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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: Comparing the Oneota of Wisconsin to the Aztecs of Mexico

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Grade Level: 6, 7, 8

Subjects: Social Studies, Language Arts

Objectives: The student will be able to compare and contrast the Oneota Indians of Wisconsin to another group of natives in the Americas around the same time.

Duration: Two class periods (53 minutes each)

Materials/Supplies: Textbook, computers

Background: Teachers will have to know about the Oneota Indians and the Aztecs. The students will need to have studied about the Oneota of Wisconsin. The students also will have to have been introduced to the Mayans previous to this lesson.

Setting the Stage

1. Students will be studying the Oneota Indians prior to this lesson and will have answered the questions about this civilization that they had previously generated about civilizations. They will be introduced to the Aztecs via the textbook. This is not very complete. Before they can compare and contrast these two civilizations they will have to do more research.
2. Students also would have background in how to compare and contrast two groups.

Procedure: Reserve the LMC for two days. Have access to the computers and also the books that the LMC has on the Aztecs. (The librarian can pull these out and have them on a cart.) Conduct your own research previous to this and set up some web sites that are good in a folder with shortcuts to the web sites. Students will need to research the Aztecs to find the answers to their

self-generated questions. Group students into six groups and each group will be responsible for finding a complete set of answers. They can divide the questions in any way that they would like to do. After introducing the assignment set them to work, and help them if they are having trouble finding something.

After finding the answers to the list of questions, it will be the students' job to write a paper explaining the similarities and differences between the two groups. They may type these papers on the computers after finishing their research. Each student will write his or her own 5 paragraph essay. The papers will include an introduction, at least one paragraph about similarities, and at least one paragraph about differences. There will also be a paragraph about what the student found the most interesting, and then a conclusion paragraph.

Closure: To pull this all together, during another class discuss what the students wrote. Ask the students why they think there are differences. What is different to account for the differences in the two cultures.

Evaluation: The assessment will be the papers that the students write. If they understand the differences they will be able to write about them.

Links/Extension: Throughout the year, as students study civilizations, constantly refer back to the previous ones that have been studied. Things can be linked to this for the rest of the year in class. When talking about something ask which civilization previously studied had something similar. Also have students write often since many high school social studies teachers test with all essay questions asking students to analyze things, and compare things.

Rubric: Compare/Contrast Essay for the Oneota Indians and the Aztecs

| | Poor | Fair | Good | Superior |
|--|--|---|--|---|
| Discussion of the Oneota civilization | Discussion is extremely superficial and limited. Student neglects to refer to or discuss supporting evidence. 20-21 | Limited discussion of the Oneota Tribe. Student includes relevant information and gives some evidence to support statements. 22-23 | Good discussion of the Oneota Tribe. Important details are identified and evidence is given to support statements. 24-25 | Thorough, intelligent discussion of the Oneotas that gives numerous statements of evidence to support statements. 26-28 |
| Discussion of the Aztec Civilization | Discussion is extremely superficial and limited. Student neglects to refer to or discuss supporting evidence. 20-21 | Limited discussion of the Aztecs. Student includes relevant information and gives some evidence to support statements. 22-23 | Good discussion of the Aztecs. Important details are identified and evidence is given to support statements. 24-25 | Thorough, intelligent discussion of the Aztecs that gives numerous statements of evidence to support statements. 26-28 |
| Analysis and Conclusion | Student identifies few similarities and differences between the two groups, fails to support his or her opinion with evidence, or makes incorrect use of evidence. 20-21 | Student identifies similarities and differences between the two groups, but makes limited use of evidence to support his or her view. 22-23 | Student discusses similarities and differences between the two groups and develops his or her reasoning through good choice and discussion of relevant details. 24-25 | Student thoroughly discusses similarities and differences between the two groups, thoroughly developing his or her reasoning through extensive discussion of relevant details. 26-28 |
| Structure and Organization | Essay structure is absent or severely lacking. There may be no clear introduction or conclusion, or the body of the essay may lack the organizational structure of paragraphs. 4-5 | Errors in essay structure: the introduction may fail to set forth the purpose of the essay, the body may be composed of one long paragraph, a conclusion may be absent or fail to summarize the student's work. 6 | Essay structure is followed, with an introduction setting forth the purpose of the essay, a body that develops the student's discussion in paragraphs, and a concluding paragraph. 9 | Essay structure demonstrates evidence of thoughtful planning and organization. The introduction clearly sets forth the purpose of the essay. The body is composed of well-organized paragraphs. The conclusion strengthens the student's presentation. 10 |
| Mechanics: spelling, punctuation, grammar | Student makes extensive errors in spelling, grammar, and punctuation throughout the essay. 1 | Errors in spelling, grammar, and punctuation interfere with written expression. 3 | Student makes some errors in spelling, grammar, or punctuation. 4 | There are few, if any, errors in spelling, grammar, and punctuation. 5 |
| Total | 65+ | 75+ | 85+ | 93+ |