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This lesson was created by a teacher participating in the Eisenhower Professional Development Project/Elementary and Secondary Education Act Title II grant entitled *Using Archaeology as an Integrated Gateway to Teacher Professional Development*.

Title: Prehistoric Charades

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Grade level: 4

Subject: Social Studies

Objectives:

1. Role play situations representing different eras of prehistoric people.
2. Cooperate with others in creating the role play scenes.
3. Be able to recognize the situations acted out by others using what has been learned throughout the unit.

WI Standards: Language: C.4.3.b, F.4.1.c-d
Social Studies: 4.B.a, 4.B.2

Duration: One class period of about an hour

Materials: -Prehistoric Charades Task Cards
-List on the board given chronologically: Paleo, Archaic, Woodland, Mississippian (Aztalan), Oneota

Background: This is a culminating activity for the unit on Wisconsin's Prehistoric Indians. Its purpose is to reinforce students' knowledge of these groups: Paleo-Indians, Archaic, Woodland, Mississippian (at Aztalan) and Oneota. Prior to this wrap-up activity, students will have read about these groups, discussed, taken notes, and have drawn pictures on a time-line.

Setting the Stage: Review pantomiming methods with students. Since props can't be used, elicit ideas for using actions only.

- Procedure: Select one or more cards from each prehistoric group. Assign individuals or small groups each task card according to the number needed to act the scene out. Give time to brainstorm and practice. Then pull the class together for a performance of “Act One”.
- Closure: After each task is performed, the rest of the students are invited to guess which prehistoric group is being represented or the time when it first appeared. Repeat this for “Act Two”, and so forth, using new task cards. More task cards have been made than may actually be used, depending on class size. This is an opportunity for students who enjoy acting alone to do so. However, the class may be assigned to work with the same people each time.
- Evaluation: Teacher observation of student involvement and accuracy in identifying prehistoric groups.
- Extension: Students could create a mural depicting scenes from each prehistoric group.
- References: Student text, *The Wisconsin Adventure*
Supplemental text, *Digging and Discovery*
Three poster set, *Wisconsin Early Indian Cultures*

Prehistoric Charades Task Cards

Directions: Cut out the task cards. Write the groups on the board. Give students time to plan. The audience guesses which group is being represented or the time when it first appeared. (Some scenes are harder and will require teacher guidance.)

Paleo-Indians

With your small family group, huddle next to a fire in a rock shelter. (3 or more)	Kill a huge mastodon with rocks and spears. (2 or more)	You are working at butchering a dead mammoth. Slit open the skin and cut out meat. (one or more)
Flint-knapping: Work with stone to make a spear point.(one or more)	Demonstrate the size of a animal that you are hunting is very big. (MEGAFUNA) (one person or more)	Demonstrate that the climate in which you live is cold. (one or more)

Archaic Indians

<p>Find a good walnut tree. Gather nuts off the ground under it and crack them open to eat. (one person or more)</p>	<p>Pick berries off a bush. Eat some and put some in your container (a basket). (one or more)</p>	<p>Build a fire and pound a rock over it to soften the metal (copper) that is in the rock. Shape it into a spear point. (one person or more)</p>
<p>Show that you are holding an atlatl, aim, and throw it at large game, such as elk. (one or more)</p>	<p>Use a grinding stone to grind food, such as nuts or seeds, into a finer texture. (one)</p>	<p>Larger groups of people were living together at this time. Act out a village. Each of you in your own shelter, then come out and greet each other. (3 or more)</p>
<p>You are in a cave and hunt deer during the winter. With Spring's warmer weather you move to the river to fish. (2 or more)</p>		

Woodland Indians

Bury the remains of a loved one and put a mound over it. (3-4)	Hoe in a garden. Harvest corn and pull the husks off an ear to eat. (one or more)	Dig up clay and shape it into a pot. (one or more)
Hunt with a bow and arrow. (one)	Build a wigwam with poles for support, covered with hides, bark, or woven mats. Can you show that it has a "keyhole" entrance? (2 or more)	

Mississippians

Your powerful leader is up high on a huge platform mound. (3 or more)	Build a huge stockade around your village to keep out enemies. (2 or more)	
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Oneota Indians

<p>You have a <u>large</u> field of corn that you are hoeing. (2 or more)</p>	<p>Build a longhouse: first poles, then cover with hides or woven mats. Show that it's so large that it can hold an entire class. (2 or more)</p>	<p>You had a fine life near La Crosse until the Europeans came and pushed you west. (2 or more)</p>
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