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The following lessons were created by **Patrick Davis**, a teacher participating in a 2010 National Endowment for the Humanities Summer Institute for Teachers entitled, "Exploring the Past: Archaeology in the Upper Mississippi River Valley."

Geographic Study of the Driftless Area

State Literacy Standard:

Students can comprehend what they read in a variety of literacy and informational texts.
Benchmark C. Students can draw conclusions and deduce meaning.
Benchmark E. Students can make predictions based on stated information.

Objectives:

1. The student will identify the relative location of the Driftless Area.
2. The student will be able to describe how early people modified the Driftless Area to survive.
3. The student will be able to identify the major groups of people who make up pre-history.
4. The student will be able to describe the link in the study of Geography and the study of Archaeology.

Length of Lesson: Two 45-minute class periods

Materials: Five Geographic Themes of the Driftless Area handout

Day 1

A. Students will read selected readings on the Driftless Area and Prehistoric peoples of the Upper Midwest.

1. www.driftlessareainitiative.org
2. www.nps.gov/efmo/index.htm
3. www.nps.gov/archive/efmo/web/adhi1.htm
4. National Geographic Atlas
5. USGS topographic Maps

B. Students will pair up in a cooperative learning activity. They will complete the handout on the five themes of Geography in the Driftless Area with emphasis on how prehistoric people survived.

Day 2

Think-Pair-Share Discussion

A. Students will discuss with a partner why we know that prehistoric people had complex cultures. They will concentrate on these two questions.

1. What clues do you find from your readings to support this evidence.
2. How did people use their limited resources?

B. Students will brainstorm ideas on why modern societies use the same geography and often build on the remains of past civilizations. How is our modern landscape different from the prehistoric landscape of the Driftless Area?

**The Five Themes of Study in the Driftless Area
Cooperative Learning Discussion Questions**

Location

What is the Relative location of the Driftless Area?

Place

If you were to explain to another person what the Driftless Area looks like, how would you describe it? This is to include both physical and cultural characteristics.

Region

How is this area similar or different from surrounding areas?

Is the Driftless Area a formal region, a functional region, a perceptual region, or a combination?
Why?

Human- Environment Interaction

How do people interact with the physical world?

How did the early Native Americans adapt their physical surroundings to survive?

How did peoples change the environment to suit their needs? How is this compared with today?

Movement

How did early Native Americans move goods and ideas from one location to another?

What was the reason for this movement?

Would they view distance in a linear fashion or in a time fashion? Why could this be different from society today?