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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: Science in the Past

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Grade Level: 6<sup>th</sup> – 8<sup>th</sup>

Subjects: Science

Objectives: Students will be able to connect the science of ancient Native American people to science during the present time

WI Standards: Science B.8.1, B.8.2, B.8.5, C.8.1-8.11, D.8.5-8.7, E.8.6, F8.8-8.10, G.8.3, G.8.6

Duration: 5 days

Materials/Supplies: Day 1: Poster Board, Markers  
Days 2 and 3: Computer Lab / LMC  
Days 4 and 5: Student projects for presentation

Vocabulary: Students may be unfamiliar with some branches of science that come up during the first day's discussion. (Examples: ecology, botany, endocrinology, etc.)

Background: Ancient Native American people used science in their everyday lives during the last 12,000 years. From the medicinal use of plants to the creation and advancement of different pottery styles, science has played an important part in the history of ancient people. During this lesson, students will look for the connection between the science of ancient Native American people to the science of today.

Teacher will have to look for connections between the science of ancient Native American and the science of today. (Example: ancient medicinal use of plants and medicine today) Student will need no background information.

Setting the Stage:	During Day 1, students will share what they know about all the different branches of science. The teacher will be responsible for keeping track of all the student ideas on a large sheet of poster board. Students should list as many different branches of science as possible and what is studied in each branch (Example: Ecology = the study of how living things interact, food webs, predator/prey relationships, symbiosis, etc.)
Procedure:	<ol style="list-style-type: none"> <li>1. Create a list of the different branches of science and what is studied in each branch.</li> <li>2. Discuss the Background information.</li> <li>3. Students will have 2 days to research the connection between the science of ancient Native Americans and the list of the different branches of science they brainstormed during Day 1.</li> <li>4. Students are responsible for the creation of a project that they can present to their classmates during the last two days. The project could be a report, poster, Power Point project, timeline, etc. The project should discuss the connection of the science of the past to the science of the present.</li> </ol>
Closure:	Go back to the poster board list created the first day and review the connection from the past to all of the branches of science. What can be said about the history and importance of science?
Evaluation:	I will know students have met the objective by checking the accuracy of their projects.
Links/Extension:	Discuss this lesson during each new unit throughout the year. (Example: During the unit on machines, discuss ancient peoples use of simple machines) Demonstrate that the science of ancient people is connected to the science we use and learn about today.
References:	MVAC website at: <a href="http://www.uwlax.edu/mvac/">http://www.uwlax.edu/mvac/</a>