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:	Effigy Mound Activity
Submitted by:	Barbara Bauer
Grade Level:	4th or 5th
Subjects:	Science, Math, Social Studies, Language Arts
Objectives:	In the study of archaeology, Native People of Wisconsin, and effigy mounds, my students will: 1. Research effigy mounds in the study of Native people in Wisconsin. 2. Create large models of effigy mounds in the given area based on factual information from their studies and research. 3. Measure and record data on a different group's effigy mound by creating a grid and mapping the area. 4. Create a model or picture to scale of the effigy mound they measured using the data collected. 5. Describe the shape of the mound they measured and drew. 6. Write a short story based on hypothesis on how it was created and what it could contain using facts and research.
WI Standards:	-Science C.4.1, C. 4.2 -Language Arts C.4.1, C. 4.2, D. 4.1, D. 4.2, F. 4.1, B. 4.1 -Math D. 4.1
Duration:	1 ½ hours outdoors-create, measure and map 1 hour or so indoors art work 1 hour writing time
Materials/Supplies:	-Outdoor sandboxes or sand area -Meter sticks -Flags -Grid paper and writing tool -Drawing paper or model supplies -Writing paper

-<u>Digging and Discovery</u>
-<u>Native People in Wisconsin</u>
-Internet sites

Vocabulary: -Effigy mounds - animal shaped mounds
                     -Clans - groups of Native people with a common ancestor
                     -Hypothesis - a proposed explanation accounting for a set of facts that can
                     be tested by further investigation

Background: The goal of archaeological research is to answer questions about how
                     people lived in the past. "Effigy mounds can be in the shape of humans
                     and animals. Many mounds were of turtles, bears, and birds. Some of the
                     mounds were huge. A bird effigy near the Wisconsin River in present-day
                     Richland County had a wingspan of more than a quarter of a mile. That is
                     longer than a city block!

                     Mound builders had many reasons for pushing the earth into animal
                     shapes. Sometimes these early Wisconsin Indians buried their dead in
                     effigy mounds. Also it is likely the mound-builders built effigy mounds
                     near lakes and rivers because water was so important to life. Sometimes
                     the mounds were built in groups, they included panthers. Some Native
                     people believe that the panthers represented underground spirits. The tails
                     of these effigies seem to point to underground springs, which Native
                     people believed were watery entrances to the underworld.

                     There are different ideas about what the animal symbols meant to the
                     people who build the mounds. Effigy mounds may have had special
                     meanings for different clans. Certainly, the effigy mounds had special
                     meaning to those who built them. These mounds represented sacred
                     beliefs and served to mark the territory as belonging to their builders."
                     <u>Native People of Wisconsin</u> - Patty Loew

Setting the Stage: We have worked on why we study history and read about the Native
                     people in Wisconsin. We have just finished reading about mound builders
                     and effigy mounds in Native People of Wisconsin by Patty Loew, pages
                     12-15 (Changes in Native American Life), and we have completed the
                     readings in Digging and Discovery, New Ways of Living: Woodland,
                     Mississippian and Oneota. We have discussed their traditions and effigy
                     mounds.

Procedure: 1. Read <u>Native People of Wisconsin</u> and <u>Digging and Discovery</u>.
                     2. Divide students into groups of four to five.
                     3. Hand out rubric for group work.
                     4. Each group decides what their mound will look like based on their
                     research. The size of the mound will vary with the area provided. Some
                     areas are very large and may have a very large mound, while others have a

sand box that is about 5 meters by 9 meters in size.

5. Create a model of an effigy mound in the assigned area.

6. After creating the effigy mound another group of students will use meter sticks and flags to make a 1 meter or ½ meter grid of the area.

7. Using the grid paper provided, students will draw the shape of the figure. They will hypothesize why the figure is that shape and what the shape is based on classroom study and research.

8. Hand out rubric for creative writing.

9. Students will write a creative piece, using the knowledge of the Woodland, Mississippian and Oneota learned, on possibly how that mound came to be and what the shape represents. They may include why they thought that the mound was built and make a hypothesis on what it contains.

10. Students will share their illustrations and stories with others. Students will compare/ contrast and discuss the stories and ideas.

11. Complete self evaluation.

12. Students may create a mound using clay or other material at home as an enrichment activity.

Alternate Activity:
A large effigy mound could be made in advance by the teacher under the playground equipment-a huge area or in the sand volleyball area. Students will set up a perimeter of meter markings using flags provided and then map out the mound. The students can then create scale drawings of the mound and write the stories described above.

Closure: Share their findings, their writing, their illustration and their method for working together. Discuss why these mounds are so valuable to preserve and compare them to grave yards being sacred to us and the value of the gravestone. Complete the self evaluation.

Evaluation: Writing, Cooperative group work, illustration to scale

Links/Extension: 1. Students may create a mound using clay or other material at home as an enrichment activity.
2. The student could do the Excel and graphing Effigy Mounds of Dane County activity from Water Panthers, Bears and Thunderbirds
3. Get some aerial photographs of effigy mounds to share. We could examine the shapes and discuss the time period based on our research and make hypothesis on what might be indicated by the mound shape and what it might contain.

References: Digging and Discovery and Native People of Wisconsin

Story Writing-Effigy Mounds

CATEGORY	4 Excellent!	3 Good Job!	2 Needs Work!	1 OOPS
Introduction	Introduces the effigy mound and catches the reader's attention.	Introduces the effigy mound.	An introduction, but not to the effigy mound story.	Forgot to introduce your idea.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Accuracy of Facts	All facts presented in the story are accurate.	Uses some researched facts.	Few researched facts are in this story.	No facts in this story.
Spelling and Punctuation	There are no spelling, punctuation or capitalization errors in this story.	There are a few spelling, punctuation or capitalization errors in this story.	There are more than 5-6 errors in this story.	This story is very difficult to read due to the punctuation, capitalization and spelling errors.
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Conclusion	This story has a great conclusion that ties the story together.	This story has a conclusion but it is somewhat weak.	The conclusion is there but it does not relate to the story. It sort of leaves the reader.	It just ends!
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.

Collaborative Work Skills : Early People in Wisconsin

Teacher Name:

Student Name: _____

CATEGORY	4 Superb!	3 Good Job!	2 Needs Help	1 OOPS
Attitude	Always has a positive attitude and motivates others to work	Keeps a positive attitude most of the time.	Sometimes positive but tends not to work well with others.	Let's work on this!
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Time-management	Uses time very well. Comes to the group motivated and prepared.	Often uses time well but spends too much time gathering materials.	Spends too much time talking and off task.	Not helping much.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Team Player	Works well with the group. Compliments others and shares the load!	Works and is fun to have in the group.	Works hard with the group. More independent than a team player	Too much time fooling around to help with the project.

Group Self Evaluation

Date_____

Group Name_____

Task	Excellent	We did OK	We need work
Everyone worked cooperatively			
Everyone listened while others spoke			
Everyone complimented one another			
Everyone asked questions or commented on other's work			
Everyone was prepared			
We were a great group!			