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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: Prehistoric Indians
- Submitted by: Daniela Larkin
- Grade Level: 4th
- Subjects: History, Language Arts
- Objectives:
1. Identify the four Native American groups of Wisconsin.
  2. Compare the four groups through discussion groups.
  3. List the four groups with their tools, food, shelter, and time period.
- WI Standards: Social Studies A4.4, B4.4, E4.3
- Duration: 2 days, 30-45 min each day
- Materials/Supplies: The Wisconsin Journey (or Digging and Discovery), chart paper, flip books, coloring utensils, scissors
- Vocabulary:
- Nomadic - men, women, and children who walk from place to place to find food.
  - Projectile points - a term used to describe any stone tool used as a hunting device, either a spearpoint or an arrowhead.
  - Descendants - a person who is related to a certain relative.
  - Atlatl - a wooden shaft or board used to propel a long, composite spear/dart equipped with a relatively large flaked stone point.
  - Permanent - lasting a very long time.
  - Effigy - mounds in the shape of an animal.
  - Ancestors - a relative who lived a long time before.
- Background: The teacher will need to know the different prehistoric Indian groups of Wisconsin. The teacher will also need to be informed of the type of tools that were used, food that they ate, the shelter, and the time period of each group.

- Setting the Stage: Have the class do a KWL chart about prehistoric Indian groups and we will write the comments on the chart paper.
- Procedure:
1. Read in the textbook on pages 35-39 about the four groups: Paleo, Archaic, Mound Builders, and Woodland.
  2. Divide the class into groups of 3 or 4.
  3. Have them compare and contrast the four groups using a Venn diagram.
  4. Have each group give a quick 2-3 min. presentation to the class about what they found.
  5. Go back to their own desk.
  6. Create a flipbook of information.
  7. Follow the directions on how to make a flipbook.
  8. Cut the book into thirds for the four groups.
  9. On the top page put the name of the group. Page 2 time period. Page 3 draw the shelter. Page 4 lists the tools and weapons that they had. Page 5 lists and draw the food. Page 6 list things that are of interest to the student about each group.
- Closure: Review the different groups by telling little things about them. Imagine the troubles that they may have had finding food and shelter. What would they have to do to solve these problems?
- Evaluation:
1. Look over the Venn diagrams.
  2. Listen to the discussion in-groups to see who is participating and contributing to the group.
  3. Look over the flipbooks.
- Links/Extension: For older students, list conflicts that the groups may have had with other groups. Also discuss social status, nutrition, and rituals.
- References: Leichtle, Kurt, 2002, *The Wisconsin Journey*. Gibbs Smith Publisher, Layton, UT.

# Foldables

Make a study Guide

Provide each student with a sheet of 8 1/2" x 11" paper. Help them make their Foldables.

Have each student preview the chapter and sketch pictures to represent each lesson on the front of each tab of their Foldables.

As students read the chapter, guide them as they take notes and record main ideas under the tabs of their Foldables using complete sentences, phrases, lists, key words, and labeled visuals.


# Venn Diagram

