, the environment they lived in, how they hunted and gathered food, what kinds of food they ate, what they needed to survive as a group, what their family units were like, what their art was

like and how they created it – any other pertinent information that the students may need to get an understanding of this culture.

- Procedure:** As information about the cultures is being shared and discussed, the students will organize it on a chart according to the categories discussed in “Setting the Stage.” This will give them the information needed to create their newspaper. We will discuss how to set up their newspaper format and the things they wish to include in their project. For example, the name of their newspaper, headlines, pictures (cuts) and captions, local news, weather, what’s inside, etc. Students may choose the culture they wish to study as long as all cultures are being covered and imagine themselves as a reporter living during this time period and sharing a day out of their lives. Those students who have picked the same culture will have the opportunity to work together, share information and ideas; but each student will create their own front page of a newspaper.
- Closure:** Class discussion on the differences and similarities of the four cultures as they share their creations.
- Evaluation:** Students will display and comment on their finished product (what was the easiest part of this lesson, what might have been the most difficult, what was the most interesting thing they learned about their culture, etc.). Students can also field questions from their classmates.
- Links/Extension:** The following lessons from Intrigue of the Past can be linked to this one. Section One: Lesson 1 – Why is the Past Important? Lesson 2 – Culture Everywhere. A field experience to Roche-A-Cri State Park can be included so students may observe the petroglyphs and pictographs.
- References:** Twelve Millennia, Digging and Discovery, Water Panthers, Bears, Thunderbirds: Exploring Wisconsin’s Effigy Mounds