

Bound By Earth Lesson Plan

Grade, Subject: 6th Grade Social Studies

Relevant MN and NCSS Standards:

MN Standard: 6.3.3.6.1 Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota. For example: Physical features—ecosystems, topographic features, continental divides, river valleys, cities, communities and reservations of Minnesota's indigenous people.

MN Standard: 6.3.4.10.1 Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time. For example: Land use might include agriculture, settlement, suburbanization, recreation, industry.

MN Standard: 6.4.4.20.4 Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship. (Development of an industrial United States: 1870-1920)

NCSS Standard: D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

NCSS Standard: D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.

NCSS Standard: D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Lesson Rationale:

In history and social studies we need to use multiple sources to support our knowledge of the past, but how do we learn about a past prior to written language? Archaeology presents us with different forms of evidence that add to the narrative of a place. This lesson introduces students to the archaeology of Minnesota and what kind of evidence archaeologists look for. According to Minnesota state social studies standards, 6th grade is required to look at land use in Minnesota and how that has changed over time as well as how this has impacted indigenous communities. TPT's *Bound by Earth* demonstrates how archaeologists have studied the indigenous people of Minnesota in the past, dispels myths of Viking settlements in Minnesota, and discusses how archaeologists work with indigenous people today to help preserve and respectfully study the past. Students will learn how certain landscapes were used by indigenous people in Minnesota and what remains can be seen today, from Mounds Park to Jeffers Petroglyphs.

This lesson is intended to fill a 45 minute class period starting with a warm up activity to activate any prior knowledge on the day's topics. While watching the video, students can use the traditional video guide and/or the graphic organizer attached (this is an opportunity to let students choose which format they are more comfortable with). The video addresses some of the historic and present conflicts over land use when it comes to the mounds in Minnesota, highlighting the importance of legal definitions of land as a park or as a cemetery. A few state laws under the Office of the Minnesota State Archaeologists and the Native American Graves and Repatriation Act (NAGPRA) are mentioned that deal with Native land rights, which can be explored further to engage in higher level thinking in conjunction with the state standards. Exit tickets at the end of the lesson will help the teacher evaluate what students have learned during the day's lesson and future interest in the topic.

Selected Essential Question(s):

- How does the science of archaeology help interpret the past?
- Who lived in Minnesota prior to French contact in 1650 and how do we know?
- How can archaeologists respectfully study the past Native Peoples?

Primary Concepts:

- Archaeological evidence
- State and Federal laws concerning Native People’s rights
- Respectful research

Lesson Objectives/Learner Outcomes: ESWBAT (Every student will be able to)

- Explain what kinds of evidence archaeologists use to understand and interpret the past.
- Describe the historic and current conflict in land use in Minnesota surrounding the burial mounds.
- Explain the importance of land to the Dakota people of Minnesota.
- Identify features in the Minnesota landscape that are important to the Dakota people.
- Describe the impact of state and federal laws on Native People’s rights to land in Minnesota.

Academic Language:

<u>Subject Specific:</u>	<u>General Academic:</u>
Prehistoric Archaeology/archaeologist Artifacts Ecofacts Topographic Maps Petroglyphs Repatriation Excavation Colonization/ colonialism	Evidence Hypothesis Descendants Remnants Intrusive Invasive Anomalies Consultation Interpret

Materials:

- DVD or digital copy of *Bound By Earth*
- Paper and/or digital copies of graphic organizer and video guide
- Whiteboard or large pieces of paper and markers for brainstorm
- Individual tech devices (Chromebooks or iPads) if available

Developmental Sequence:

For the Board:

- Brainstorm (5 minutes)
- Video (27 minutes)
- Small group discussion (10 minutes)
- Closing (3 minutes)

Anticipatory Set:

- In order to activate prior knowledge on today’s lesson, have students brainstorm a list of words that they think of when you ask about archaeology and another when they think about Minnesota archaeology. Brainstorm list can be written by the teacher or students on a whiteboard or large sheets of paper. (This is also an opportunity to add some technology to the activity, suggestions can be seen under the Technology Integration portion of the lesson plan

below). After students have had a chance to write their words, the teacher may pick out some choice words and have students explain their thinking as to why that word was written.

Body of Lesson:

- While watching the video, students can work on filling out the video guide or the graphic organizer. For the graphic organizer, students can use words, sentences, and/or drawing. The video guide and graphic organizer can be downloaded to students' individual devices where students can work on the activity digitally or they can be printed for handwriting. Before the video starts, students should read over the questions and/or organizer to get an idea of the information they should be looking for and to orient their thinking.
- Following the video, students should work in pairs or small groups to share what they learned from the video and to make sure everyone was able to capture the objectives of the video. Teacher should circulate the room to be available to answer questions and make sure students stay on task.

Closure:

- To wrap up the day's lesson, students could fill out an exit ticket or aloud in the large group, what are two main takeaways from the video and one question you still have.

Homework:

- Students can explore what they could do if they think they found a site or if they wanted to visit a site by going to the Office of the State Archaeologist's website found below.

Assessment:

Formative: Video guides and graphic organizers can be turned in as formative assessments to make sure students are understanding the content of the video and can articulate lesson goals.

Accommodations/Modifications:

- Guide and graphic organizer can be made available for students in paper or digital format, whichever is more accessible to them.
- Digital devices have talk-to-text software available to aid students in reading the questions and/or filling in the text.
- *Bound by Earth* has closed captioning available for students who are hard of hearing and/or EL students to help in language comprehension.

Technology Integration:

- For the brainstorming activity, the teacher could also use a Word Cloud generator if students have access to individual digital devices. Recommended website for interactive word cloud creation is www.polleverywhere.com.
- For the video guide and graphic organizer, students can download the PDF version into programs on their individual devices where they can work on it electronically. Recommended apps are Notability for iPad or Xodo or OneNote for Chromebooks. After students fill these out electronically they can be saved as a PDF and submitted to classroom management systems such as Canvas, Schoology, and GoogleClassroom.
- Exit tickets can be done on a simple GoogleDoc file or submitted through Google Forms.

Planning Resources/ Citations: (MLA format)

Bound By Earth: Archaeology in Minnesota. Produced by Leya Hale, Minnesota Archaeological Society and Twin Cities Public Television, 2020.

"Minnesota Archaeological Society" *MAS - Home*, mnarchsociety.org/.

“Native American Graves Protection and Repatriation Act (U.S. National Park Service).” *National Parks Service*, U.S. Department of the Interior, www.nps.gov/subjects/nagpra/index.htm.

“Office of the State Archaeologist.” *Minnesota Office of the State Archaeologist*, 6 Sept. 2019, mn.gov/admin/archaeologist/

Name _____ Period _____

Bound By Earth: Archaeology in Minnesota Video Guide

Watch the video and answer the questions below:

1. What is archaeology?
2. What kinds of evidence do archaeologists look for? What kinds of things do they find?
3. How do archaeologists collect evidence? What do you see them doing?
4. Who lived in Minnesota before the French arrived around 1650? What kind of evidence did they leave behind?
5. How do archaeologists know that Vikings did not settle in Minnesota? What evidence is there?
6. What are the mounds in Minnesota? Who made them and why are they important?
7. What are some reasons why European settlers (colonists) dug up some of the mounds?
8. What are some ways that archaeologists can respectfully study and record the mounds in Minnesota today?
9. Where are some places in Minnesota where you can still see archaeological remains?
10. What should you do if you think you have found an archaeological site or artifacts?

Name _____ Period _____

Bound By Earth: Archaeology in Minnesota Graphic Organizer

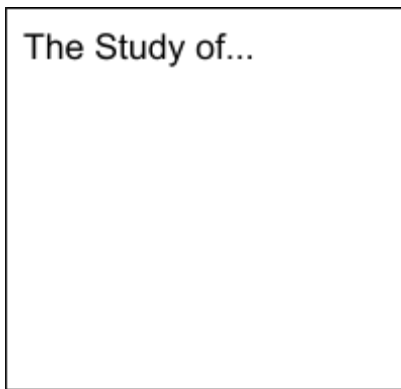
Watch the video and fill in the chart below:

What is archaeology?

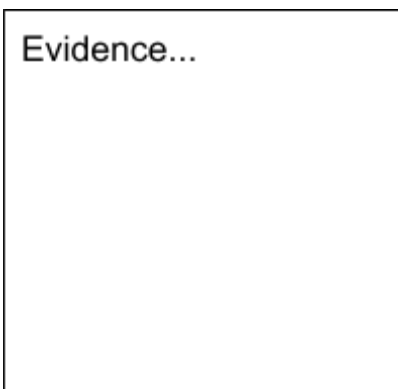
What evidence do archaeologists look for?

How do archaeologists collect evidence?

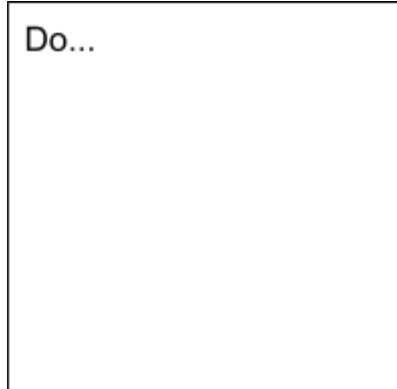
The Study of...



Evidence...

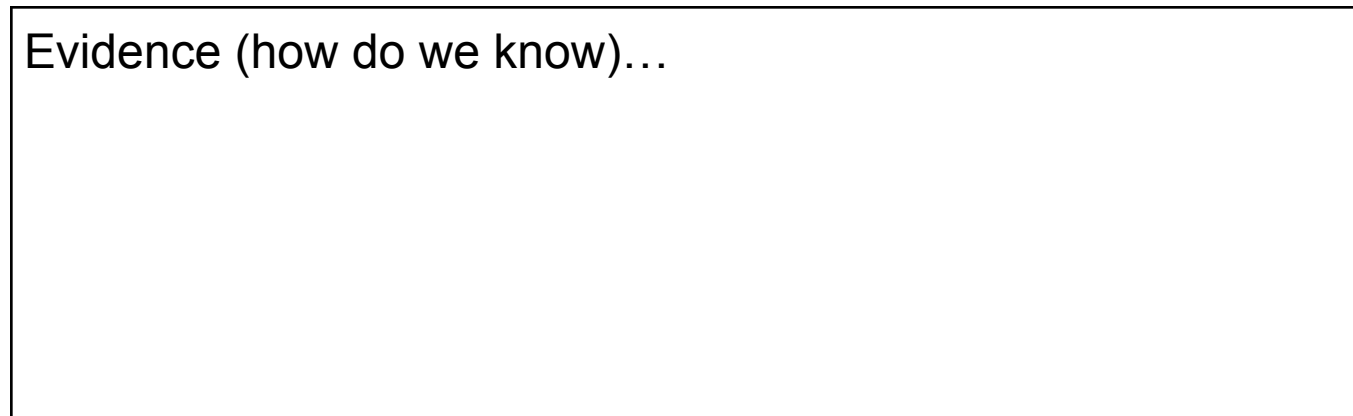


Do...



Who lived in Minnesota before the French (before 1650's)?

Evidence (how do we know)...



Name _____ Period _____

Bound By Earth: Archaeology in Minnesota Graphic Organizer

Using the map as a reminder, answer the questions below:



What do you notice about some of the Dakota sites mentioned in the video?

How can archaeologists work with local indigenous people today?