

THE WOODLAND INDIAN MOUND BUILDERS

LESSON PLANS

PART 2: THE MOUNDS OF LIZARD MOUND STATE PARK



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 Mounds of Lizard Mound State Park Lesson Plan

Strand: language arts, social studies, science

Grade Level: grade 4

Location: classroom

Objectives: *Note: General learning objectives are listed below. Specific objectives and the CC 4th grade standards and WI Academic Standards are listed with each response activity. All objectives in this plan span across the lower and higher ends of the learning spectrum.*

Students will:

- Explore Woodland Indian history and culture
- Discover how archeologists study the Woodland Indian mounds
- Discover the who, where, how, when, what, and why we *think* the mounds were built
- Develop use reading, writing and language skills
- Apply content vocabulary
- Read and understand non-fiction content
- Apply non-fiction content to fictional content
- Write and illustrate to persuade
- Develop an appreciation and respect for the mounds of the Woodland Indians

Materials

Note: materials vary with different reading responses.

- paper
- pencils
- index cards
- printable worksheets
- crayons or colored pencils
- sample brochures
- brochure templates
- computer (optional)

Vocabulary

*Note: The reading text of **The Mounds of Lizard Mound State Park** includes some vocabulary and background that were covered in **The Woodland Indians** lesson plan.*

- *monument:* something that is built or made to keep alive or honor the memory of a special event, person, or religious belief
- *theory:* a reasonable explanation or idea of why something might possibly happen or have happened, or how something works or worked
- *symbol:* an object or thing that stands in the place of something else, another object, a person, a

place, or an idea

- *clan*: a family-like group of people with strong connections
- *Identify with*: to connect with someone or something
- *generation*: a group of people born and living about the same time
- *descendant*: someone related to a person or group of people who lived at an earlier time
- *brochure*: a paper designed to inform or persuade someone to either buy, believe, or do something

Resources:

- **Map of Lizard Mound State Park** printable, [page 14](#)
- **Vocabulary game** printable, [page 15](#)
- **The Mounds of Lizard Mound State Park** printable reading text, [pages 16, 17&18](#). These pages show as page 1, 2 and 3 since they will be handouts for the kids.
- **Cloze dialogue** printable, [pages 19 & 20](#)
- **Cloze answers**, [pages 21 & 22](#)
- **Quick Write** printables, [pages 23 & 24](#)
- **Brochure templates** printables, Plan 1 [page 26](#), Plan 2 [page 30](#) & Brochure Reverse side [page 28](#)
- **Brochure student directions** printable, Plan 1 [page 25](#), Plan 2 [page 29](#)
- **Brochure teacher's example**, Plan 1 [page 27](#) & Plan 2 [page 31](#)
- **Assessment** printable, [page 32](#)
- **Assessment answers**, [page 33](#)
- **Citations**, [pages 34 & 35](#)

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

Reading: The Mounds of Lizard Mound State Park

Objectives: Students will build background knowledge and acquire new content vocabulary

CCS for 4th grade: L.4.3, L.4.5, RF.4.3, SL.4.6

Wisconsin Academic Standards (grades 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, SCI.SEP8.3-5

Procedure:

1. Prepare Students for Reading Content

*Note: Some background content was covered in the previous lesson of **The Woodland Indians of Lizard Mound State Park**.*

1. Teacher Preparation: Print map, [page14](#), print vocabulary/definition sheet, [page15](#).
2. Build background knowledge for students: Say: *You have learned about the culture and lifestyle of the Woodland Indians. You learned that they built the mounds in the Lizard Mound State Park. Now we are going to read and learn more about the mounds that they built.*
 - Hand out the map of the park to the students. Say: *This map shows the mounds of Lizard Mound State Park.*
 - Ask what they know about these shapes in the park: the how, where, when, and why the mounds were built. Ask them what they are wondering about the mounds.
 - Post their ideas and questions on a chart for future reference as the study moves along.
3. Say: *Before we read **The Mounds of Lizard Mound State Park**, we are going to play a game using important vocabulary words in the reading text.*
4. Hand out the vocabulary/definitions sheet. Read the first word **monument** and its meaning with the class.
5. Say: *I am going to give you some words that might describe the meaning of **monument**, or they might not. Your job is to decide if they describe the meaning of the word **monument**. If they do, say the word **monument**. If they do not, remain silent.*
6. Give the students ___ seconds to reread the definition of **monument**.
7. Read the phrases or words in the following *Word Association Suggestions* next to the word **monument** and give them time to decide to say the word **monument** or decide to remain silent.
8. Follow same procedure with the rest of the vocabulary words. Allow discussion with their choices. This could become a lively discussion with differing opinions.

Word Association Suggestions:

- **monument:** Statue of Liberty, skyscraper building in Chicago, statue of a soldier in a park, fire department, gravestone in the cemetery, Mount Rushmore National Memorial, Ice Age National Trail, Redwood Trees in California, library, the Sphinx
- **theory:** *Note: some of the theories have been proven or disproven.* eating eggs is bad for your health, there is water on Mars, the world is flat, we need air to live, the Earth revolves around

the sun, the sun revolves around the Earth, reptiles have scales, dinosaurs became extinct because of an asteroid, elephants have excellent memories, maple trees have leaves

- **symbol:** American flag, flag pole, hamburger, McDonald's golden arch sign, 50 stars on our flag, planets, emojis, the cross on top of a church, thumbs up, your thumb, deer crossing sign, deer, 13 stripes on our flag
- **clan:** a herd of cows, family (cousins, sisters, brothers, aunts, and uncles), your third grade class, Potawatomie tribe, Packer fans, cats on a fence, members of a church, a bunch of bananas, North Americans
- **identify with:** wearing a Packer shirt, being hungry, a Buck's fan, student, your nationality, baby, tall tree, deer hunter, American flag on your front porch, saying the Pledge of Allegiance, an American citizen, deer in the forest
- **generation:** your sister, people who use chrome books, those who traveled using horse and buggies, students, your grandparents' children and cousins, football players, Tic Toc viewers
- **descendant:** your sister, your parents' daughter, your grandparents, berries, your grandparents' children, tents, people on a family tree, leaves on a tree, a great-great grandson, a royal English princess

Reading Non-fiction: The Mounds of Lizard Mound State Park

Objectives: Students will read and comprehend non-fiction content; discover who, why, how, when, and where about the mounds; and develop an appreciation and respect for the mound earthworks and their builders.

CCS for 4th grade: RF. 4.3, RF. 4.4, RI. 4.4, RI. 4.10, L. 4.4, L. 4.5, L.4.6

Wisconsin Academic Standards (grades 3-5): SS.Hist2.c.i, SS.Geog4.a.4, SS.Geog5.b.5, SS.Inq5.a.i, SSBH2.b.4, SCI.SEP8.3-5

Procedure

1. Teacher preparation: Provide printable reading text on [pages 16, 17 & 18](#). These pages show as page 1, 2 and 3 on the printables since they will be handouts for the kids.
2. Go over the subtitle questions in the text with students. Say: *Answering the questions as you read will help you with your comprehension.*
3. Assign reading text to individuals or partners.

Reading Response 1: Dialogue 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, reread the text content in a different format, and apply non-fictional information to fictional content.

CCS for 4th grade: RI.4.1, RI.4.3, RI.4.4, RI.4.6, RI.4.8, RI.4.9, RI.4.10, RF.4.1, L.4.3, L.4.4, L.4.6
Wisconsin Academic Standards (grades 3-5): SS.Geog5.b.5, SS.Hist2.c.i, SS.Geog4.a.4, SS.Inq5.a.i, SS.BH2.b.4, SCI.SEP8.3-5

Procedure:

1. Teacher Preparation: Provide printable cloze text on [pages 19 & 20](#). Cloze answers are on [pages 21 & 22](#).
2. Help students understand that they will be sharing a story about the mounds with two fictional cousins. Say: *Pretend that you have cousins living in Norway. Your cousins Erik and Anna are visiting you for a couple of weeks. Your cousins saw the Lizard Mound State Park sign on the way to your house. They wondered why a park would be called Lizard and Mound. Do lizards live there? They want you to tell them what you know about the park. Of course, they will have some other questions for you too. By filling in the blanks with the correct answers, you can tell them what you have learned about the mounds of the Woodland Indians. Be sure to read all of the dialogue; it will give you clues for the answers.*
3. Hand out cloze worksheets and assign students to complete the cloze.

Option: The completed dialogue could be acted out as a little play in groups of three within the classroom. Students would take the parts of the three characters in the cloze dialogue. The cloze dialogue could also be presented as a little play for a parent group or another classroom.

Reading Response 2: “What Is It?” Game

Objectives: Students will recall and understand important concepts from the text. They will explain, describe, define, and build vocabulary.

CCS for 4th grade: RI.4.1, RI. 4.3, RI.4.4, RI 4.6, RI.4.10, L.4.3, L.4.4, L.4.5, L.4.6, SL.4.1, SL.4.2, SL.4.3
Wisconsin Academic Standards (grades 3-5): SS.Hist.2.c.i, SS.Geog4.a.4, SS.Geog.5.b.5, SS.Inq5.a.i, SS.BH2.b.4, SCI.SEP8.3-5

Procedure:

1. Teacher preparation:
 - Write the following words below on cards and put them backside up in a pile.
 - Word suggestions: 2,500 years, mounds, archeologists, baskets, dirt, conical, linear, effigy mounds, water panthers, springs, descendants, 20,000, Indian stories, theories, Indian beliefs, burials, monuments, clans, Upper World, Lower World, lizard, symbols, ancient, 4000, Woodland Indians, artifacts.
 - Have the reading text available for students.
2. Play **What Is It?** game
 - Say: *Have you ever played 20 Questions? Today, we are going to play a game, something like the game 20 Questions.*
 - It might be helpful to demonstrate how to carefully choose questions to narrow down possibilities. Suggest they start with general questions and then move to more specific questions. Some general questions to suggest might be: is it alive, a person, a place, an object, can I touch it, is it bigger than a ____, made by people? Some specific questions based on previous questions might be: is it green, made by Woodland Indians, still alive.
 - Divide the class into teams A and B.
 - Tell students that all the words on the cards are from their reading text.
 - A leader student from team A takes one of the cards, reads it to herself/himself and goes in front of the class. The rest of the team does not know what the word is.
 - Set the timer for ____ minutes. The team members ask their student leader questions that can be answered with only yes or no. No gestures or noise is allowed.
 - If team A members guess the word before time runs out, team A gets a point.
 - Repeat between team A and team B until all of the cards have been used.

Reading Response 3: Quick Write

Objectives: *prompt 1:* students will use reflective thinking, recall and apply non-fictional information to fictional context, write in complete sentences, create and write an imagined experience.

prompt 2: students will recall and apply non-fictional information, formulate questions, write and edit questions for an archeologist.

CCS for 4th grade: RI.4.1, RI.2, RI.4.3, RI.4.5, RI.4.8, RI.4.10, W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.7, W.4.10, R.4.4, L.4.1, L.4.2, L.4.3, L.4.6

Wisconsin Academic Standards (grades 3-5): SS.Hist2.c.i, SS.Geog5.a.3-4, SS.Geog4.a.4, SS.Hist2.a.i, SS.Hist2.b.i, SS.Hist3.a.i, SS.Hist3.b.i, SS.BH2.b.4, SCI.SEP8.3-5

Procedure:

Prompt 1

1. Teacher preparation for *prompt 1*:
 - Fill in the allotted time on the Quick Write template, [page 23](#)
 - Print the Lizard Mound Quick Write template
2. Assigning *prompt 1*:
 - 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 spelling, 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 think about your ideas and then write them.*
 - Point out the graphic of the lizard mound and read together the prompt with its steps. *“Imagine that you are the lizard mound in the park. Remember you have been there for a thousand years. Think about what you have seen during those many years. Think about what you might have heard. Think about how you might feel. Write all your ideas in complete sentences.”* Assign.

Prompt 2

1. Teacher preparation for *prompt 2*:
 - Fill in the allotted time on the Quick Write template, [page 24](#)
 - Print the Questions for the Archeologist Quick Write template
 - Have reading text available for reference, [pages 17, 18 & 19](#). These pages show as page 1, 2 & 3 on the printables since they will be handouts for the kids.
2. Assigning *prompt 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 think about your ideas and then write them.*
 - Hand out the prepared Quick Write template. Point out the picture of Mr. Sampson. Say: *Mr. Sampson is a Wisconsin archeologist who studies the Indian mounds of Wisconsin. He*

has also done research in the Lizard Mound State Park.

- Read together the prompt with its steps *“Think what you would like to ask an archeologist about the mounds of Lizard Mound Park? Then Write 4 questions for Mr. Sampson.”*
- *Tell them that although they have already read the Mounds text, [pages 17, 18 & 19](#). (These pages show as page 1, 2 and 3 on the printables since they will be handouts for the kids.) they might want to refer to it when thinking about their questions.*
- *Say “Mr. Sampson would be happy to read and answer their questions. You will edit your questions for correct spellings, punctuation, and grammar before you send them to him.”*
Assign Quick Write.
- Send questions to Mr. Sampson at:
Kurt Sampson. Dodge County Historical Society. 105 Park Avenue. Beaver Dam, WI 53916
kurtsampson1968@gmail.com
- *Option 1:* Children 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: 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.

Response 4: Persuasive Brochure

Objectives: Students will design and create a brochure to persuade visitors to come to the Lizard Mound State Park; recall and apply non-fiction knowledge; support their opinions and main ideas with facts and details; write clearly using proper grammar, usage, capitalization, punctuation, and spelling; illustrate their writing; and demonstrate an appreciation for an ancient culture and historical site.

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

Wisconsin Academic Standards (grades 3-5): SS.INQ2.a.i, SS.INQ2.b.i, SS.INQ3.a.i, SS.INQ3.b.i, SS.INQ3.c.i, SS.INQ4.a.i, SS.INQ5.a.i, SS.Geog5.b.5, SS.Geog4.a.4, SS.Geog1.c.4-5, SS.Hist2.c.i, SS.Hist3.a.i, SS.Hist3.c.i, SS.BH2.b.4, SCI.SEP8.3-5

Note: Response contains two different plans for writing a persuasive brochure:

Plan 1. Students will design a brochure by creating their own persuasive main ideas, supporting facts/ideas and illustrations.

Plan 2. Students will design a brochure with facts/ideas and illustrations that support the main ideas supplied to them.

Procedures:

Teacher preparation for both prompts:

1. Ahead of time, gather as many brochures as you can find as examples.
2. Preview brochure plans, templates and teacher example. Choose Plan 1, [pages 26 & 27](#) or Plan 2 [pages 30 & 31](#).
3. Print the template for **Plan 1** or **Plan 2**. Map directions and mound designs could also be printed on the backside of both brochure templates, [page 28](#). (These pages do not show a page number on the printables since they will be handouts for the kids.)
4. Print brochure directions for students, [pages 25](#) (Plan 1) or [29](#). (Plan 2)

Plan 1 Procedure:

1. Hand out printed Plan 1 brochure template [page 26](#). The printable includes a student working page with three sections.
2. Demonstrate how to fold it into a three-sided brochure (accordion style).
3. First section: Point out lines for the title and author. Show the space for an illustration. Say: *The title usually gives an idea of the main point. What do you think would be a good title? How could you make your illustrations attractive?*
4. Second and third sections: Point out places to write their ideas of persuasion, supporting details and the places for illustrations. (Teacher's example, [page 27](#)) Say: *You will write your persuasive ideas in the enclosed spaces. Then you will write a short paragraph supporting your persuasive ideas on the lines below them.*
5. Brainstorm ideas of persuasion. Say: *Why do you think people should visit the park? What might persuade someone to visit the park? Possible ideas: what a visitor might learn, some things that might surprise a visitor, some important advice for a visitor, what a visitor might see, interesting facts or things they will enjoy.*
6. Post ideas for brochure.

7. Hand out and read the directions together with students, printable, [page 25](#). Instruct students to check the little boxes as they accomplish each step.
8. Students should edit with proper grammar, usage, capitalization, punctuation, and spelling for publishing or displaying.
9. Send to one or more locations.
 - a. Local libraries:
 - Kewaskum Library- 1225 Fond du Lac Ave, Kewaskum, WI 53040
 - West Bend Community Library- 630 Poplar Street, West Bend, WI 53095
 - b. Local newspapers:
 - Kewaskum Statesman- 106 South Milwaukee Street, Box 277, Theresa, WI 53095
 - West Bend Daily News- 100 South 6th Street, West Bend, WI 53095
 - c. A Wisconsin archeologist who specializes in Indian mounds:
 - Kurt Sampson
 - Dodge County Historical Society
 - 105 Park Avenue, Beaver Dam, WI 53916
 - kurtsampson1968@gmail.com
 - d. Farmington Historical Society - P.O. Box 20, Kewaskum, WI 53040-0020
Farmingtonhistory017@gmail.com
 - e. Wisconsin Department of Natural Resources, Northern Unit Headquarters, N1765, Cty Road G, Campbellsport, WI 53010

Plan 2 Procedure:

1. Hand out printed Plan 2 persuasive brochure template, [page 30](#).
2. Demonstrate how to fold it into a three-sided brochure (accordion style).
3. The printables include a student working page with three sections.
4. First section of the template: Point out lines for the title and author. Show the space for an illustration. Say: *The title usually gives an idea of the main point. What do you think would be a good title? How could you make your illustrations attractive?*
5. Second and third sections: Point out and read together the provided persuasive main ideas inside the enclosures. Tell students to use facts and their ideas to support these points.
6. Hand out and read the printed student directions on [page 29](#). Instruct students to check off each little box as they accomplish the steps.
7. They should edit with proper grammar, usage, capitalization, punctuation, and spelling for display or publishing.
8. Send to one or more locations.
 - c. Local libraries:
 - Kewaskum Library- 1225 Fond du Lac Ave, Kewaskum, WI 53040
 - West Bend Community Library- 630 Poplar Street, West Bend, WI 53095
 - d. Local newspapers:
 - Kewaskum Statesman- 106 South Milwaukee Street, Box 277, Theresa, WI 53095
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 - d. A Wisconsin archeologist who specializes in Indian mounds:
 - Kurt Sampson

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

- e. Farmington Historical Society - P.O. Box 20, Kewaskum, WI 53040-0020
Farmingtonhistory017@gmail.com
- f. Wisconsin Department of Natural Resources, Northern Unit Headquarters,
N1765, Cty Road G, Campbellsport, WI 53010

Assessment

Option 1. Print and use the dialogue cloze printable, [pages 19 & 20](#) as an assessment. Answers on [pages 21 & 22](#)

Option 2. Print the test question printable, [page 32](#). Answers on [page 33](#). Instruct children to include details in their answers.

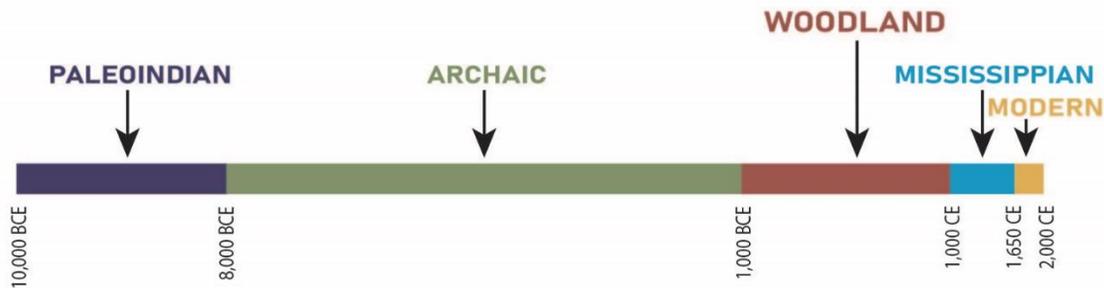
Vocabulary Definition Game Word List

1. *monument*: something that is built or made to keep alive or honor the memory of a special event, person, or religious beliefs
2. *theory*: a reasonable explanation or idea of how or why something might possibly happen or have happened, or how something works or worked
3. *symbol*: an object or thing that stands in the place of something else, such as an idea, another object, a person, or a place
4. *clan*: a family-like group of people with strong connections
5. *identify with*: to connect with someone or something
6. *generation*: a group of people born and living about the same time
7. *descendant*: someone related to a person or group of people who lived at an earlier time

THE MOUNDS OF LIZARD MOUND STATE PARK

Who built the mounds and when were they built?

The ancient Woodland Indians began building mounds about 2,500 years ago. Historians and archeologists think that the Woodland Indian mound building culture lasted almost 2,000 years.



How were the mounds built?

The Woodland Indians carried basket-load after basket-load of sand, dirt, and other natural materials to build their mounds. The baskets or containers were made from plants, animal skins and even clay. The mounds in Lizard Mound State Park today are between 1 and 3 feet high, and some are very long. The lizard-shaped mound is about 250 feet long. *How do you think we would build mounds like this today?*

The earliest mounds were shaped with rounded tops like a dome, and some were shaped like sausages, being straight and long. Today we call the dome-shaped mounds conical mounds, and the sausage-shaped mounds are called linear mounds. *Have you seen these shapes in the Lizard Mound State Park?*

After the first mound building began and while still making some dome-shaped mounds, the Late Woodland Indians started to build mounds into shapes of animals. In other parts of Wisconsin, some mounds were even shaped like humans. Today, we call these animal and people shaped mounds effigy mounds. The effigy mounds found in the Lizard Mound State Park are described as birds, water panthers, and a lizard. The lizard shaped mound gave the park its name. *Have you seen the effigy mounds in the Lizard Mound State Park?*

THE MOUNDS OF LIZARD MOUND PARK...continued

Why were the mounds built?

That's the big question. *What do you think?* With no written language, no written records and few surviving Indian stories and traditions, the purpose and meaning of the mounds are not completely understood. It remains a mystery. Archeologists study the stories and teachings of Indian religious beliefs. These stories and beliefs have been told and retold by Native Americans down through generations. Archeologists also base their theories on clues from things that the Woodland Indians left behind at these sites. These things are called artifacts.

Some of the mounds were used as burials, but not all of them. Archeologists have found evidence that they were also being built to honor their religious beliefs during special ceremonies.

Early Native Americans believed that a Great Spirit lived in all things. There were Spirits of the earth, of the water and of the sky. They divided their creation into an Upper World and Lower World. Birds lived in the Upper World, while other animals and long-tailed spirits lived in the Lower World. The Indians called some of these long-tailed creatures Water Panthers. Water Panthers were described by Indians as having very long tails and sharp claws. These beliefs suggest that the effigy mounds built in the park could be symbols of their religious beliefs. *Have you seen the long-tailed water spirit panthers and the long-tailed lizard in the park?*

There are many monuments in the United States. *Do you think the Statue of Liberty is an important monument?* Perhaps the effigy mounds were built as monuments.

Some archeological studies show there is a connection between the shapes of the mounds and Indian clan names. Clans are different tight-knit groups of people, mostly families. The different clans often identified themselves with animals and birds from both the Upper World and the Lower World. An animal shaped mound might be a symbol for a clan's name. The badger animal is a symbol of Wisconsin. *Can you think of a bird that is a symbol of the United States?*

In the past, archeologists dug into the mounds to find out what was in them. This is not done any more out of respect for the wishes of today's Native Americans, who are descendants of the Woodland Indians. In more recent years, Wisconsin has passed a law to protect Native American burial sites and artifacts.

THE MOUNDS OF LIZARD MOUND STATE PARK...continued

Where were the mounds built?

Woodland Indians often built their mounds near water like rivers, streams, lakes, and springs. In the Lizard Mound State Park, the Woodland Indians built mounds near natural springs. These springs eventually flow into and connect to the Milwaukee River. Listening to Indian stories, archeologists think that the Woodland Indians believed that these springs were a path to the Underworld where the Water Spirits lived. *Do you think that the Woodland Indians thought this was a special land?*

After several thousands of years of mound-building, it seemed to stop. We don't know why it stopped, but we do know that today, the mounds in Lizard Mound State Park remain important to modern-day Native Americans who are descendants of the mound builders. It's their history. It is Wisconsin's history. It's a shared history.

Scientists estimated at one time that there were as many as 20,000 mounds in the state of Wisconsin. When the people of Europe began to settle in the land of Wisconsin, many did not understand that these mounds were monuments from an ancient culture. Most of the Woodland Indian mounds were destroyed with logging, road and house building, and turning land into farmland. There are an estimated 4,000 mounds left in Wisconsin. It is thought that at one time there were about 60 mounds in Lizard Mound State Park. Today, there are 27 mounds that have survived. *Do you think we should protect and preserve these mounds?*

Although we don't know everything about the mounds, we do know that they are more than simply an ancient cemetery. They are symbols and monuments of a past people. Perhaps the Woodland Indians built their monuments for the same reason we build monuments today. *Do you think it is important to respect and honor these monuments?*

You: Hi Anna and Erik! I hear you want learn about the mounds in Lizard Mound State Park. Here is a map of the Lizard Mound State Park with mounds built in different shapes. These shapes are actually raised piles of _____. We will go there next Tuesday to see them, but before that, here's what I have learned about them. First of all, the mounds in Lizard Mound State Park were built by ancient people that we call the _____.

Anna: Wow, we do not have any Indian people in our Norwegian history. Ancient makes it sound like it happened a really long time ago. When *did* they build these mounds?

You: Well, you are right about that. Archeologists think that they began building them about _____ years ago. And they continued to build them for about _____ years.

Erik: Cool! Archeologists in Norway study and search for things left behind during the Viking Age. But we do not have any mounds made into shapes in Norway. You are lucky to have a historical site so near you.

You: I know... it is really awesome having it so close. The Woodland Indians probably picked this area because it has a lot of wetlands and some springs that eventually run into the Milwaukee River. The Woodland Indians often built their mounds near rivers, lakes and sometimes _____. They believed that there were spirits in water. Water-Spirits.

Anna: OK.... but *what* are the mounds *anyway*? And *why* did the Indians build them?

You: Boy... those are tough questions, Anna. Woodland Indians did not leave us any written information about their culture and their mounds. Some mounds had been used as _____, but not all of them. Archeologists have studied evidence and came up with a _____ that the mound shapes expressed their religious _____. Here... look again at the park map. You can see the mounds are in different shapes. Some are shaped like birds, some like water _____, some are conical-shaped, and some are shaped like sausages. The ones shaped like animals are called _____ mounds.

Erik: Wait minute... Water Panthers?? What are Water Panthers?

You: Water Panthers were part of their beliefs. The early Native Americans believed that a Great Spirit lived in all things. There were _____ of the earth, of the water and of sky. Their creation was divided into an _____ World and a _____ World. Birds lived in the Upper World, while other animals and long-tailed spirits lived in the Lower World. The Indians called some of the _____ creatures Water Panthers. These creatures were described by Indians as having very long tails and sharp claws. So... archeologists think that not only were some mounds built to bury their dead, they were also being built to _____ their religious beliefs. We think some of this happened during special _____.

Anna: Wow, look at the length of the tails on those Water Panthers... and the huge size of the one shaped like a lizard. That must be how the park got its name. And just think... they didn't have big machines back then to help build them!

You: You got that right, Anna. Just imagine. They first had to make _____ or containers out of plants, animal skins and even clay to _____ all the materials. Then they had to carry basket-load after basket-load filled with sand, dirt, and other natural materials to build up their mounds.

Erik: Are there more places like this in other parts of Wisconsin?

You: Yes, scientists think that at one time there were as many as _____ mounds in our whole state. But I think our park is a real special place.

Anna: Really? Well... what happened to all those mounds?

You: When people of Europe began to settle in the land of Wisconsin, many did not _____ that these mounds were probably the _____ of an ancient culture. Most of the mounds were destroyed with plowing, logging, making roads, house building, and turning the land into _____. It looks like only 4000 have survived in Wisconsin. And... in the Lizard Mound State Park area, it is thought that there were about 60 mounds at one time. Today there are only _____ mounds left in the park.

You: Oh, and here's another idea about the shapes of the mounds. Some archeological studies suggest that there is a _____ between the shapes of the mounds and Indian clan names. I think you had clans in Norway too. Clans are different tight-knit groups of people, mostly families. Indian clans often identified themselves with _____ and _____ from both the Upper World and the Lower World. So... the animal-shaped mounds might be a _____ for their clan's name.

Erik: But...how do archeologists know all of this stuff if there was no written language or written records?

You: Good question Erik, I wondered that too. Archeologists study the _____ and teachings about Indian religious beliefs. Stories have been passed on by word of mouth and are being told and retold down through their generations. Archeologists also base their theories on _____ in the things that the Woodland Indians left behind at these sites.

Anna: Soooo... it looks like these mounds are more than just burial sites, but that they are also symbols and _____ for the ancient Woodland Indians.

You: (write one or two concluding sentences to wrap up your telling for Anna and Erik) _____

Anna and Erik: Thank you _____ (your name), for helping us learn about history in Wisconsin. Next summer when you come to visit us in Norway, we will take you to an ancient Viking site where they found part of a Viking ship.

Word Bank: monuments Woodland Indians beliefs symbol theory stories burials
27 farmland baskets connection animals birds ceremonies effigy panthers
20,000 carry long-tailed springs 2,500 earth spirits Upper Lower understand
clues 2000 honor

ANSWERS FOR CLOZE ACTIVITY

You: Hi Anna and Erik! I hear you want learn about the mounds in Lizard Mound State Park. Here is a map of the Lizard Mound State Park with mounds built in different shapes. These shapes are actually raised piles of **earth**. We will go there next Tuesday to see them, but before that, here's what I have learned about them. First of all, the mounds in Lizard Mound State Park were built by ancient people that we call **Woodland Indians**.

Erik: Wow, we do not have any Indian people in our Norwegian history. Ancient makes it sound like it happened a really long time ago. When *did* they build these mounds?

You: Well, you are right about that. Archeologists think that they began building them about **2,500** years ago. And they continued to build them for about **2,000** years.

Erik: Cool! Archeologists in Norway study and search for things left behind during the Viking Age. But we do not have any mounds made into shapes in Norway. You are lucky to have a historical site so near you.

You: I know... it is really awesome having it so close. The Woodland Indians probably picked this area because it has a lot of wetlands and some springs that eventually run into the Milwaukee River. The Woodland Indians often built their mounds near rivers, lakes and sometimes **springs**. They believed that there were spirits in water. Water-Spirits.

Anna: OK.... but *what* are the mounds *anyway*? And *why* did the Indians build them?

You: Boy... those are tough questions, Anna. Woodland Indians did not leave us any written information about their culture and their mounds. Some mounds had been used as **burials**, but not all of them. Archeologists have studied evidence and came up with a **theory** that the mound shapes expressed their religious **beliefs**. Here... look again at the park map. You can see the mounds are in different shapes. Some are shaped like birds, some like Water **panthers**, some are conical-shaped, and some are shaped like sausages. The ones shaped like animals are called **effigy** mounds.

Erik: Wait minute... Water Panthers? What are Water Panthers?

You: Water Panthers were part of their beliefs. The early Native Americans believed that a Great Spirit lived in all things. There were **spirits** of the earth, of the water and of sky. Their creation was divided into an **Upper** World and a **Lower** World. Birds lived in the Upper World, while other animals and long-tailed spirits lived in the Lower World. The Indians called some of the **long-tailed** creatures Water Panthers. These creatures were described by Indians as having very long tails and sharp claws. So... archeologists think that not only were some mounds built to bury their dead, they were also being built to **honor** their religious beliefs. We think some of this happened during special **ceremonies**.

Anna: Wow, look at the length of the tails on those Water Panthers... and the huge size of the one shaped like a lizard. And just think... they didn't have big machines back then to help build them!

You: You got that right, Anna. Just imagine. They first had to make **baskets** or containers out of plants, animal skins and even clay to **carry** all the materials. Then they had to carry basket-load after basket-load filled with sand, dirt, and other natural materials to build up their mounds.

Erik: Are there more places like this in other parts of Wisconsin?

You: Yes, there are... but I think our Lizard Mound State Park is a real special place. Scientists think that at one time there were as many as **20,000** mounds in our whole state.

Anna: Really? Not anymore? Well... what happened to them?

You: When people of Europe began to settle in the land of Wisconsin, many did not **understand** that these mounds were probably the **monuments** of an ancient culture. Most of the mounds were destroyed with plowing, logging, making roads, house building, and turning the land into **farmland**. It looks like only 4000 have survived in Wisconsin. And... in Lizard Mound State Park, it is thought that there were about 60 mounds at one time. Today there are only **27** mounds left in the park.

You: Oh, and here's another idea about the shapes of the mounds. Some archeological studies suggest that there is a **connection** between the shapes of the mounds and Indian clan names. I think you had clans in Norway too. Clans are different tight-knit groups of people, mostly families. Indian clans often identified themselves with **animals** and **birds** from both the Upper World and the Lower World. So... the animal-shaped mounds might be a **symbol** for their clan's name.

Erik: But...how do archeologists know all of this stuff if there was no written language or written records?

You: Good question, Erik. Archeologists study the **stories** and teachings about Indian religious beliefs. These stories have been passed on by word of mouth and are being told and retold down through their generations. Archeologists also base their theories on **clues** in the things that the Woodland Indians left behind at these sites.

Anna: Soooo... it looks like these mounds are more than just burial sites, but that they are also symbols and **monuments** for the ancient Woodland Indians.

Quick Writes!

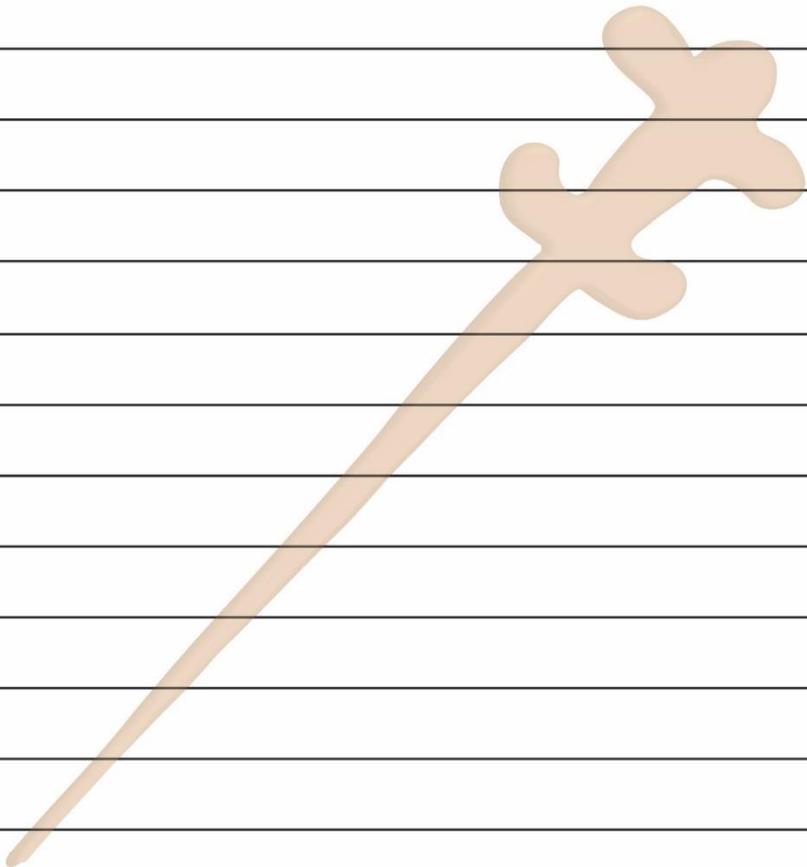
1. Read the prompt.

2. Think for one minute.

3. Write for ____ minutes.

Prompt: Imagine that you are the lizard mound in the park. Remember you have been there for a thousand years. Think about what you have seen during those many years. Think about what you might have heard. Think about how you might feel. Write all your ideas in complete sentences.

Write:



A series of horizontal lines for writing, with a large, light brown, stylized drawing of a lizard mound (resembling a stick figure) positioned diagonally across the lines.

Quick Writes!

1. Read the prompt.
2. Think for one minute.
3. Write for ____ minutes.

Prompt: Think what you would like to ask an archeologist about the mounds of Lizard Mound Park. Then, write 4 questions for Mr. Sampson.



Write:

1.

2.

3.

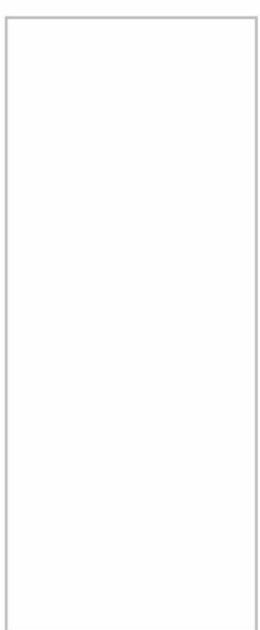
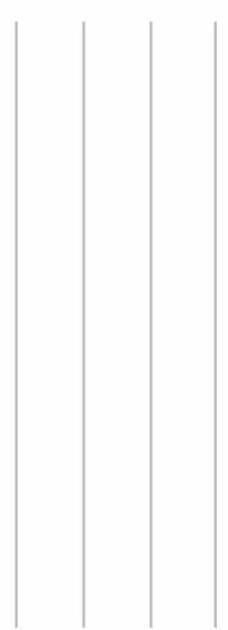
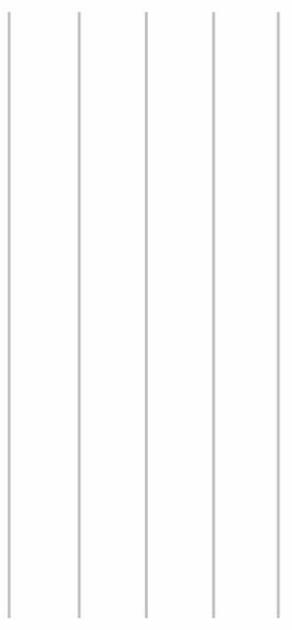
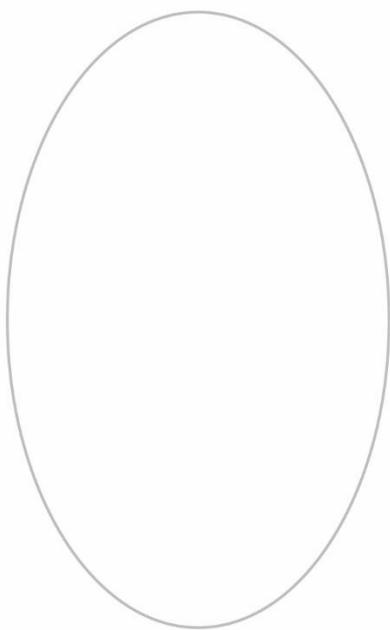
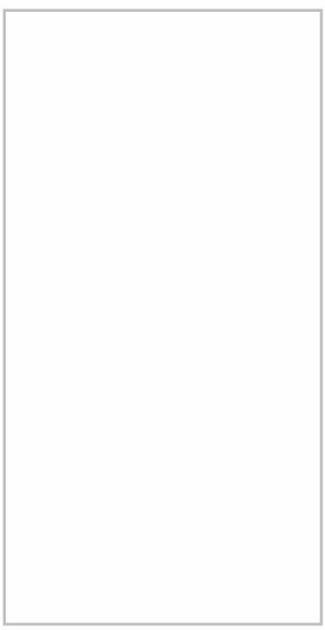
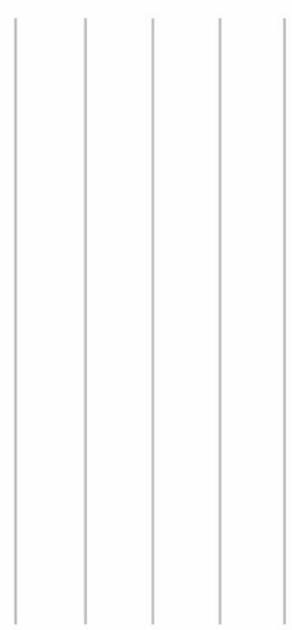
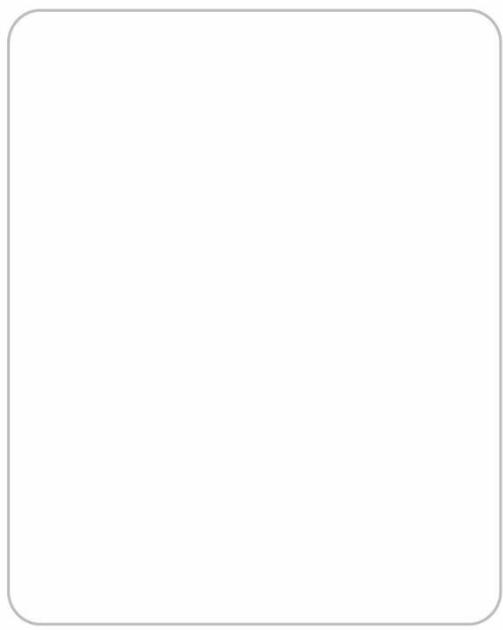
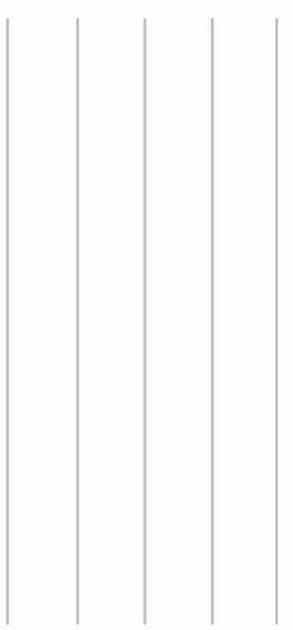
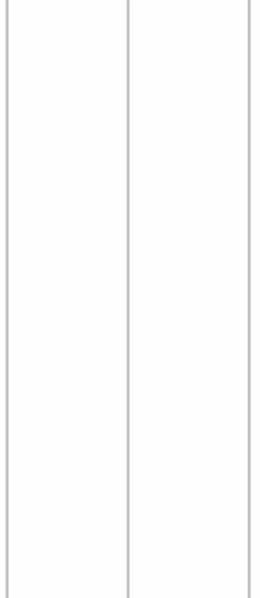
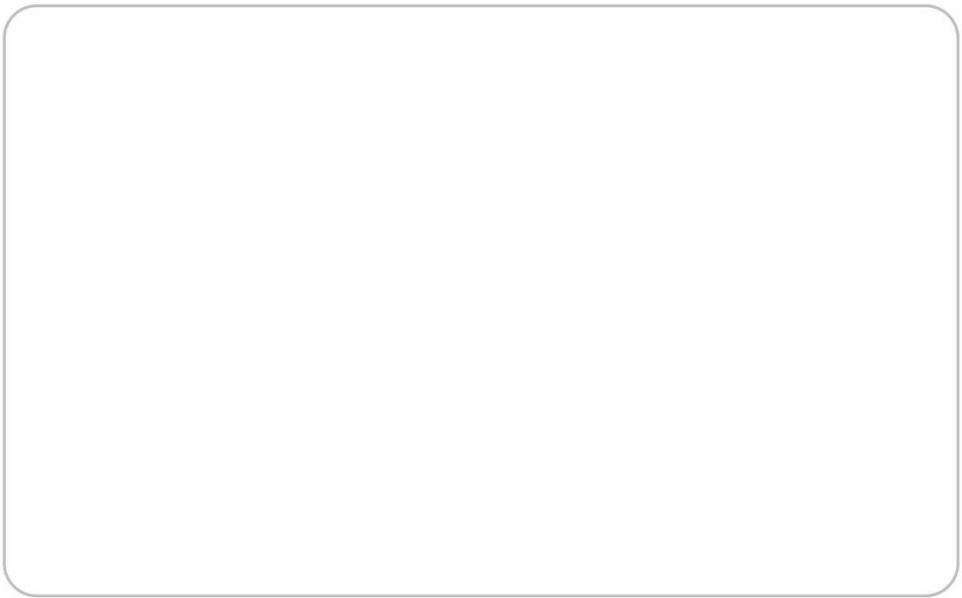
4.

Plan 1 Brochure Directions for Students

Complete the steps below. Check the square when you are finished with each step. Write clearly for your reader.

- Section 1:* Write the title of your brochure on the cover. This will be the main idea for your brochure. Add your name to the “created by”.
- Sections 2 and 3:* Write your persuasive points (main ideas) in the rectangular spaces on the brochure. Then support your points with facts and ideas using details on the lines. Convince your reader to visit the park.
- Write clearly for your reader.
- Edit your work for correct punctuation, capitalization, spelling, and grammar.
- Illustrate your ideas with drawings and color in the areas provided for illustrations.
- Do your best work! You will be sharing your brochure.

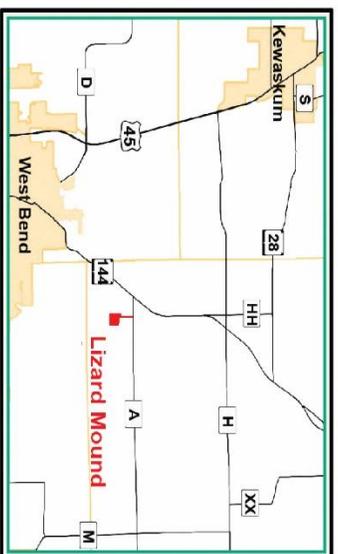
Brochure Created By:



Plan 1: Brochure Example with Labels

<p>Title</p>	<p>Persuasive Idea 1</p>	<p>Persuasive Idea 2</p>
<p>Illustration</p>	<p>Supporting Details</p>	<p>Supporting Details</p> <p>Persuasive Idea 3</p>
<p>Brochure Created By: Student's Name</p>	<p>Supporting Details</p>	<p>Supporting Details</p> <p>Illustration</p>

Lizard Mound State Park



2121 County Hwy A
West Bend, WI



Brochure Directions for Plan 2

Complete the steps below. Check the square when you are finished with each step. Write clearly for your reader.

- Section 1:* Write the title of the brochure on the cover. This will be the main idea of your brochure. Add your name to the “created by”.
- Section 2 and 3:* Write facts and ideas that support the main ideas in the rectangular spaces on the brochure. Convince readers to visit the park.
- Write clearly for your reader.
- Edit your work for correct punctuation, capitalization, spelling, and grammar.
- Illustrate your ideas with drawings in the areas provided for illustrations. Add color.
- Do your best work! You will be sharing your brochure.

Did You Know?

You Will See...

**Visit and You
Will Enjoy...**

Plan 2: Brochure Example with Labels

Title

Illustration

Brochure Created By:

Student's Name

Did You Know?

Supporting Details

Illustration

You Will See...

Supporting Details

Visit and You
Will Enjoy...

Supporting Details

Illustration

The Mounds of the Lizard Mound State Park

1. Who were the builders of the mounds in the park?
2. When were the mounds built?
3. How were the mounds built?
4. Why were the mounds built?
5. Name at least 3 mound shapes.
6. What do we call the mounds with long tails in the park?
7. What do we call the mounds shaped like animals?
8. Name 2 ways that archeologists learn about the mounds built by the Woodland Indians.
9. Why are there only an estimated 4,000 mounds remaining in Wisconsin?
10. Do you think that the Lizard Mound State Park is an important place?
Why?

Assessment Answers

1. Who were the builders of the mounds in the park? **Woodland Indians**
2. When were the mounds built? **About 2,500 years ago**
3. How were the mounds built? **Woodland Indians carried load after load of baskets or clay containers filled with sand, dirt, and other natural materials to build up their mounds.**
4. Why were the mounds built? **Some were built for burials. Some theories include honoring their religious beliefs and/or symbols of their clan names.**
5. Name at least 3 mound shapes. **lizard, water panthers, birds, conical, linear**
6. What do we call the mounds with long tails in the park? **Water Panthers or the Lizard Mound**
7. What do we call the mounds shaped like animals? **effigy mounds**
8. Name 2 ways archeologists learn about the mounds of Wisconsin. **Oral stories told by Native Americans and things left behind (artifacts)**
9. Why are there only 4,000 mounds remaining in Wisconsin? **European settlers built roads, homes, and farmlands**
10. Do you think that the Lizard Mound State Park is an important place? Why?

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Kurt Sampson's photo provided by Kurt Sampson

