The Moundbuilders: Who, Where, So What?

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Grade Level: High School
Duration: 2 class periods

National Standards
GEOGRAPHY
Element 1: The World in Spatial Terms
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
3. How to analyze the spatial organization of people, places, and environments.
Element 4: Human Systems
12. The processes, patterns, and functions of human settlement.
Element 6: The Uses of Geography
17. How to apply geography to interpret the past

AZ Standards
ELA
Key Ideas and Details
11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Integration of Knowledge and Ideas
11-12.RI.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Production and Distribution of Writing
11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
11-12.W.9 Draw evidence from informational texts to support analysis, reflection, and research.

Arizona Social Science Standards
GEOGRAPHY
The use of geographic representations and tools help individuals understand their world.
HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs
Human-environment interactions are essential aspects of human life in all societies.
HS.G2.1 Analyze interactions within and between human and physical systems.
Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.
HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
HISTORY
The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
HS.H1.1 Explain the process of state-building, expansion, and dissolution.
HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

Overview
The Moundbuilders are often an overlooked group in Native American history. Students need to understand who they were and their impact on other Native American Cultures.

Purpose
In this lesson, students will gather information on the Moundbuilders and analyze the location of Moundbuilder sites in order to gain a better understanding of this culture.

Materials
- Moundbuilders Background Information Sheet
Objectives
The student will be able to:

1. Read and highlight important information.
2. Complete a chart of important information.
3. Analyze a map.
4. Write a public service announcement summarizing information.

Procedures

SESSION ONE

1. Introduce the lesson by asking students to define a "mound." Ask students how they have heard this word used. (baseball, hills, candy bar, etc.) Then ask if they have ever heard of "moundbuilders?"
2. Distribute the Moundbuilders Background Information Sheet and the Moundbuilders Summary Chart. As a whole class, model reading one paragraph and adding in the information on the chart.
3. Conclude the class by showing the Moundbuilder Power Point to gain additional background on this culture.

SESSION TWO

1. Distribute the Moundbuilder Sites in the US map and the Moundbuilder Map Worksheet. Analyze the map as a whole class and emphasize that these civilizations could not have been successful without the nearby river systems. Have students complete the worksheet.
2. End the session by having students complete the true-false Moundbuilder Assessment and write a public service announcement on the Moundbuilders using the writing prompt. Make sure the students use the checklist while composing their writing.

Assessment

The Moundbuilder Map Worksheet may be graded for a social studies grade. A score of 80% would be considered mastery.

The true-false assessment may be graded for a reading comprehension grade. A score of 80% would be considered mastery.

The public service announcement may be graded for a writing grade. A score of 4 or higher in each area would be considered mastery.

Extensions

Students could use the same process to gather and report information on the ancient cultures of the American Southwest, i.e., Anasazi, Hohokam, Sinagua, Mogollon.

Sources

Mound Builders, Bartleby.com
Hopewell Culture, David W. Koeller
Mound Builders, www.nps.gov