



The Moundbuilders: Who, Where, So What?

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| Author | Dennis Rees |
| 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

- Moundbuilders Power Point
- Moundbuilder Map
- Moundbuilder Map Worksheet and Answer Key
- Moundbuilder Summary Chart and Answer Key
- Moundbuilder Assessment and Answer Key
- Moundbuilder Writing Prompt
- Blue markers or colored pencils
- Highlighters

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, Mogollan.

Sources

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