



VIRTUAL LEARNING JOURNEY

INDIAN MOUNDS

gpb.org/indian-mounds

Lesson Title	Indian Mounds Virtual Field Trip 5E Lesson Plan
Grade Levels	3rd, 8th-12th
Timeline	45-minute class period (or homework assignment) per section

STANDARDS

SS3H1. Describe early American Indian cultures and their development in North America.

SS3H1b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

SS8H1a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

SSUS1b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

ESSENTIAL QUESTION

How do the Etowah, Ocmulgee, and Kolomoki sites explain the organization, culture, and beliefs of Woodland and Mississippian Indian societies before European contact?

KEY VOCABULARY

mortuary, archeology, excavate, priest, palisade, Mississippian period, trading network, permanent, effigy, representation, dwelling, religion, technology, hierarchy, council, politics, ceremony, funeral, culture, pottery, exchange, agriculture, Woodland period, festival, recreation

MATERIALS

SOURCE: [GPB's Indian Mounds Virtual Field Trip](#)

GALLERY WALK: individual printed or virtual images

PICTURE NOTES: large drawing paper, hanging sticky notes, or butcher paper

MAKING CONNECTIONS: large drawing paper and supplies for extension activity

CLAIM, SUPPORT, QUESTION: three-column graphic organizer

ADVENTURE MAP: Venn diagram graphic organizer

TWO TRUTHS AND A LIE: graphic organizer

ENGAGE

RESOURCES (IMAGES)

These images can be found in the [Indian Mounds Virtual Field Trip](#) AND in GPB Education's [The Mounds at Etowah](#) Google Arts and Culture exhibit.

STRATEGY: Gallery Walk

This strategy has been adapted from [Facing History](#).

Invite students to explore a visual gallery of posted or online images, making one observation and asking one question for each image. Students may then revisit each image and comment on the observations and questions made by their classmates. This strategy allows educators to assess prior knowledge and address early misconceptions.

Explain to students that they will be getting a sneak peek of the new unit. Display photos of artifacts from the Etowah Indian mounds around the classroom (or in a virtual layout to be viewed online) and pair a graphic organizer or T-chart with each image.

Invite students to study the images and analyze each image by making one observation and asking one question on the chart.

SENTENCE STARTERS:

One of the things I notice is ...

One of the things I wonder about is ...

OBSERVATION: I notice that ...	QUESTION: I wonder about ...

Throughout the unit, refer back to the images and the initial observations and questions. Students can also continue to post new observations and questions, comment on the observations of classmates, and respond to questions.



EXPLORE

RESOURCES (IMAGES):

These images can be found in the [Indian Mounds Virtual Field Trip](#) AND GPB Education's [The Mounds at Etowah](#), [The Mounds at Ocmulgee](#), and [The Mounds at Kolomoki](#) Google Arts and Culture Exhibits.

- Etowah
 - The Mounds
 - Plaza
 - River
 - Fish Trap
- Ocmulgee
 - Earth Lodge
 - Funeral Mound
 - Trading Post
 - Corn Field Mound
 - Great & Lesser Temple Mound
- Kolomoki
 - Great Temple Mound
 - Plaza
 - Burial Mound
 - Ceremonial Mound

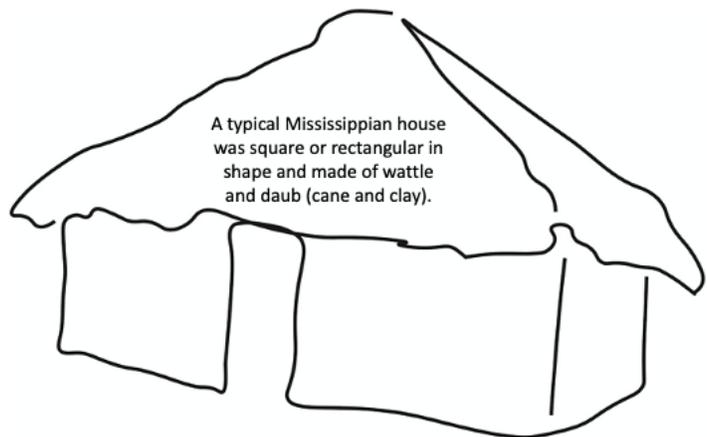
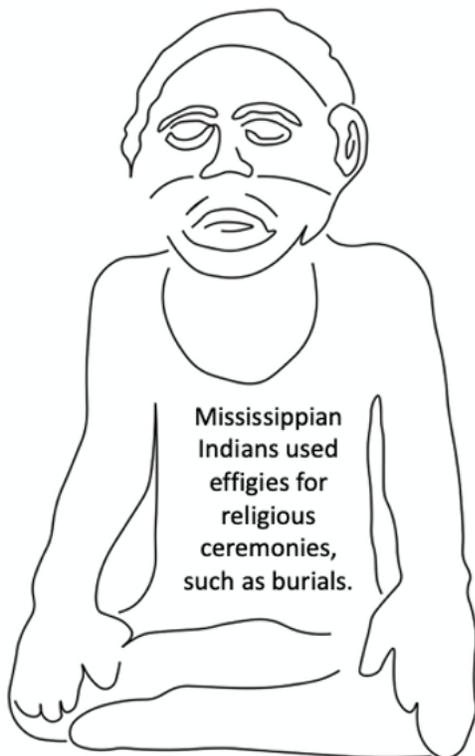
STRATEGY: Picture Notes

This strategy has been adapted from [K20 Learn](#).

Encourage students to share their understanding of a topic through a visual interpretation similar to a shape poem. Choose points throughout the lesson or material (e.g., video, reading passage) for students to stop and draw the outline of an image that represents something they learned. Within the outline of the image, have students record facts from the content that expand upon their drawing.

1. Explain that students will be creating picture notes about information they learn from the virtual field trip.
2. Allow students to investigate the different artifacts highlighted in the EXPLORE section and choose one artifact from each society (Etowah, Ocmulgee, Kolomoki) to portray in their picture notes.
3. Instruct students to draw the outline of one artifact from each of the three societies (e.g., an effigy, fish basket, pot, tool, or weapon). Have students fill in the outline of each shape with facts they learned from the virtual field trip.
4. Display student images in a classroom space to create a mural of concrete poems about prehistoric Indian mounds.

EXAMPLES:



EXPLORE

RESOURCES (VIRTUAL FIELD TRIP SECTIONS)

This content can be found in the [Indian Mounds Virtual Field Trip](#) AND in GPB Education's [The Mounds at Ocmulgee](#) and [The Mounds at Kolomoki](#) Google Arts and Culture exhibits.

- Ocmulgee - Earth Lodge, Funeral Mound, Corn Field Mound, Great & Lesser Temple Mounds
- Kolomoki - Great Temple Mound, Plaza, Burial Mound, Ceremonial Mound

STRATEGY: Making Connections

This strategy has been adapted from [ReadWriteThink](#).

Invite students to make a visual representation of text-to-self connections by highlighting relevant information from the content and identifying how it connects to their lives and experiences.

Students will explore the structure and purpose of ONE Georgia prehistoric Indian mound settlement and imagine building their own personal temple mound settlement that connects ancient practices and beliefs with their modern lives and interests.

Students may choose to explore either the Ocmulgee (Mississippian) or the Kolomoki (Woodland) settlements.

1. Provide students with a blank sheet of paper and have them make a star at the bottom right corner of the page. By the star, have them write the name of their chosen settlement.
2. Next, have students add a star at the top left corner of the paper and write their name.
3. Allow students to explore the virtual field trip content about their chosen society.
4. Instruct students to look for information and concepts from the resources that connect to the topic and have meaning for them personally. As they explore, students will make notes about what they are learning and expand these notes into summary statements about text-to-text connections, text-to-world connections, and ultimately text-to-self connections.
5. Direct students to the example below for an idea of how to lay out their connecting statements on the page between their settlement and their name.

★ WANDA B. STUDENT

➤ I play soccer and we gather together for tournaments to play against other teams. When we win, we receive medals or trophies and it is an honor for our school or town. This may be like ceremonial games that the Kolomoki played.

➤ They played a game called chunky and a game like lacrosse within the boundaries of the mound.

➤ Site of festivals, dances, games

➤ CEREMONIAL MOUND

★ KOLOMOKI

EXPANSION ACTIVITY: Using this initial exercise, challenge students to design their own temple mound settlement with at least four components (e.g., mounds, plaza, defenses). Each component must be labeled and its purpose described in detail.

For example, what ceremonies might they conduct on top of the Great Temple Mound? What games might they play on the Ceremonial Mound? What events might occur in the Plaza? What topics might they discuss with their classmates in the Earth Lodge? What burial practices might they require in the Funeral Mound?

Students may present their settlements via a drawing, map, diorama, virtual design, paper slideshow, or other creative output.

EXPLAIN

RESOURCES (VIDEOS, IMAGES)

This content can be found in the [Indian Mounds Virtual Field Trip](#) AND in GPB Education's [The Mounds at Etowah](#) and [The Mounds at Ocmulgee](#) Google Arts and Culture exhibits.

- [Etowah Fish Traps](#)
- [Ocmulgee Village Site](#)
- [Ocmulgee Corn Field Mound](#)

STRATEGY: Claim, Support, Question

This strategy has been adapted from [Harvard Project Zero](#).

Invite students to learn about the technologies explored in each of the virtual field trip videos and use Claim, Support, Question to think about why Mississippian societies are considered more complex than Paleo, Archaic, or Woodland societies. Students may need help from the teacher in recognizing evidence of cultural complexity in a primitive society.

Provide students with a graphic organizer or invite them to make their own like the one below.

CLAIM, SUPPORT, QUESTION			
TECHNOLOGY	How Does This Technology Show That A Prehistoric Society Is Complex? CLAIM	What Evidence Do You Have? SUPPORT	What QUESTIONS Do You Have?
Fish Traps Etowah Video: <i>Fish Traps</i>			
Trade Etowah Images: River Ocmulgee Images: <i>Village Site</i>			
Trenches Ocmulgee Video: <i>Corn Field Mound</i>			

Student partners should discuss the idea of technology and talk about which technologies they observed in the Indian Mounds virtual field trip. Answer the question, “How does this technology show that a prehistoric society is complex?”

After students explain why each technology demonstrates cultural complexity, they should provide specific evidence for their claims from the virtual field trip.

ELABORATE

RESOURCES (VIRTUAL FIELD TRIP SECTIONS)

This content can be found in the [Indian Mounds Virtual Field Trip](#) AND in GPB Education’s [The Mounds at Ocmulgee](#) Google Arts and Culture exhibits.

- Ocmulgee Funeral Mound with Kolomoki Burial Mound
- Ocmulgee Great and Lesser Temple Mound with Kolomoki Great Temple Mound

STRATEGY: AdVENNture Map

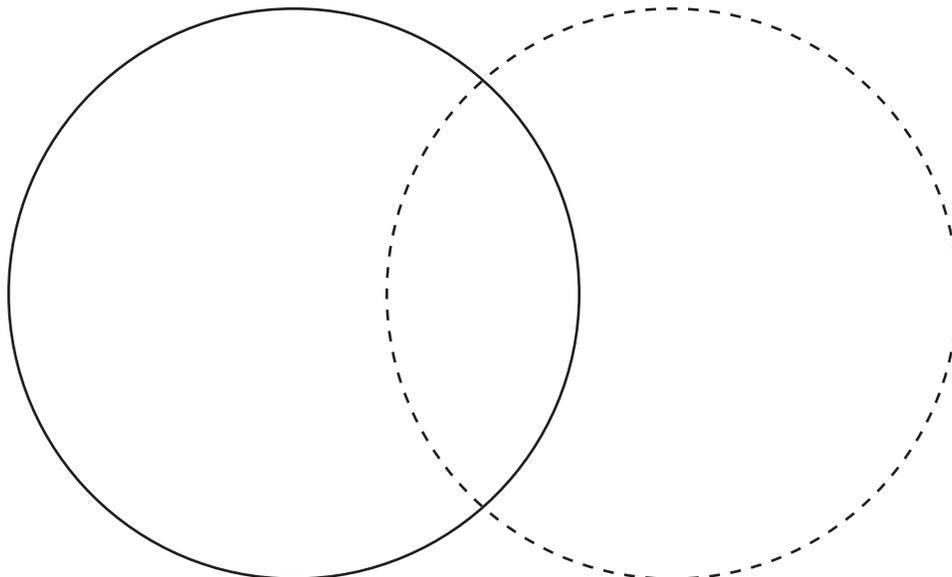
This strategy has been adapted from [ReadWriteThink](#).

Explore the videos and images from both the Kolomoki (Woodland) and Ocmulgee (Mississippian) Indian Mound virtual field trips, comparing and contrasting the two prehistoric societies using a Venn diagram graphic organizer like the example below and in the appendix.

Examples of topics to consider:

- Explain the food source(s) and shelter used by these groups of Native Americans.
- What technological advancements (such as tools and weapons or defenses) did these Archaic Indians invent to make life easier?
- What evidence of cultural or religious practices and traditions can we find at Kolomoki and Ocumulgee?
- Compare and contrast how the different ceremonial mounds were arranged and used between the two societies.

As a summarizing exercise, challenge students to expand their notes into a written analysis discussing the similarities and differences between the two societies.



EVALUATE

RESOURCES (VIRTUAL FIELD TRIP)

This content can be found in the [Indian Mounds Virtual Field Trip](#) AND in GPB Education's [The Mounds at Etowah](#), [The Mounds at Ocmulgee](#), and [The Mounds at Kolomoki](#) Google Arts and Culture exhibits.

STRATEGY: Two Truths and a Lie

This strategy has been adapted from [eduToolbox](#).

Challenge students to demonstrate their own knowledge and make student-based assessments to test the knowledge of their classmates by sharing two true statements they learned from the content and creating one statement that reflects a made-up myth or inaccuracy.

Students will work independently or in pairs to develop a list of statements about the content from the Indian Mounds virtual field trip. Two of their statements should be true and one statement should be a lie that they make up.

TWO TRUTHS AND A LIE	
Share two TRUE statements that you learned from the material and create one statement that is untrue or inaccurate to test your classmates.	
STATEMENT #1	
STATEMENT #2	
STATEMENT #3	
STATEMENT #____ is a LIE because	
STATEMENT #____ as a TRUTH	

Classmates will exchange their three statements and challenge one another to identify the wrong statement, thereby creating a student-based formative assessment.

After identifying the lies, students will change them into truths, using evidence from the virtual field trip to support their answers.

DIFFERENTIATION

CHOICE AND VOICE

1. In two to three sentences, answer the question, "How might these Indian mounds look today if they had been preserved by Georgians more than 100 years ago, and what does this tell you about the importance of historical preservation?"

SENTENCE STARTERS:

- I believe that Georgia should have preserved the mounds earlier because ...
- If Georgia had preserved the mounds starting 100 years ago, that would have meant ...

OR

2. Create a collage of images and words that describe the Indian mounds, such as a digital image created on Google Slides. Include five pictures and five words in your collage.

ADDITIONAL RESOURCES

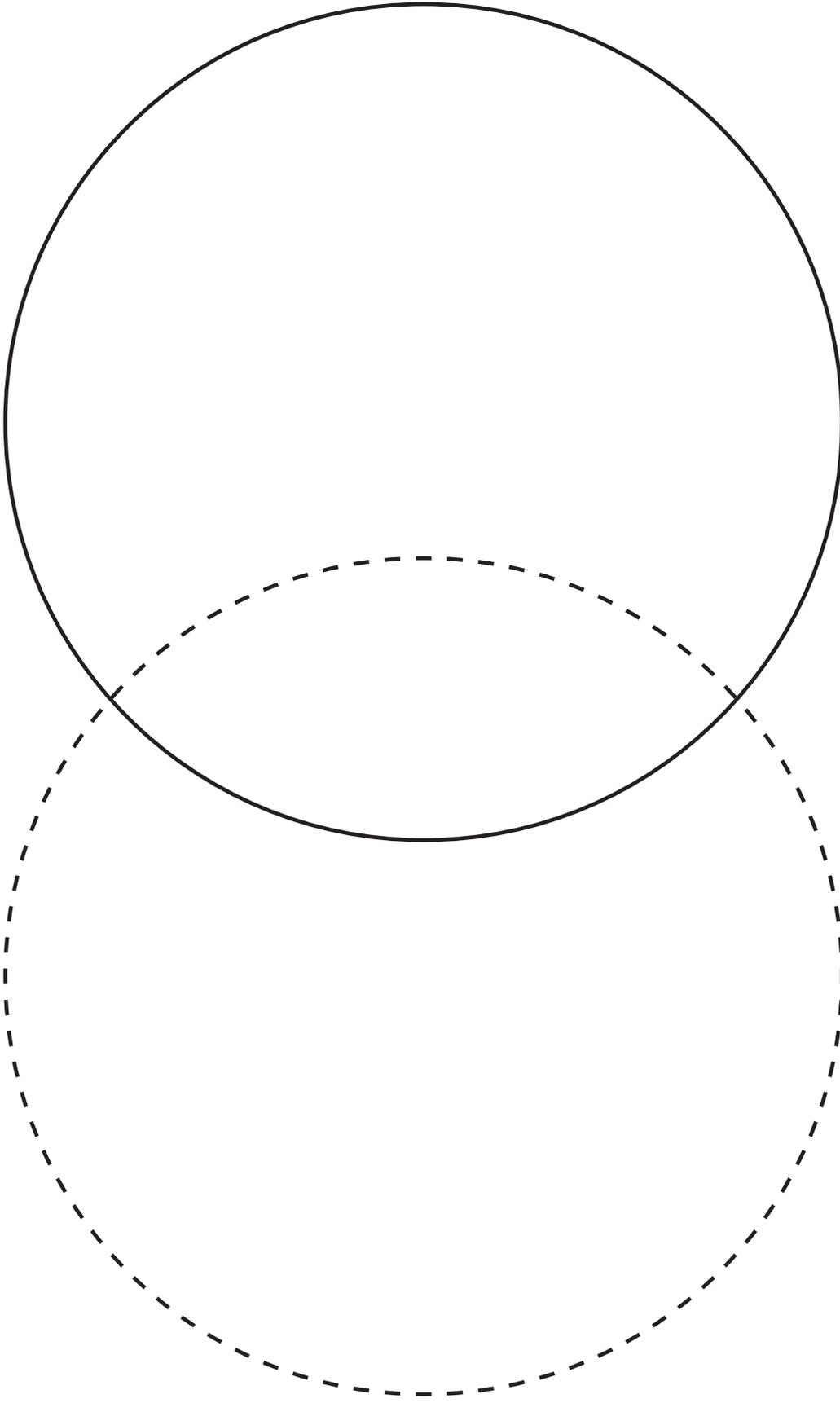
- [GPB Indian Mounds VFT User Guide](#)
- [PBS LM Interactive Lesson: The Story of Pocahontas](#)
- [DOE GA Studies Teacher Notes](#)
- [DOE 3rd Grade SS Teacher Notes \(Early American Indians\)](#)
- [New Georgia Encyclopedia: Ocmulgee Mounds](#)
- [New Georgia Encyclopedia: Etowah Mounds](#)
- [New Georgia Encyclopedia: Kolomoki Mounds](#)
- [New Georgia Encyclopedia: Archaic Period](#)
- [New Georgia Encyclopedia: Woodland Period](#)
- [New Georgia Encyclopedia: Mississippian Period](#)
- [New Georgia Encyclopedia: Late Prehistoric / Early Historic Chiefdoms](#)

NAME: _____

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NAME: _____

AdVENNture Map



NAME: _____

TWO TRUTHS AND A LIE

Share two TRUE statements that you learned from the material and create one statement that is untrue or inaccurate to test your classmates.

STATEMENT #1

STATEMENT #2

STATEMENT #3

STATEMENT # _____
is a LIE because

STATEMENT # _____
as a TRUTH