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The following lessons were created by **Julie Gapp**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

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## **Who were the mound builders?**

**Grade Levels:** 3-6

**Subjects:** Social Studies & Science

**Objectives:**

- 1) Students will become familiar with the similarities & differences between Woodland era cultures.
- 2) Students will learn about the three types of mounds created by Woodland cultures.

**Duration:** 60-90 min

**Materials/Supplies:** Hula Hoops, string or yarn, "attributes" cards - cut & laminated, pencils, worksheets, reference books and DVDs

**Vocabulary:** Woodland, Oneota, Mississippi, culture, clan, mound, effigy, conical, temple, intaglio, agriculture, hunting and gathering, settlement, fort, palisade, band/tribe/chieftdom

**Background:** Introduce vocabulary, Read and discuss applicable sections of "Digging & Discovery" (Chapter 4, pages 36-55),

**Setting the Stage:** Review & discuss reading, share other relevant information, clarify questions

**Procedure:** Clear a space in classroom, place Hula Hoops or assemble yarn circles, instruct students to sit in a circle around the concentric circles, and place appropriate labels in circles & overlapping areas. Clarify that

overlapping circles indicate shared attributes, while sections that do not overlap indicate attributes unique to that group, and provide students with the corresponding worksheet. Call on students randomly to place cards in the appropriate section & explain their choice. To provide another visual/model in assisting students to fill in their own worksheet, draw 3 circles on the board, labeling them appropriately. When a student provides the correct response they can fill this in on their own diagram.

**Closure:** When the floor activity is complete and students are back in their desks, continue discussing unique & shared attributes. Next, ask students to brainstorm/hypothesize reasons why the practice of mound building may have stopped and why two out of the three cultures seemed to disappear abruptly.

**Evaluation:** Students will turn in Venn diagram sheets (as stated in lesson). Students will be expected to apply their knowledge at the various mound sites and museums the class will visit.

**Links/Extension:** This unit will eventually include lessons on culture, archaeology, stratification ('Backyard dirt pile'), and ethics/responsibility ('Rights and Wrongs'). Students will also attend field trips to Aztalan State Park and Museum, Koshkonong Mounds, Panther Intaglia, Hoard Museum, and Whitewater Mound Park.

**References:**

"Digging and Discovery: Wisconsin Archaeology", Student book and teacher guide, Bobbie Malone, PhD, State Historical Society of Wisconsin, 2000.

"Water Panthers, Bears, and Thunderbirds – Exploring Wisconsin's Effigy Mounds", A. Rosebrough, B. Malone, Wisconsin Historical Society, 2003, (pages 9-11, 27, 36-38).

"Native People of Wisconsin, Teacher's Guide and Student Materials", Bobbie Malone, PhD, Kori Oberle, Wisconsin Historical Society, 2003.

**Special resources:**

"Aztalan: Mysteries of an Ancient Indian Town", Robert Birmingham, Lynne Goldstein, 2005.

"The Moundbuilders: Ancient Peoples of Eastern North America", George Milner, 2004.

Aztalan, DVD