



Mississippi Valley Archaeology Center
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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: People of the Past
- Submitted by: Patty Finger
- Grade Level: 5th – 8th
- Subjects: Reading, Social Studies, Art, Language Arts, Music (depends on student choice)
- Objectives:
1. Students will research and become an “expert” in one area of information.
 2. Students will teach their small group about their area of expertise.
 3. Students in a cooperative group will know and understand the lives of one of the four Pre-European peoples and will be able to “teach” the other cooperative groups/classmates their new found information.
- Duration: Two to three 60-minute time periods plus one period for presentations
- Materials/Supplies: Paper, [Handouts from MVAC site on the four groups](http://www.uwlax.edu/mvac/Educators/PastCultures.htm) (<http://www.uwlax.edu/mvac/Educators/PastCultures.htm>) divided into sections dependent upon the number of students in each group and grade level, poster board, shoeboxes, construction paper, other drawing materials, “Where Are We At?” form, Presentation Choices, assessment rubrics
- Vocabulary
- Paleo, Archaic, Woodland, Mississippian, Oneota - names used to describe the pre-European people of Wisconsin
 - Artifact - any object made or used by humans
 - Culture - the set of learned beliefs, values and behaviors generally shared by members of a society
 - Midden - an area used for trash disposal
 - Projectile points - a term used to describe any stone tool used as a hunting device, either a spearpoint or an arrowhead.
 - Pot sherd or sherd - a piece of broken pottery

- Background: Teachers should be familiar with the basic similarities and differences of the four groups of Wisconsin's Pre-European people.
- Setting the Stage: See Session 1 steps 1-3
- Procedure: Session 1
1. Divide students into Think-Pair-Share groups ([click for information on Think-Pair-Share](#)) (<http://curry.edschool.virginia.edu/go/readquest/strat/tps.html>)
 2. Explain to students that before European settlers arrived in Wisconsin/ United States, four distinct groups of people existed in the state. Introduce the terms Paleo, Archaic, Woodland and Oneota.
 3. Explain that these groups of people lived hundreds and thousands of years ago before the invention of most of the things we have today. Ask students to think for 2 minutes and make a prediction about how they believe these groups lived. Ones tell the twos and twos tell the ones.
 4. Tell students that they will soon find out if their predictions are correct. Explain that everyone will be receiving information on one of the four groups. Each person will be responsible for learning a portion of the information and becoming their group's expert on that section. ([click for information on the jigsaw technique](#)) (<http://rubistar.4teachers.org/index.php>). Groups will then choose a method of presentation for teaching the entire class about their specific group of people.
 5. Distribute pre-marked information packets. Direct students to begin reading their selection and creating a web of important facts from their reading. Students should turn in webs at end of period for authentication by the teacher.
- Session 2
1. Return webs to each student. Give students 5-7 minutes to make any revisions to their webs.
 2. Assemble groups. Each member should make a brief presentation to their group members allowing members to ask questions of each "expert".
 3. Distribute "Presentation Choices" list and rubric to each group. Group members should choose a presentation method and begin working on their project.
 4. At the end of work time each group will complete a "Where Are We At?" form to assess their progress.
- Session 3 (if necessary)
1. Work in groups. Complete group assessment form at end of period.
- Closure: Groups will present their project to the whole class.
- Evaluation: Using the rubric the other students and teacher will assess each project/presentation. ([click here for help creating a rubric](#)) (<http://rubistar.4teachers.org/index.php>)

Links/Extension: Art – Students may create a mural of their visualization of a group’s village/home, pottery or baskets, rock art, etc. Language arts- Students have the option of writing a play or a story or a letter that describes their pre-European people.

References: -MVAC Past Cultures Handouts
<http://www.uwlax.edu/mvac/Educators/PastCultures.htm>
-Jigsaw Technique
<http://www.jigsaw.org/overview.htm>
-Think-Pair-Share
<http://curry.edschool.virginia.edu/go/readquest/strat/tps.html>
-Rubrics
<http://rubistar.4teachers.org>

Where Are We At?

So far we have.....

We still need to....

Where Are We At?

So far we have.....

We still need to....

Presentation Choices

- Write a skit
- Create a power point
- Write a song
- Create a diorama
- Create a triarama
- Create poster/s
- Write a speech
- Write a letter to someone
- Create a model
- Draw a mural
- Write a report
- Create a brochure
- Produce a talk show
- Create a game (board game or Jeopardy style)
- Think of your own and check with the teacher!