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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: How to find a site

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Grade Level: 4

Subjects: Social Studies, Geography, Science, Language Arts

Objectives:

1. To be able to identify the three basic needs of humans.
2. To be able to identify on a map where the best places to live.
3. To be able to list other ways to identify a site.

WI Standards: Social Studies A4.4, E4.8

Duration: 45 min

Materials/Supplies: Chart paper, made-up maps, paper, pencils

Vocabulary:

Site - places where evidence of past human activity is found.
Environment - anything both living and nonliving that surrounds and affects the animal.

Background: The teacher will need to know the basic needs for humans, the prime areas for a site, and other ways to identify a site.

Setting the Stage: I will have the students read in their science book about the needs of animals.

Procedure:

1. After reading about the needs of animals, write on the chart paper the three needs for the students.
2. Describe that maps help us to determine where to look for sites.
3. Explain what a site is to the class if they are not sure.
4. On the chart paper, have the students make a list of items that they can find on a map - streams, river, hills, plains, forests, etc.
5. Explain to the students that Native Americans did not have the luxuries

that we have today. They had to make their own cloths and find food.

6. Split the class into groups of three or four and tell them that they will be given four different maps.

7. The students must tell which area meets the basic needs for humans and could be a possible site for Native Americans.

8. Have the students write why or why not each map could be a possible site.

9. After 5 –10 min come back to the group and discuss each map.

10. Have the students come up with other way to find out where a Native American site could be found.

Closure: Discuss the needs and what the students thought of each map.

Evaluation: Through discussion and looking at their papers.

Links/Extension: The students could draw their own map that they think would be a prime site. They could also write a story about the activity that may have taken place at a site.

References: Discovery Works, Silver Burdett Ginn Science. Parsippany, NJ, 1996.