

Mississippi Valley Archaeology Center

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This lesson was created by a teacher participating in the Eisenhower Professional Development Project/Elementary and Secondary Education Act Title II grant entitled *Using Archaeology as an Integrated Gateway to Teacher Professional Development*.

Title: Prehistoric Charades

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Grade level: 4

Subject: Social Studies

Objectives: 1. Role play situations representing different eras of prehistoric people.

2. Cooperate with others in creating the role play scenes.

3. Be able to recognize the situations acted out by others using what has

been learned throughout the unit.

WI Standards: Language: C.4.3.b, F.4.1.c-d

Social Studies: 4.B.a, 4.B.2

Duration: One class period of about an hour

Materials: -Prehistoric Charades Task Cards

-List on the board given chronologically: Paleo, Archaic, Woodland,

Mississippian (Aztalan), Oneota

Background: This is a culminating activity for the unit on Wisconsin's Prehistoric

Indians. Its purpose is to reinforce students' knowledge of these groups: Paleo-Indians, Archaic, Woodland, Mississippian (at Aztalan) and Oneota. Prior to this wrap-up activity, students will have read about these groups,

discussed, taken notes, and have drawn pictures on a time-line.

Setting the Stage: Review pantomiming methods with students. Since props can't be used,

elicit ideas for using actions only.

Procedure: Select one or more cards from each prehistoric group. Assign individuals

or small groups each task card according to the number needed to act the scene out. Give time to brainstorm and practice. Then pull the class

together for a performance of "Act One".

Closure: After each task is performed, the rest of the students are invited to guess

which prehistoric group is being represented or the time when it first appeared. Repeat this for "Act Two", and so forth, using new task cards. More task cards have been made than may actually be used, depending on class size. This is an opportunity for students who enjoy acting alone to do so. However, the class may be assigned to work with the same people

each time.

Evaluation: Teacher observation of student involvement and accuracy in identifying

prehistoric groups.

Extension: Students could create a mural depicting scenes from each prehistoric

group.

References: Student text, *The Wisconsin Adventure*

Supplemental text, Digging and Discovery

Three poster set, Wisconsin Early Indian Cultures

Prehistoric Charades Task Cards

Directions: Cut out the task cards. Write the groups on the board. Give students time to plan. The audience guesses which group is being represented or the time when it first appeared. (Some scenes are harder and will require teacher guidance.)

Paleo-Indians

1	Kill a huge mastodon with rocks and spears. (2 or more)	You are working at butchering a dead mammoth. Slit open the skin and cut out meat. (one or more)
with stone to make a	Demonstrate the size of a animal that you are hunting is very big. (MEGAFAUNA) (one person or more)	climate in which you

Archaic Indians

Find a good walnut tree. Gather nuts off the ground under it and crack them open to eat. (one person or more)	Eat some and put	Build a fire and pound a rock over it to soften the metal (copper) that is in the rock. Shape it into a spear point. (one person or more)
Show that you are holding an atlatl, aim, and throw it at large game, such as elk. (one or more)	Use a grinding stone to grind food, such as nuts or seeds, into a finer texture. (one)	Larger groups of people were living together at this time. Act out a village. Each of you in your own shelter, then come out and greet each other. (3 or more)
You are in a cave and hunt deer during the winter. With Spring's warmer weather you move to the river to fish. (2 or more)		

Woodland Indians

1	Hoe in a garden. Harvest corn and pull the husks off an ear to eat. (one or more)	-
Hunt with a bow and arrow. (one)	Build a wigwam with poles for support, covered with hides, bark, or woven mats. Can you show that it has a "keyhole" entrance? (2 or more)	

Mississippians

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Oneota Indians

	Build a longhouse: first poles, then cover with hides or woven mats. Show that it's so large that it can hold an entire class. (2 or more)	La Crosse until the Europeans came and pushed you west.
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