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| Course | Grade 8 Social Studies | GaDOE Unit | Unit 2: American Indians in Georgia |
| GSE Standard | SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.  a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter. | | |
| Learning Targets | Students will be able to describe the culture, food, weapons, tools, and shelter of the Mississippian Indians when Hernando DeSoto and his men arrived in Georgia. | | |
| Essential Question | Was the Mississippian culture an advanced or primitive civilization? Use evidence from primary sources to support your answer by describing their use of materials for their weapons, shelter, food, and cultural practices. | | |
| Lesson Materials | | Key Vocabulary, People Events | |
| “Analyze the Artifact” worksheet: <https://www.archives.gov/files/education/lessons/worksheets/artifact_analysis_worksheet.pdf>  Native American Flute Music: <https://www.youtube.com/watch?v=ST56ATKfgfs>  Primary Sources:  \*All source info is within the links\*  Weapons/Tools:  Monolithic Ax: <https://collections.si.edu/search/detail/edanmdm:NMAI_257883?q=Mississippian+culture&record=1&hlterm=Mississippian%2Bculture&inline=true>  Awl:<https://collections.si.edu/search/detail/edanmdm:NMAI_253403?q=Mississippian+culture&record=27&hlterm=Mississippian%2Bculture&inline=true>  Ax:<https://collections.si.edu/search/detail/edanmdm:NMAI_182319?q=Mississippian+culture&record=38&hlterm=Mississippian%2Bculture&inline=true>  Ax with fragment of wood handle: <https://collections.si.edu/search/detail/edanmdm:NMAI_182322?q=Mississippian+culture&record=41&hlterm=Mississippian%2Bculture&inline=true>  Items used for food and drink:  Engraved cup fragment: <https://collections.si.edu/search/detail/edanmdm:NMAI_183252?q=Mississippian+culture&record=48&hlterm=Mississippian%2Bculture&inline=true>  Bottle: <https://collections.si.edu/search/detail/edanmdm:NMAI_183529?q=Mississippian+culture&record=49&hlterm=Mississippian%2Bculture&inline=true>  Cooking Pot:  <https://collections.si.edu/search/detail/edanmdm:NMAI_186023?q=Mississippian+culture&record=60&hlterm=Mississippian%2Bculture&inline=true>  Vessel in form of human head: <https://collections.si.edu/search/detail/edanmdm:NMAI_185702?q=Mississippian+culture&record=57&hlterm=Mississippian%2Bculture&inline=true>  Cultural Practices:  Chunkee/Discoidal Game:  <https://collections.si.edu/search/detail/edanmdm:NMAI_19933?q=Mississippian+culture&record=2&hlterm=Mississippian%2Bculture&inline=true>  Ear Ornament: <https://collections.si.edu/search/detail/edanmdm:NMAI_169170?q=Mississippian+culture&record=6&hlterm=Mississippian%2Bculture&inline=true>  Gorget: <https://collections.si.edu/search/detail/edanmdm:NMAI_162137?q=Mississippian+culture&record=5&hlterm=Mississippian%2Bculture&inline=true>  Pipe:  <https://collections.si.edu/search/detail/edanmdm:NMAI_182738?q=Mississippian+culture&record=47&hlterm=Mississippian%2Bculture&inline=true>  Shelter:  Ocmulgee Mound Earth Lodge:  <https://www.britannica.com/media/full/topic/385694/205738>  Kolomoki Indian Mound: (Image by Tony Freeman)  <https://georgiahistory.com/wp-content/uploads/2017/12/Kolomoki-temple-mound.jpg>  Virtual Field trip of Ocmulgee, Etowah, and Kolomoki Mounds:  <http://www.gpb.org/ga-digital-textbook/#/en/issue/9E3B4BA9BAB5CE4CE3B46B854C323FFD> | | Mississippian Culture  Primitive vs. Advanced Cultures | |
| Assessment—Exit Ticket Questions | | Student Exemplar Responses to the Exit Ticket may include: | |
| 3-2-1 (This is in addition to students answering the essential question)  List 3 main take a ways from today  2 understandings that surprised you the most  1 question you still have | | 3-  Mississippians were very advanced and used their resources in an intelligent way despite not having modern day technology  They built mounds out of mud and clay  They had axes and pipes like people today  2-  They wore jewelry!  They played games!  1-  I didn’t see any tools for hunting. Did they eat animals? | |

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| Teacher Notes |
| This lesson should be taught after SS8G1  Students should already have practice completing the “Analyze the Artifact” sheet. If not, it would be best to model how to fill in the sheet thoroughly by projecting an image of one of the artifacts on the board and having students help you fill in each field before they work in their small groups.  Work Period: Print the photo and source info for each artifact. It is recommended to print color images if possible.  This lesson should be followed by some direct instruction to answer questions about specifics regarding the Mississippian Culture, such as what food they ate, and where exactly in Georgia they lived. Students can read or be read to, with the New Georgia Encyclopedia article located here: <https://www.georgiaencyclopedia.org/articles/history-archaeology/mississippian-period-overview>  This article will be a great Segway to introduce DeSoto and his impact on the Mississippians. |

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| Lesson Sequence | | |
| OPENING  Time: 8 – 12 minutes | | Scaffolding Suggestions |
| Pose warm up questions to the class and have each student write 1 paragraph explaining their answers to the following questions: “Imagine that you were living in Georgia between the years 800-1600 A.D. What tools/weapons would you need to be able to eat? To build a home? What would you eat? How would you cook your food? What would you make your home out of? What material would you make your clothing out of? What would you have to do to able to live in one place all year long? How would you stay cool in the hot months and warm in the winter, without electricity? Where in Georgia would you live? Would there be any natural resources that could be essential to your survival? What would be important to you?”  Give students 5 minutes to answer these questions on their own.  Then Pair-Share with their “sole mate” aka, someone who is wearing similar shoes as they are.  Call on a few groups to share their responses aloud. | | Type this and post it on Google Classroom or platform of choice so students are sure to answer each question and time isn’t spent copying down the questions.  If some students don’t have a partner, they can share with the teacher or be in groups of 3. |
| WORK PERIOD  Time: 25-30 minutes | | Scaffolding Suggestions |
| Teacher will set up 4 stations around the room (weapons/tools, food/drink, cultural practices, shelter) At each station, teacher will lay out the colored print outs of the included primary sources (4 per station).  Teacher will play native American flute music in the background to make the setting come alive (<https://www.youtube.com/watch?v=ST56ATKfgfs>) and will explain to students that they are working in archeological teams to analyze recently discovered Mississippian Indian artifacts.  The task is to report back to their boss a detailed description of how the Mississippian People lived, including their weapons/tools, cultural practices, food, and shelter.  Students will travel with their sole mate and complete 1 “analyze the artifact” sheet per station. Student and “sole mate” will choose 1 artifact from each station to analyze. \*For the shelter station, it would be most effective to have student tour the GPB virtual field trip to see the details of all 3 GA mound sites.\* | | Allow students to complete the “analyze the artifact” sheet on their devices if this is more efficient.  Editing the “analyze the artifact” worksheet is advised if time is limited and teacher would like to eliminate some fields. |
| CLOSING  Time: 15 – 20 minutes | | Scaffolding Suggestions |
| Students will return to their seats with the completed “analyze the artifacts” sheets. Students will independently answer the essential question, “Was the Mississippian culture an advanced civilization or a primitive one? Use evidence from primary sources to support your answer by describing their use of materials for their weapons, shelter, food, and cultural practices.” | | 2 class periods may be needed depending on class time at each school.  Students can present their final products or turn them in to teacher. |
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