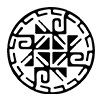
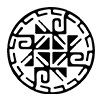
**An Arkansas Archeological Survey Lesson**

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| Title of Lesson: |
| Raw Materials/Natural Resources |
| Subject(s): |
| Geography (Natural Resources) |
| Grade Level(s): |
| 3-5 |
| Learning Outcome(s): |
| -Students will get a short background of the precontact cultures of Arkansas and some of the ways they are identified by archeologists.  -Students will recognize natural resources from Arkansas and understand how Native American people used these resources to create tools, houses, food, and other necessities for living in Arkansas.  -Students will evaluate raw materials and discuss their possible uses.  -Students will discuss and analyze how close to resources people might want to live. |
| Essential Questions: |
| Who are some of the modern Tribes/Nations with links to Arkansas?  What are each of the natural resources in the Box?  What are different ways that each resource could be used by people?  Are each of these resources available everywhere, or only in certain places? |
| Educational Standards: |
| Third Grade Standards:  G.10.3.1 Analyze ways natural resources influence where people settle in Arkansas and the United States.  Fourth Grade Standards:  G.10.4.1 Compare natural resources in various geographic regions to influence human settlement patterns.  Fifth Grade Standards:  G.10.5.1 Examine relationships between human settlements and movements and the location and use of natural resources in the early Americas (e.g., early people groups, Native Americans, Westward expansion).  G.10.5.2 Examine effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, water ways, geographic barriers, accessibility). |
| Materials/Technology: |
| Discovery Box (from local Arkansas Archeological Survey Station, see archeology.uark.edu for more information), PowerPoint (slides available at archeology.uark.edu) |
| Duration:  1 hour |
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| Key terms: |
| **Native Americans**: a member of any of the Indigenous peoples of North, Central, and South America, especially those indigenous to what is now the continental US.  **Natural Resources**: materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain. |
| Bridge-In/Hook/Engagement: |
| What things to you use every day and wouldn't want to be without?  What if you needed that thing and the store was closed?  Are there things in nature that you could use to make those things for yourself?  Do you think that Native American people had those same kinds of things?  How did they get them without stores? |
| Input From You/Lesson Summary/Explanation: |
| The Discovery Box contains raw materials as well as the finished products (or laminated photos of the finished products) that can be made from those materials. Students can handle the raw materials to try to figure out what the material is and then, if appropriate, how that material could have been used by humans in the past, or how we could/do use it today. |
| Guided Practice/Exploration: |
| Give small groups of students one of the raw materials in the box and let them handle it to figure out what the material is. (This may be the stopping point for younger students.) Then ask them to think about where in nature these materials are found (in the woods, near a river, grown in a garden, found near bluffs or cliffs, etc.). From there, ask students to think about what could be created from the resource that they have that would be useful in everyday life. |
| Check for Understanding/Elaboration: |
| Let the students present the raw material that their group was given to the rest of the class. They can discuss what they think it is and where in nature it is found. They can suggest uses for the material, if appropriate and time allows. |
| Assessment/Evaluation: |
| Ask students if any of the materials they saw might be useful to them in their own lives.  Ask if they have seen any of these materials in the environment around them.  If you have not already, take out the finished tools and products and ask if the students can identify the raw materials from which they were made.  Ask students to discuss/explain which resources they would want to live closest to and which they would be willing to travel to access. |

**Narrative for** Raw Materials\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| The PowerPoint presentation labeled "3-5 Raw Materials PP" on the Arkansas Archeological Survey's website (archeology.uark.edu) has notes associated with each slide to help with presenting the background for the Discovery Box and its contents. It also has slides at the end with photographs and explanations of the raw materials and the potential uses of those materials. |