

Lesson 5: Indigenous Cultural Landscape

Grades: 9-12

Subject: US History

Length: four, 45-minute periods

Objectives:

- A.12.8: Identify the world's ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them.
- A.12.9: Identify and analyze cultural factors, such as human needs, values, ideals, and public policies that influence the design of places such as an urban center, an industrial park, a public project, or a planned neighborhood.
- A.12.13: Give examples and analyze cooperation and conflict in the establishment of cultural regions and political boundaries.
- B.12.13: Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions.
- C.12.8: Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position.
- E.12.5: Describe the ways cultural and social groups are defined and how they have changed over time.

Materials:

- Video: Four Lakes Cultural Landscape Streaming Video (found at <http://qtstreamer.doit.wisc.edu/doitcomm/CLFNhigh.mov>)
- Video: Lesson 5 Effigy Mounds (found at: https://youtu.be/_Cyko2llzeQ)
- PowerPoint: What are effigy mounds, interactive
- Lakeshore Nature Preserve Website (self-direction) (found at <https://lakeshorepreserve.wisc.edu/index.htm>)
- Cultural Landscape Lesson Terms Sheet
- Cultural Landscape Lesson Terms Rubric
- Effigy Mound Project Rubric
- Effigy Mound Project Sheet

Procedure:

Opening

Ask: "What are effigy mounds?"

Say: The people that lived in the upper-Midwest or Western Great Lakes region created raised-earth works sometimes in the shape of animals or other forms. It was common that they were used for burial purposes. They ranged over hundreds of thousands of square miles, covering the southern half of Wisconsin and parts of Minnesota, Iowa,

and Illinois. People imprinted these sometimes massive images on the landscape. The largest effigy mound ever found was almost a quarter-mile wide.

Say: The First Americans lived in the Great Lakes for 12,000 years, and possibly longer, as we mentioned previously. We are going to explore how we can see their impact on the landscape, and how their creations reflect aspects of their culture and worldview. The lesson will lead up to a collaborative project for small groups to demonstrate their understanding of effigy mounds as they present their findings to the class.

Development

Say: Madison, WI, is situated in one of the two epicenters of effigy mound creation, and effigy mounds are only found in the upper-Midwest of the United States. Madison remains a special place with this unique history. We are going to look at the UW Lakeshore Nature Preserve interactive website that will help us understand more about the mounds:

--<http://lakeshorepreserve.wisc.edu/index.htm>--

--Explore the “Interactive Map” section and the “Reading the Landscape” section--

- Have students note the FAQ section, and pay special attention to the questions about Indian mounds
- While students are exploring the website, teacher should be guiding them, and making sure they are finding all the relevant information

This website will help us develop our projects for this lesson. I want you to explore the site in small groups and complete your Cultural Landscape Lesson Terms Sheet.

--Handout: Cultural Landscape Lesson Terms Sheet--

--Handout: Cultural Landscape Lesson Terms Rubric--

Say: We are going to watch a video about the mounds that will help guide our projects.

--Show video clip: Lesson 5 Effigy Mounds (00:02:35min)--

- What do the mounds represent?
- Why is it important to preserve historical landscapes?
- How do the number of mounds in an area relate to natural resources of the area?

--Watch Video UW Cultural Landscape (00:25:00min):
<http://qtstreamer.doit.wisc.edu/doitcomm/CLFNhigh.mov>--

Say: We are now going to take a few minutes to check our understanding of what we have just learned. As a self-check, take a few minutes to run through this review PowerPoint.

-- Have students work through Interactive PowerPoint: Effigy Mounds--

Say: For or final projects we will be using our understanding of cultural landscapes to develop our own cultural landscape projects.

--Handout: Effigy Mound Project Rubric--

--Handout: Effigy Mound Project Sheet--

Closure

1. Small groups present their projects
2. Field Trip: walking tour "UW-Madison Indigenous Cultural Landscapes"
3. Write response paper on landscape tour

Name _____

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Effigy Mounds Terms Sheet

1. Who built the mounds?
2. When were the mounds built?
3. What are the three types of mounds?
4. What forms do they take?
5. What is inside the mounds?
6. How were the mounds built?
7. Where are the mounds found?
8. Why did people stop making the mounds?
9. What do the mounds shapes mean?
10. How were mound selections located?
11. Why were mounds destroyed or changed?
12. How are the mounds protected today?

Lesson 5 Effigy Mounds Terminology and Information

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the topic. It includes several supporting details and/or examples.	Information clearly relates to the topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the topic. No details and/or examples are given.	Information has little or nothing to do with the topic.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Organization	Information is very organized and well-constructed.	Information is organized.	Information is organized, but information is not well-constructed.	The information appears to be disorganized.

Date Created: **Nov 30, 2008 11:27 pm (CST)**

Name _____

Class _____

Effigy Mound Project – Scale Model

Directions: Students in small groups will use their Lesson 5 terms sheets and the materials from the lessons to create their own effigy mound and/or mound group diagrams and displays. The effigy mounds and effigy mound groups can be any shapes, forms, or groupings the students choose, but students must be able to explain why they choose the shapes/forms, and what the shapes/forms represent. Remember these mounds may be around 2000 years from now, so what would you like people to know about your culture, and how might they understand what your effigy mounds represent.

You Must Include:

1. Your scale model
2. A diagram of the land layout
3. A one page description with size/scale, what they mean and why

