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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: Advances in Civilization: A Car or a Horse?

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Grade Level: 4

Subject: Social Studies

Objectives: 1. Differentiate between things or ways of life that would make life easier.
2. Cooperate and exchange opinions with another classmate.

WI Standards: Social Studies 4.B.a, B.4.4, B.4.8

Duration: One class period of about 45 minutes

Materials: Advances in Civilization: A Horse or a Car? worksheet

Vocabulary: Civilization, advancement

Background: Use this lesson after students have learned about the prehistoric cultures of Wisconsin Indians. Students need to be aware of the main things that distinguish the groups, such as Paleo Indians were first, and that they are known for stone tools and hunting big animals. The Archaic group is next and they were hunters, but also gatherers of wild plants. The Woodland group developed next. They are known for their pottery and gardening. Then Mississippians (stockades) and Oneota (longhouses, near La Crosse).

Setting the stage: Help students gain an understanding of the term civilization by defining it and giving a few examples. Keep this brief because this activity should help to further reinforce their grasp of this word. Then use the paragraphs that introduce the activity. Elicit other examples of changes they are familiar with.

- Procedure:
1. After reading the introduction together on the worksheet, organize students into partnerships.
 2. Invite them to discuss each pair of items on the chart.
 3. Encourage students to support their choices before coloring each box.
 4. Tell the students to brainstorm as many ideas as they can for the picture-drawing problem. They may draw the same ideas or each come up with their own.
- Closure:
- Have the class come together. Discuss each of the item pairs. Then have students share their drawings by telling the class about them or by holding a “walking gallery” in which the students tour the desk tops looking at pictures their classmates drew. Then invite them to share ideas that struck them during their tour.
- Evaluation:
- Collect partner work. Also monitor partnerships as they work and listen for any questions or misunderstandings that need to be addressed.
- References:
- Student Text: *The Wisconsin Adventure*, Apple Corps Pub. 2000

Advances in Civilization: A Horse or a Car?

Would you rather ride on a horse than ride in a car? Do you know someone who would rather trade for a baseball card than buy one at a store? Who would rather have a meal cooked over a campfire, than one that's been fixed in the kitchen? Cooking over a campfire sounds fun, but would you like to do it for every meal every day of the year? Probably not! It wouldn't be fun anymore! It would be hard!

Changes made to make life easier helped to bring advances to civilization. You might argue that some of the changes aren't for the better. For example, your teacher would rather have you read a great story than watch it on TV.

This activity is to get you to think about the things that people have done since paleo times to make their lives easier. You will compare two things that are very different but are used for the same purpose. Use 2 colors, orange and green. Circle the **older method with orange** and the one that came **later in green**.

1-a Grow food in a garden	1-b Gather food in the wild
2-a Carry a load on your back	2-b Have a dog carry a load for you on its back or a travois
3-a Use tools made of stone	3-b Use tools made of metal such as copper
4-a Live with a family in a village of longhouses	4-b Live with a family group in a rock shelter
5-a Use a bow and arrow to hunt a deer	5-b Use a spear to hunt a deer
6-a Store food in a pit in the ground to eat later	6-b Eat the food and then go hunt for more
7-a Put a hot rock in an upside down turtle shell to heat liquid	7-b Put a clay pot over a fire to heat the liquid inside it
8-a Wearing an armband made of silver	8-b Wearing a necklace made of shells or bones
9-a Use a grinding stone to crush seeds or nuts to make a type of bread	9-b Eating the seeds or nuts just as they are before they spoil
10-a Move from place to place to find food	10-b Stay in one area to hunt, gather, or grow your own food

Think of something that the early Indians had or did. Draw a picture of it.
Then draw a picture of what you have or do today that compares to it.

Then...

Now...