

THE WOODLAND INDIAN MOUND BUILDERS

LESSON PLANS

PART 1: THE WOODLAND INDIANS



THE LESSON PLANS ARE SPONSORED BY THE
FARMINGTON HISTORICAL SOCIETY

The Woodland Indian Mound Builders

Lesson Plans



ABOUT THE LESSONS

Designed to be used by teachers to help students understand and appreciate the culture and history of the Woodland Indians.

Teacher-created and teacher-friendly with engaging, hands-on activities

Helpful instructional videos for both the educator and the students

Standards based (CCSS & WI Academic Standards)

Fourth grade centered (appropriate for grades 3-8)

Includes curricular areas of reading, writing, science, art and social studies

Farmington Historical Society
<https://farmingtonhistorical.org>

Please direct inquiries to
farmingtonhistory017@gmail.com

More than 2000 years ago, Woodland Indians gathered in the area of the Lizard Mound State Park and built a number of effigy mounds and earthworks. These early Wisconsin Native Americans were part of a larger group called the Eastern Woodland Indians. They inhabited an area ranging from the Atlantic Coast to the Mississippi River, and from the Great Lakes to the Gulf of Mexico.

Lesson plans were created with a focus on the group of Woodland Indians that lived in and adapted to the environment and climate of Wisconsin.

Plans are all connected and subdivided into 3 parts.

They are free to download at:

<https://farmingtonhistorical.org/curriculum.html>

PART 1 – THE WOODLAND INDIANS

The *Woodland Indians Lesson Plan* explores the everyday life and culture of the Woodland Indians, their food, shelter, clothing, and their mound building. The activities of this plan feature reading non-fiction content, applying comprehension and writing skills, building vocabulary, and relating Woodland Indian lives to their own lives.

PART 2 – THE MOUNDS OF LIZARD MOUND STATE PARK

The *Mounds of the Lizard Mound State Park Lesson Plan* digs into the mounds built by the Woodland Indians. Although much remains a mystery about these earthworks, this lesson plan focuses on what we know about the *what, who, why, how, and where* they were built. The activities in this plan cover reading and comprehending nonfiction content, building vocabulary, learning about mound construction, thinking critically, writing persuasively, and developing an appreciation and respect for an ancient site.

PART 3 – EXTENDED ACTIVITY PLANS

Extended Activity Plans expand the learning and understanding of **The Woodland Indian Mound Builders** lesson plans. The activities include: creating art by making a coiled clay pot, applying math concepts with collecting and recording mound data, and exploring the science of archeology by observing, recording and reconstructing artifacts. Reading and comprehending nonfiction text are also built into the extended activities.

The lesson plans are sponsored by the Farmington Historical Society and were created by Ellen Kesting. They are free to download.

We hope you find the lesson plans useful, and that they inspire a visit to the Lizard Mound State Park.

The Woodland Indians

Strand: language arts, social studies, science

Grade Level: grade 4

Location: classroom

Objectives: *General* learning objectives are listed below. *Specific* learning objectives and CCS 4th grade standards and Wisconsin Academic Standards are listed with each individual response activity. All objectives in this lesson plan span across lower and higher ends of the learning spectrum. *Note: Class size, time, student needs and environment of the classroom will determine which and how many of these responses will be appropriate for the students.*

Students will:

- explore about Woodland Indian history and culture
- explain the relevance and importance of mound building in the Lizard Mound State Park
- read and understand non-fiction content about the Woodland Indians
- build comprehension and writing skills
- understand that archeologists study culture and people of the past

Materials:

Note: materials vary with different reading responses

- paper
- pencils
- card stock
- computer

Vocabulary:

- *artifact*- something that was made/used and left behind by humans
- *site*- a special area where archeologists dig to find artifacts
- *archeologist*- a scientist who studies things that people have made, used and left behind
- *mound*- rounded pile of dirt and earth
- *culture*- a group of people who share many things like food, language, clothing, and beliefs
- *ancestor*-a person who was in one's family a long time ago
- *ancient*- someone or something belonging to things of the past
- *ceremony*- a special time or event
- *clay*- earth or dirt that sticks together when wet
- *pottery*-pots, dishes or other things made from clay
- *effigy mound*- raised pile of earth built in the shape of an animal or person
- *conical mound*- rounded pile of earth shaped like a dome

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Resources:

- Lizard Mound State Park map: map, [page 14](#)
- Vocabulary Crossword Puzzle: puzzle, [page 15](#) and answers on [page 16](#)
- Reading Text: The Woodland Indians of Lizard Mound State Park, [pages 17-19](#)
- Question and Answer Activity: cards, [pages 20-25](#) and answers on [page 26](#)
- Quick Write Activity: worksheet, [page 27](#) and student prompts on [page 28](#)
- Compare Your Life to Woodland Indian's Life: printable activity, [page 29](#) and answers on [page 30](#)
- A Woodland Indian Story Cloze: cloze, [page 31](#) and answers on [page 32](#)
- Editable Reading Text: [pages 33 & 34](#)
- Student-generated Cloze: instruction sheet, [page 35](#)
- Active True-False Game: true-false statement cards, [pages 36-38](#) with answers on [page 39](#)
- Writing Project: A Day in the Life of a Woodland Indian guide questions, [page 40](#)
- Assessment Ideas: test, on [page 41](#) and answers on [page 42](#)

Note: The map of Wisconsin's Lizard Mound State Park was used to determine the number of mounds used in some lesson plan activities.

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Reading: The Woodland Indians of Lizard Mound State Park

Procedure:

1. Prepare Students for Reading Nonfiction

1. Teacher Preparation: Reproduce the Lizard Mound State Park map, [page 14](#). Print crossword puzzle, [page 15](#). Print the reading text, [pages 17-19](#). Crossword puzzle answers, [page 16](#).
2. Distribute the park map to students.
3. Establish background knowledge. Say:

Who knows what this map shows? Have you seen this place? Where is it?

This is a map of a park not far from Lake Michigan. It is a map of Lizard Mound State Park. The things you see on the map are very, very old. In fact, they are more than two thousand years old. Look at all the shapes. The shapes are mounds of dirt and earth. The mounds were built by ancient peoples from a very long time ago. Note: More detailed information about the mound shapes is covered in the Mounds of Lizard Mound State Park Lesson Plan.

*Do you know who these people were? The people who built the mounds are ancient Native Americans whom we call the Woodland Indians. You are going to learn about the Woodland Indians when you read **The Woodland Indians of Lizard Mound State Park**. What would you like to learn about the mounds and the Woodland Indians who built them? Note: Their questions could be posted and then referred to during and at the end of the lesson.*

4. Vocabulary development with a crossword puzzle: Say: *Before we read this information, you will become familiar with the vocabulary of the text by doing a crossword puzzle.*

Distribute puzzle and assign. Go through crossword answers with class for self-checking.

2. Reading Assignment: The Woodland Indians of Lizard Mound State Park.

1. Distribute the text on [pages 17-19](#). These pages show as page 1, 2 and 3 on the printables since they will be handouts for the kids. A digital version of the reading text can be obtained at: <https://farmingtonhistorical.org/curriculum.html>.
2. Go over the format of the text with the students. Point out the word groupings in the shaded text. Say: *These word groupings may seem random at first, but they will help you with your comprehension.*
3. Assign the reading to individuals or partners.

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Reading Response 1: Active Question & Answer Card Game

Objectives: Students will apply comprehension skills, develop recall abilities acquire new vocabulary and use compare/contrast skills while exploring Woodland Indian history and culture.

CCS for 4th grade: RL4.1, RL4.4, RI 4.1, RI 4.3, RI 4.4, RI 4.5, RI 4.10, RF4.4, SL 4.2, L4.4

Wisconsin Academic Standards (grades 3-5): SCI.SEP8.3-5, SS.BH4.a.i, SS.Geog4.a.4, SS.Geog5.b.5, SS.Hist2.b.i, SS.Hist2.c.i, SS.Hist3.a.i, SS.Inq4.a.i

Procedure:

1. Teacher preparation: Print the questions and answers, [pages 20-25](#), onto cardstock. To help eliminate some of the chaos, the questions could be printed on a sheet of one color, and the answers printed on a different color. The correct answers/questions, [page 26](#).
2. Cut out the cards. Half of the students will receive cards with the questions, and the other half with the right answers.
3. Shuffle the cards and hand them out. Tell students to find their appropriate partners by matching their own card to another student's card with its corresponding answer or question. When all the question/answer partners have found each other, the partners should share their results with the whole class.

Option: A single student or a small group of students could independently match the question and answer cards.

Option: Activity could be repeated by reshuffling the cards and giving students different questions/answers.

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Reading Response 2: Quick Writes

Objectives: *Note: Objectives vary with the different prompts.*

Students will use reflective thinking and apply text information about the Woodland Indian culture in choosing a variety of writing style; compare, contrast, predict, explain summarize and/or persuade.

CCS for 4th grade: RL1.1, RL 1.4, RL 4.6, RL 4.10, RI 4.1, RI 4.3, RI 4.5, RI 4.6, RI 4.8, RI 4.10, W 4.1, W 4.3, W 4.4, W 4.6, W 4.9, R4.4, L4.1, L 4.2, L4.3, L 4.6

Wisconsin Academic Standards (grades 3-5): SCI.SEP8.3-5, SS.Inq3.a.i, SS.Inq3.c.i, SS.Hist2.a.i, SS.Hist2.b.i, SS.Hist3.a.i

Procedure:

1. Teacher preparation: The Quick Write worksheet is on [page 27](#). Determine and fill in the amount of time. Write one of the prompts on the Quick Write worksheet. Print the worksheet for students. Student prompts are on page 6.
2. Tell students that they are going to do a Quick Write. Say:
When you do a Quick Write, you do not have to worry about spellings, punctuation, or grammar at this time. Quick Writes are all about the thinking, and then quickly writing down your thoughts. A timer will be set for ____ minutes to write your ideas.
3. Hand out the prepared Quick Write sheets. Go through the Read, Think, Write steps with the students. Set the timer and assign writing.

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Writing Prompt Choices: *Note: These writing prompt choices are reworded for student independent reading and printing, [page 28](#).*

1. Say: Pretend that it is 200 years in the future from now. Think about an archeological dig that happened in the area where you live or go to school. Remember it is 200 years later. Not everything will look the same or even be there. What are five things an archeologist might still find at your site? Write in complete sentences and describe the things they might find.
2. Say: Pretend that you are a Woodland Indian boy or girl who lived 2000 years ago. Think about three things that might have scared you so long ago. Write in complete sentences and describe what might have scared you.
3. Say: Imagine that you are a Woodland Indian boy or girl living 2000 years ago. Think about three things that might have been fun to do at that time. Write in complete sentences and describe what you think you would like to do as a Woodland Indian child.
4. Say: What are some chores or jobs that you have in your family? Think about four things that you might do to help your family if you were a Woodland Indian boy or girl. Write in complete sentences and describe what chores your Woodland Indian parents might have given you.
5. Say: What are some rules you have in your family? Think about four rules that a Woodland Indian girl or boy might have in their family. Write in complete sentences and describe possible rules that a Woodland Indian child might have in their family.
6. Tell students to pretend that they are going to visit Mr. Kurt Sampson (picture found on [page 28](#)) a Wisconsin archeologist who studies the mounds of Wisconsin's Woodland Indians. Say: *Think about what you would like to ask an archeologist about the Woodland Indians. Write 4 questions for Mr. Sampson.*

Option: Their questions could be revised/edited and sent to Mr. Kurt Sampson. He would be happy to respond to their questions. Send them to:

Kurt Sampson
Dodge County Historical Society
105 Park Avenue, Beaver Dam, WI 53916
or
kurtsampson1968@gmail.com

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Option 1: Teacher writes a prompt on the Quick Write worksheet and prints it out for the students. Students should be instructed not to write their names on the Quick Write sheet. At the end of the writing time, gather their Quick Writes, shuffle them and hand them back for their classmates to read. The exchanged Quick Writes could then be read to the whole class or to a partner. The class could compare the results.

Option 2: After a prompt has been given to the class, students will discuss the prompt with a partner, for a short, set time. Students will then return to their own work areas and write for __ minutes. When time is up, the partners will read their Quick Writes to each other.

Option 3: Allow students to choose their own prompts from the student printable list on [page 28](#). They should print their prompt on the Quick Write worksheet. Follow the procedure in #2. *Note: The sixth writing prompt on the previous page will require a picture of Kurt Sampson. His photo can be found on [page 28](#).*

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Reading Response 3: Compare Your Life to a Woodland Indian's Life

Objectives: Students will recall information from the text, compare/contrast the Woodland Indian way of living to their own way of living and by comparing the past to the present.

CCS for 4th grade: RL 4.1, RL 4.4, RL 4.6, RI 4.1, RI 4.3, RI 4.4, RI 4.6, RI4.8, RF 4.3, RF4.4

Wisconsin Academic Standards (grades 3-5): SCI.SEP8.3-5, SS.Hist2.b.i, SS.Hist2.c.i, SS.Hist3.a.i

Procedure:

1. Teacher Preparation: Print **Compare Your Life to a Woodland Indian's Life** worksheet, [page 29](#).
Say: *Think about what it might be like to be a Woodland Indian boy or girl who lived over 2000 years ago. You will then compare your life to the life of a Woodland Indian child.*
2. Assign the worksheet. Answers are on [page 30](#).

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Reading Response 4: A Woodland Indian Story Cloze Activity

Objectives: Students will strengthen comprehension skills, build vocabulary, recall and retain information, use the context to understand vocabulary and content, think critically and analytically, and apply nonfiction information to fictional content.

CCS for 4th grade: RL 4.1, RL 4.4, RL 4.6, RI 4.1, RI 4.4, RI 4.6, RI 4.9, RF 4.3, RF 4.4, L 4.4

Wisconsin Academic Standards (grades 3-5): SCI.SEP8.3-5, SS.Geog5.b.5, SS.Hist2.c.i

Procedure:

1. Teacher Preparation: Print **A Woodland Indian Story** cloze, [page 31](#). The answers are on [page 32](#).
2. Hand out cloze worksheets and assign to students. Teacher should determine if the text will be available.

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Reading Response 5: Student-generated Cloze Activity

Objectives: Students will take charge of their own comprehension and vocabulary recall and retain text information, make predictions, and use the context to understand content and vocabulary.

CCS for 4th grade: RL 4.1, RL 4.4, RL 4.6, RI 4.1, RI 4.4, RI 4.6, RI 4.9, RF 4.3, RF 4.4, L 4.4

Wisconsin Academic Standards (grades 3-5): SCI.SEP8.3-5, SS.Geog5.b.5, SS.Hist2.c.i

Procedure: *Note: This activity requires access to computers and basic knowledge of computer use. The students will copy and paste the reading text into a document, create a cloze with an answer sheet, and finally, share their cloze with a classmate(s).*

1. *Teacher Preparation:* Copy and paste the text or part of the text from **The Woodland Indians of Lizard Mound State Park** editable reading text, [pages 33 & 34](#), onto a student-workable document. Print the cloze instructions, [page 35](#).
2. *Say:* *Today you are going to be a teacher. You will make a fill-in-the-blank worksheet. (Show them a sample cloze) This is called a cloze. How do you usually figure out what the correct word is to put in the blanks? (use context or word clues).*
3. Tell them that they will make their own cloze using the text of **The Woodland Indians of Lizard Mound State Park**.
4. Distribute cloze instructions.
5. Using the instructional steps, model the process for the students. Explain that the clues mentioned in step four could either come before or after the blank. It might be helpful for students to circle context the clue words on their answer sheets.
6. When completing their own cloze, students should make copies of their cloze and also one copy of their answer sheet.
7. Students will exchange their cloze copies with partners. They will complete each other's cloze and then check their partner's work.

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Reading Response 6: Active True or False Game

Objectives: Students will build comprehension skills, recall specific facts from the text, use logic to determine the accuracy or inaccuracy of statements and demonstrate their reasoning for making conclusions.

CCS for 4th grade: RL 4.1, RL 4.4, RI 4.1, RI 4.3, RI 4.4, RF 4.3, SL 4.1, SL 4.3, L 4.1, L 4.3

Wisconsin Academic Standards (grades 3-5): SCI.SEP8.3-5, SS.BH4.a.i, SS.Geog4.a.4, SS.Geog5.b.5, SS.Hist2.b.i, SS.Hist2.c.i, SS.Hist3.a.i, SS.Inq4.a.i

Procedure:

1. Teacher preparation: Print the T/F statement cards on [pages 36-38](#) onto cardstock. Cut them out. Half of the statements are true, and the other half are false. The statements with their T/F correct answers are on [page 39](#).
2. Shuffle the 24 cards and distribute them to the students. If the number of students in the class determines that a student will need to receive more than one card, all of her/his cards should be true or all should be false.
3. Students will decide if theirs is one of the true statements or false statements. The text of **The Woodland Indians of Lizard Mound State Park** could be made available for students to check their facts.
4. Designate half of the room as a space for those who think their statements are true, and the other half for false statements.
5. When everyone is at their true or false space, students should read their conclusions out loud and then explain why they came to those conclusions.
6. If time permits, the cards could be collected, reshuffled and distributed again to repeat the game.

Option 1: Competition and cooperation could be added at the conclusion of the activity by creating teams. Before sharing their answers with the whole class, team members should be given time to check each other's answers. The team then will share their conclusions with the whole class. The team with the most correct answers wins.

Option 2: This could be adapted for one student or a small group of students by directing them to place the cards in a true or false pile.

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Writing Response 7: A Day in the Life of a Woodland Indian

Objectives: Students will recall information, use reflective thinking, compare, contrast, explain, apply text information in a different context, analyze which events could have happened in the life of a Woodland Indian child. Students will write a narrative using steps of the writing process. They will write clearly and effectively using grade level English conventions.

CCS for 4th grade: RL 4.1, RL 4.3, RL 4.4, RL 4.7, RI 4.1, RI 4.3, RI 4.4, RI 4.6, RI 4.10, RF 4.3, RF 4.4, L 4.1, L 4.2, L 4.3, L 4.4, L 4.5, W 4.1, W 4.2, W 4.3, W 4.4, W 4.5, W 4.9

Wisconsin Academic Standards (grades 3-5): SCI.SEP8.3-5, SS.BH1.b.4, SS.BH2.a.4-5, SS.BH2.b.4, SS.Hist3.b.i, SS.Hist1.a.i, SS.Hist1.b.i, SS.Geog4.a.4, SS.Geog5.a.3-4, SS.Geog5.b.5, SS.Inq3.a.i, SS.Inq3.b.i, SS.Inq3.c.i, SS.Inq4.a.i

Procedure:

1. Teacher preparation: Print the writing prompts, [page 40](#).
2. Tell the students that they should think about what their life could have been like for them if they had been a Woodland Indian child. Tell them that they will then write about what a Woodland child might do throughout the whole day, including morning, afternoon, and evening.
3. Use one of the following ideas to demonstrate the process to the whole class. When modeling the process, encourage students to include details.
4. Share the writing ideas with the students and hand out the prompts, [page 40](#)
 - What did you do in the morning?
 - What chores might you have?
 - How would you get your food?
 - What would you eat?
 - What would you do for fun?
 - How would you bathe yourself?
 - How would you travel?
 - If you needed something new, what would you do?
 - How would you learn things?
 - How would you keep warm in the winter?
5. Prewriting, drafting, editing, revision and publishing: Use your school's established writing curriculum with the writing process steps.
6. Showcase students' finished writing. One idea would be to post their work as shown at this site:

https://www.instagram.com/teachersfollowteachers/p/BsjF9m1gN11/?utm_source=ig_share_sheet&igshid=1oyuxu9frdx46

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Assessment Ideas

Idea 1: Use Printable Assessment questions, [page 41](#). Answers, [page 42](#).

Idea 2: Choose word *groupings* in the reading text, [pages 17-19](#) (i.e. **bark, weather, young trees**) and ask students to describe how these three words of the group are connected to the Woodland Indians.

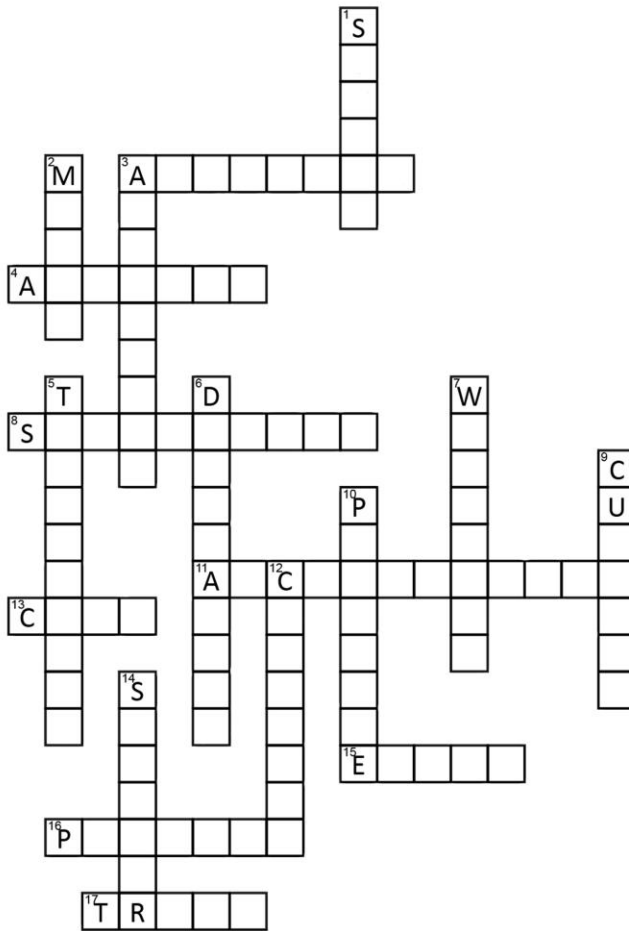
Idea 3: Use the Cloze, [page 31](#). Answers, [page 32](#).

Idea 4: Choose a Quick Write prompt from the prompts, [page 28](#).

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The Woodland Indians of Lizard Mound State Park Crossword



Vocabulary

Preserve
 Ancient
 Clay
 Decoration
 Ceremony
 Shelter
 Tribe
 Mound
 Settlement
 Warriors
 Culture
 Symbol
 Archeologist
 Technology
 Pottery
 Ancestor
 Event
 Artifacts

Across

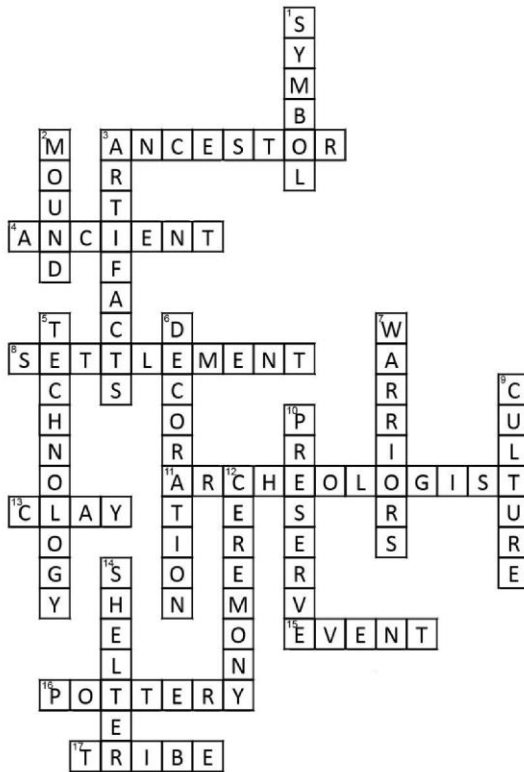
3. A person who was in one's family in past times
4. Someone or something belonging to things of the past
8. A place where people live together
11. A scientist who studies things that were made, used and left behind by people.
13. Earth or dirt that is sticky when wet
15. Something important that happens
16. Pots, dishes or other things made from clay
17. A group of people who live and work together and are often related

Down

1. Something that stands for something else
2. A rounded pile of earth or dirt
3. Things left behind that were made and used by people
5. Things of science used to solve problems
6. Something added to something to make it look nicer
7. People who fight in a war or battle
9. A group of people who share many things like food, language, clothing, customs and beliefs
10. To keep something in good condition
12. A special time or event
14. A place that covers and protects people

The Woodland Indians of Lizard Mound Park

Crossword Puzzle ANSWERS



Vocabulary

- Preserve
- Ancient
- Clay
- Decoration
- Ceremony
- Shelter
- Tribe
- Mound
- Settlement
- Warriors
- Culture
- Symbol
- Archeologist
- Technology
- Pottery
- Ancestor
- Event
- Artifacts

Across

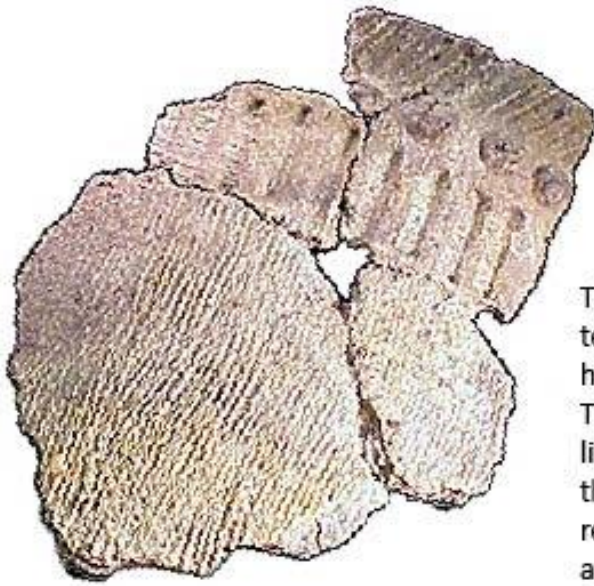
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10. To keep something in good condition
12. A special time or event
14. A place that covers and protects people

park forest thousands

The builders of the mounds in the Lizard Mound State Park and also in other parts of Wisconsin are all part of the ancient Woodland Indian culture. The Native Americans who lived in this area so long ago are called Woodland Indians. These early Native Americans knew how to find and use what they needed for their everyday lives in the forests of Wisconsin. Here, they worked together and depended on each other for thousands of years.



Woodland pottery artifact

science clues garbage

The Woodland Indian mound builders did not have a written language. To learn about their way of life, scientists have to rely on clues these ancient peoples left behind. These scientists are called archeologists. Archeologists are like detectives; they study campsites and village sites where the ancient Woodland Indians once lived. Although much remains a mystery, archeologists use clues found from artifacts like pottery, stone tools, and garbage they left behind. Archeologists also listen to the stories, which have been told and passed down to today's Native Americans. *Would you like to find out what these scientists have learned? Read on!*

tools caves hunting

For thousands of years, the first Woodland Indians lived in small groups and moved from place to place. They often returned to the same places year after year where they found food that was plentiful. In the winters, the Woodland Indians moved to a location where there was good hunting. They lived in caves or rock shelters that protected them from the winter weather. They hunted deer, rabbits and other small animals with spears and traps. Animals weren't hunted only for food; their skins were used for clothing and their bones for tools. *Does anyone in your family like to hunt?*



Photo: Ed Jernick

berries fires clay

As the weather got warmer in the spring, the Woodland Indians moved to places near water to fish, and where they could gather food like berries and nuts. *Have you ever picked and eaten berries from the woods?*

The Woodland Indians discovered many other useful things in the woods. Plants weren't used only for food. Some were used for medicine and grasses were woven into baskets. Trees were important for building fires and making shelters. The bark of the trees was used to make containers to carry and store things. They shaped stones into different types of tools and into spears and arrow points for hunting and weapons. Around this same time, the ancient mound-building Indians also began to make pottery out of nearby clay and crushed rocks. *Do you think that Woodland Indians is a good name for this group of people?*



bark weather young trees

As time went on, the Woodland Indians began to build shelters that we call wigwams. These shelters were made with young trees that were easy to bend into round shapes. Bark and layers of dried grass were laid on the tops and sides of the bent trees, protecting themselves from bad weather. *What was used to build your house?*

domes 2,500 mounds

Around 2,500 years ago, the early Woodland Indians built rounded, dome-shaped mounds of earth to bury their dead. We call these dome shapes conical mounds. Several hundred of these mounds have been preserved in Wisconsin. You can find conical mounds in the Lizard Mound State Park. *Have you seen them yet?*

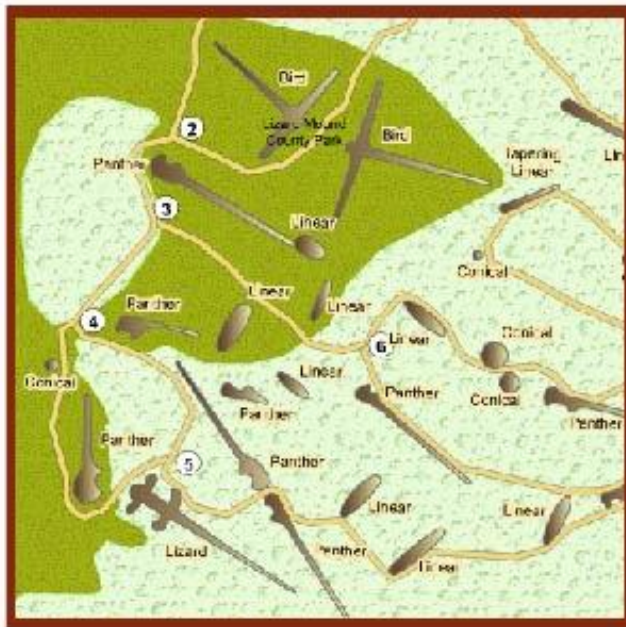


bow and arrow corn settlements

Over the years, the climate became warmer and the living style of the Woodland Indians changed. They began to hunt with the bow and arrow. This made a big difference in their lives. They could now bring home more meat for their families and be better protectors. They also began to grow more crops like corn, sunflowers, beans, and squash.

New forms of pottery were being created, and fancier decorations were added to the pots. Archeologists believe that the Woodland Indians decorated their pottery with symbols of their religious beliefs. *Do you have any pottery in your house?*

With all these improvements, the Woodland Indians began to live in longer-lasting settlements. Archeologists today think that these different settlements would now gather together in large groups for special events and ceremonies. *Does your family or friends ever gather together for special events or ceremonies?*



Effigy mounds in Lizard Mound State Park

shapes changes effigy

The shapes of the mounds were changing too. Some mounds were built into different animal shapes. In other parts of Wisconsin there were even some people-shaped mounds. Today, we call these animal-shaped and people-shaped mounds effigy mounds. *Have you seen the effigy mounds in the Lizard Mound State Park?*

tribes ancient modern

Do you think that today's modern Native Americans are related to the ancient Woodland mound builders? Archeologists currently believe that the ancient Woodland Indians became the ancestors of different tribes of today's modern Indians.

mysteries technology preserve

There is much we still do not know about the Woodland Indians and the mounds they built. Although we may never know everything about them, newer technology and other scientific tools will help archeologists solve some of the mysteries of many unanswered questions. *With that in mind, do you think that it is important to preserve the mounds in the Lizard Mound State Park?*

Active Question & Answer Game Cards

| | | |
|--|--|---|
| <p>How did the <i>earlier</i> Woodland Indians hunt for animals?</p> | <p>What hunting tools did the <i>late</i> Woodland Indians discover that improved their lives?</p> | <p>Besides food, name two other ways the Indians used the hunted animals.</p> |
| <p>What kind of food plants did the Indians find in the woods?</p> | <p>Why are these ancient Native Americans called the Woodland Indians?</p> | <p>Where did the <i>earlier</i> Woodland Indians live in the summer?</p> |

| | | |
|--|--------------------------------|---|
| <p>What kind of crops did the Woodland Indians grow?</p> | <p>What are archeologists?</p> | <p>How do archeologists learn the ways of the ancient Woodland Indians?</p> |
| <p>What are the rounded mounds shaped like domes called?</p> | <p>What are effigy mounds?</p> | <p>What kinds of mounds are found in the Lizard Mound Park?</p> |

| | | |
|--|---|---|
| <p>What are the dome shaped shelters built by the Woodland Indians called?</p> | <p>How did the <i>later</i> Woodland Indians decorate their pottery?</p> | <p>How were wigwams built?</p> |
| <p>Why did the <i>later</i> Woodland Indian settlements gather together at the mound building sites?</p> | <p>When did the <i>early</i> Woodland Indians begin to build mounds to bury their dead?</p> | <p>What did Woodland Indians use to make their pottery?</p> |

| | | |
|---|---|---|
| <p>They used spears with points carved from stones.</p> | <p>The bow and arrow made them better hunters and protectors.</p> | <p>They used the animal skins for clothing and bones for tools.</p> |
| <p>They gathered berries and nuts.</p> | <p>They lived in or near the woods and forests.</p> | <p>They moved next to water where they could fish for food.</p> |

| | | |
|--|---|--|
| <p>They grew squash, corn and beans.</p> | <p>A group of scientists who study things that were made, used and left behind by people.</p> | <p>Scientists learn about the Woodland Indians from the things they left behind that are called artifacts.</p> |
| <p>They are called conical mounds.</p> | <p>They are mounds shaped like animals and people.</p> | <p>There are conical and effigy mounds.</p> |

| | | |
|---|--|---|
| <p>They are called wigwams.</p> | <p>Archeologists think they decorated their pottery with symbols of their beliefs.</p> | <p>Bark and grasses were layered on top of bent-over young trees.</p> |
| <p>They came together at the mound sites for special ceremonies and important events.</p> | <p>They used clay and crushed rocks.</p> | <p>They began about 2,500 years ago.</p> |

Active Question & Answer Card Game ANSWERS

- How did the earlier Woodland Indians hunt for animals?
They used spears with points carved from stones.
- What hunting tools did the late Woodland Indians discover that improved their lives?
The bow and arrow made them better hunters and protectors.
- Besides food, name two other ways the Indians used the hunted animals.
They used the skins for clothing and bones for tools.
- What kind of food plants did the Indians find in the woods?
They gathered berries and nuts.
- Why are these ancient Native Americans called the Woodland Indians?
They lived in or near the woods and forests.
- Where did the earlier Woodland Indians live in the summer?
They moved next to water where they could fish for food.
- What kind of crops did the Woodland Indians grow?
They grew squash, corn, and beans.
- What are archeologists?
A group of scientists who study things that were made, used, and left behind by people.
- How do archeologists learn the ways of the ancient Woodland Indians?
Scientists learn about the Woodland Indians from the things they left behind that are called artifacts.
- What are the rounded mounds shaped like domes called?
They are called conical mounds.
- What are effigy mounds?
They are mounds shaped like animals and people.
- What kinds of mounds are found in the Lizard Mound Park?
There are conical and effigy mounds.
- What are the dome-shaped shelters built by the Woodland Indians called?
They are called wigwams.
- How were wigwams built?
Bark and grasses were layered on top of bent-over young trees.
- Why did the later Woodland Indian settlements gather together at the mound building sites?
They came together at the mound sites for special ceremonies and important events.
- What did Woodland Indians use to make their pottery?
They used clay and crushed rocks.
- When did the early Woodland Indians begin to build mounds to bury their dead?
They began about 2,500 years ago.
- How did the later Woodland Indians decorate their pottery?
Archeologists think they decorated their pottery with symbols of their beliefs.

Quick Writes!

1. Read the prompt.

2. Think for one minute.

3. Write for ____ minutes.

Prompt: _____

Write: _____

Quick Writes Prompts for Students

1. Pretend that it is 200 years in the future from now. Think about an archeological dig that happened in the area where you live or go to school. Remember it is 200 years later. Not everything will look the same or even be there. What five things might an archeologist still find at your site? Write in complete sentences and describe the things they might find.
2. Pretend that you are a Woodland Indian boy or girl who lived 2000 years ago. Think about three things that might have scared you so long ago. Write in complete sentences and describe what might have scared you.
3. Imagine that you are a Woodland Indian boy or girl living 2000 years ago. Think about three things that might have been fun to do at that time. Write in complete sentences and describe what you think you would like to do as a Woodland Indian child.
4. What are some chores or jobs that you have in your family? Think about four things that you might do to help your family if you were a Woodland boy or girl. Write in complete sentences and describe what chores your Woodland Indian parents might have given you.
5. What are some rules you have in your family? Think about four rules that a Woodland Indian girl or boy might have in their family. Write in complete sentences and describe possible rules that a Woodland Indian child might have in their family.
6. Pretend that you are going to visit Mr. Kurt Sampson (pictured below,) a Wisconsin archeologist who studies the mounds of the Wisconsin Woodland Indians. Think about what you would like to ask an archeologist about the Woodland Indians. Write 4 questions for Mr. Sampson.



Kurt Sampson

Compare Your Life to a Woodland Indian's Life

| How Do You Do It? | | How Did They Do It? |
|-------------------|--------------------------|---------------------|
| | Visit friends and family | |
| | Visit the doctor | |
| | Get food for dinner | |
| | Get clothes | |
| | Stay warm in winter | |
| | Get medicine when sick | |

Compare Your Life to a Woodland Indian's Life ANSWERS

Where they lived in the winter?

earlier times in caves and rock ledges; later times in wigwams

How they would get their food?

hunt, trap, gather berries and nuts; later they also grew corn, squash, beans

Where they put someone who died?

some were placed in mounds

Who would be with them at a feast or celebration?

family, relatives, neighboring settlements

A Woodland Indian Story Cloze

Complete the following story by filling in the blanks. Choose your words from the word bank below.
Each word can be used once.

My people follow the ways of the _____ Indian traditions. We live in the forests of Wisconsin. Here we find everything we need to live.

In the summers, we move near water. My father and I go _____. I help gather _____ and _____ from the woods. They taste delicious!

My family knows how to use the trees of the forest for many things. We use them used for our _____, _____, _____, and _____.

We also dig clay from wet areas that we make into our _____ and storage containers.

In the winter, my family moves to a place where there is good _____. I am learning how to hunt for _____, _____ and other small game for meat. We also use their skins for _____ and their bones for _____.

Things are changing though. My dad is now using the _____ for better hunting and protection. We are also planting crops, like _____, _____ and _____. My house is changing too. We now make our shelters out of bent, young _____ and cover the sides with _____ and _____. Some of our families are starting to move together and live in small _____. At times, we get together in the summer with other people and have special _____. At these gatherings, we sometimes build mounds in the shape of animals.

I sometimes wonder who will come here after we are gone. Would you walk on our _____? Do you know what they mean? Will you respect our _____? I can only hope that you will.

Word Bank

| | | | | | | |
|-------------|----------------|------------|---------|--------------|---------|----------|
| settlements | ancestors | medicine | berries | beans | corn | food |
| squash | Woodland | ceremonies | tools | trees | fishing | grasses |
| rabbits | deer | hunting | mounds | fires | bark | clothing |
| shelter | bow and arrows | | nuts | cooking pots | | |

A Woodland Indian Story Cloze ANSWERS

My people follow the ways of the **Woodland** Indian traditions. We live in the forests of Wisconsin. Here we find everything we need to live.

In the summers, we move near water. My father and I go **fishing**. I help gather **nuts** and **berries** from the woods. They taste delicious! My family knows how to use the trees of the forest for many things. We use them for **fires, shelter, food,** and **medicine**. We also dig clay from wet areas that we make into **cooking pots** and storage containers.

In the winter, my family moves to a place where there is good **hunting**. I am learning how to hunt for **deer, rabbits,** and other small game for meat.

We also use their skins for **clothing** and their bones for **tools**.

Things are changing though. My dad is now using the **bow and arrow** for better hunting and protection. We are also planting crops, like **beans, corn,** and **squash**.

My house is changing too. We now make our shelters out of bent, young **trees** and cover the sides with **bark** and **grasses**. Some of our families are starting to move together and live in small **settlements**. At times, we get together in the summer with other people and have special **ceremonies**. At these gatherings we sometimes build mounds in the shape of animals.

I sometimes wonder who will come here after we are gone. Would you walk on our **mounds**? Do you know what they mean? Will you respect our **ancestors**? I can only hope that you will.

The Woodland Indians of Lizard Mound State Park Editable Reading Text

park, forest, thousands The builders of the mounds in the Lizard Mound State Park and also in other parts of Wisconsin are all part of the ancient Woodland Indian culture. The Native Americans who lived in this area so long ago are called Woodland Indians. These early Native Americans knew how to find and use what they needed for their everyday lives in the forests of Wisconsin. Here, they worked together and depended on each other for thousands of years.

science, clues, garbage The Woodland Indian mound builders did not have a written language. To learn about their way of life, scientists have to rely on clues these ancient peoples left behind. These scientists are called archeologists. Archeologists are like detectives; they study campsites and village sites where the ancient Woodland Indians once lived. Although much remains a mystery, archeologists use clues found from artifacts like pottery, stone tools, and garbage they left behind. Archeologists also listen to the stories, which have been told and passed down to today's Native Americans. *Would you like to find out what these scientists have learned? Read on!*

tools, caves, hunting For thousands of years, the first Woodland Indians lived in small groups and moved from place to place. They often returned to the same places year after year where they found food that was plentiful. In the winters, the Woodland Indians moved to a location where there was good hunting. They lived in caves or rock shelters that protected them from the winter weather. They hunted deer, rabbits and other small animals with spears and traps. Animals weren't hunted only for food; their skins were used for clothing and their bones for tools. *Does anyone in your family like to hunt?*

berries, fires, clay As the weather got warmer in the spring, the Woodland Indians moved to places near water to fish, and where they could gather food like berries and nuts. *Have you ever picked and eaten berries from the woods?*

The Woodland Indians discovered many other useful things in the woods. Plants weren't used only for food. Some were used for medicine and grasses were woven into baskets. Trees were important for building fires and making shelters. The bark of the trees was used to make containers to carry and store things. They shaped stones into different types of tools and into spears and arrow points for hunting and weapons. Around this same time, the ancient mound-building Indians also began to make pottery out of nearby clay and crushed rocks. *Do you think that Woodland Indians is a good name for this group of people?*

bark, weather, young trees As time went on, the Woodland Indians began to build shelters that we call wigwams. These shelters were made with young trees that were easy to bend into round shapes. Bark and layers of dried grass were laid on the tops and sides of the bent trees, protecting themselves from bad weather. *What was used to build your house?*

domes, 2,500, mounds Around 2,500 years ago, the early Woodland Indians built rounded, dome-shaped mounds of earth to bury their dead. We call these dome shapes conical mounds. Several

hundred of these mounds have been preserved in Wisconsin. You can find conical mounds in the Lizard Mound State Park. *Have you seen them yet?*

bow and arrow, corn, settlements Over the years, the climate became warmer and the living style of the Woodland Indians changed. They began to hunt with the bow and arrow. This made a big difference in their lives. They could now bring home more meat for their families and be better protectors. They also began to grow more crops like corn, sunflowers, beans, and squash.

New forms of pottery were being created, and fancier decorations were added to the pots. Archeologists believe that the Woodland Indians decorated their pottery with symbols of their religious beliefs. *Do you have any pottery in your house?*

With all these improvements, the Woodland Indians began to live in longer-lasting settlements.

Archeologists today think that these different settlements would now gather together in large groups for special events and ceremonies. *Does your family or friends ever gather together for special events or ceremonies?*

shapes, changes, effigy The shapes of the mounds were changing too. Some mounds were built into different animal shapes. In other parts of Wisconsin there were even some people-shaped mounds. Today, we call these animal-shaped and people-shaped mounds effigy mounds. *Have you seen the effigy mounds in the Lizard Mound State Park?*

tribes, ancient, modern *Do you think that today's modern Native Americans are related to the ancient Woodland mound builders?* Archeologists currently believe that the ancient Woodland Indians became the ancestors of different tribes of today's modern Indians.

mysteries, technology, preserve There is much we still do not know about the Woodland Indians and the mounds they built. Although we may never know everything about them, newer technology and other scientific tools will help archeologists solve some of the mysteries of many unanswered questions. *With that in mind, do you think that it is important to preserve the mounds in the Lizard Mound Park?*

Student-generated Cloze Instructions

Bring up the copied text on your computers.

1. Copy and paste this text into a new document. This copy will be your answer key. Add your name.
2. Then copy and paste this again onto another document. This copy will now be your cloze.
3. Read the text carefully and choose ____ words that you will replace with blanks. Be sure that there are clue words for each blank.
4. Delete your chosen words and replace them with blanks. Do not put a blank in the first or last sentence of your text. Do not have more than one blank in the same sentence.
5. Type the answer words on the bottom of the page into a word bank. Be sure that they are not in the correct order.
6. Print one copy of your answer sheet and ____ copies of your cloze.

True/False Activity Cards

| | | |
|--|---|---|
| <p>The Woodland Indians started building mounds about 200 years ago.</p> | <p>The Woodland Indians began building mounds 2,500 years ago.</p> | <p>Woodland Indians are a group of ancient Native Americans.</p> |
| <p>The Woodland Indians wrote their history on birch bark.</p> | <p>Artifacts are things that were made, used and left behind by people.</p> | <p>Archeologists are scientists who study things that have been made, used and left behind by people.</p> |

| | | |
|---|---|--|
| <p>The Woodland Indians used rifles to hunt for deer.</p> | <p>Archeologists have learned most of the ways of the ancient Woodland Indians.</p> | <p>The Woodland Indians found all of their plant foods in the woods.</p> |
| <p>The ancient Native Americans grew gardens of corn, beans and squash.</p> | <p>The <i>very early</i> Woodland Indians hunted with the bow and arrow.</p> | <p>They made pottery out of sand and water.</p> |
| <p>Plants were used for food, medicine and making baskets.</p> | <p>They lived in shelters called tee-pees.</p> | <p>Their shelters were called wigwams.</p> |

| | | |
|--|---|--|
| <p>The discovery of the bow and arrow made a change in the lives of the Woodland Indian.</p> | <p>Modern Native Americans are related to the ancient Woodland Indians.</p> | <p>Scientific tools and technology help archeologists learn new things about the Woodland Indians.</p> |
| <p>Today, technology has solved all the mysteries about the Woodland Indians.</p> | <p>The <i>late</i> Woodland Indians gathered with other settlements for special events at the mound building sites.</p> | <p>The Woodland Indian pottery was decorated with deer and rabbit drawings.</p> |
| <p>Archeologists feel the decorations on the pottery were symbols of their beliefs.</p> | | |

True/False Activity ANSWERS

1. The Woodland Indians started building mounds about 200 years ago. **False** (2,500)
2. The Woodland Indians began building mounds 2,500 years ago. **True**
3. Woodland Indians are a group of ancient Native Americans. **True**
4. The Woodland Indians wrote their history on birch bark. **False** (they had no written language)
5. Artifacts are things that were made, used and left behind by people. **True**
6. Archeologists are scientists who study things that have been made, used and left behind by people. **True**
7. The Woodland Indians used rifles to hunt for deer. **False** (early Woodland Indians hunted with spears, and later Woodland Indians began to use the bow and arrow)
8. Archeologists have learned most of the ways of the ancient Woodland Indians. **False** (much remains a mystery)
9. The Woodland Indian found all of their plant foods in the woods. **False** (they grew corn, squash, and beans in gardens)
10. The ancient Native Americans grew gardens of corn, beans and squash. **True**
11. The very early Woodland Indians hunted with the bow and arrow. **False** (spears with stone points and traps)
12. They made pottery out of sand and water. **False** (clay and crushed rocks)
13. Plants were used for food, medicine and making baskets. **True**
14. They lived in shelters called tee-pees. **False** (wigwams)
15. Their shelters were called wigwams. **True**
16. The discovery of the bow and arrow made a change in the lives of the Woodland Indian. **True**
17. Modern Native Americans are related to the ancient Woodland Indians. **True** (archeologists believe that the modern Indian is related to a number of different modern-day tribes)
18. Scientific tools and technology help archeologists learn new things about the Woodland Indians. **True**
19. Today, technology has solved all the mysteries about the Woodland Indians. **False** (there are still many things we do not know about them)
20. The late Woodland Indians gathered with other settlements for special events at the mound building sites. **True**
21. The Woodland Indian pottery was decorated with deer and rabbit drawings. **False** (archeologists currently think religious beliefs)
22. Archeologists feel the decorations on the pottery were symbols of their beliefs. **True**

A Day in the Life of a Woodland Indian Guide

What did you do in the morning?

What chores might you have?

How would you get your food?

What would you eat?

What would you do for fun?

How would you bathe yourself?

How would you travel?

If you needed something new, what would you do?

How would you learn things?

How would you keep warm in winter?

Assessment

1. Who built the mounds in Wisconsin?
2. When did the mound-building in Wisconsin begin?
3. Name 2 ways we learn about the mound builders?
4. What kind of food plants did ancient Indians grow in their gardens?
5. Name 3 ways the mound builders used trees.
6. Name 2 tools that the ancient Native Americans used for hunting meat?
7. How did the mound builders use wet clay and crushed rocks?
8. How did they build their wigwams?
9. What are effigy mounds?
10. Why is it important to preserve the mounds that the Woodland Indians built?

Assessment Answers

1. Who built the mounds in Wisconsin? **Woodland Indians**
2. When did the mound-building in Wisconsin begin? **about 2,500 years ago**
3. Name 2 ways we that learn about the mound builders? **from the things they left behind or artifacts and from Native American stories that have been passed on**
4. What kind of food plants did early Indians grow in their gardens? **beans, squash, corn**
5. Name 3 ways the mound builders used trees. **shelters, food, tools, medicine, baskets, fires for heat and cooking**
6. Name 2 tools that the ancient Native Americans used for hunting meat? **spears, points, bow and arrow**
7. How did the mound builders use wet clay and crushed rocks? **made pottery**
8. How did they build their wigwams? **they bent over young trees into a dome shape and covered them with bark and grasses**
9. What are effigy mounds? **animal-shaped mounds built by the Woodland Indians**
10. Why is it important to preserve the mounds that were built by the Woodland Indians? **Answers will vary, but could be history and showing respect to Native Americans**

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