**An Arkansas Archeological Survey Lesson**

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| Title of Lesson:  |
| Raw Materials/Natural Resources |
| Subject(s):  |
| Geography (Natural Resources) |
| Grade Level(s):  |
| 9-12 |
| 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 understand how access to resources influenced where people choose to live in the past.-Students will evaluate resources to discuss where people would choose to live in relation to all available resources.-Students will compare their settlement choices against archeological data about where Native Americans lived during the Mississippian period in Arkansas.-Students will consider how Native American occupation of the land changed through time and why those changes may have been made by those groups of people. |
| Essential Questions:  |
| What were the precontact Cultures of Arkansas?Who are some of the modern Tribes/Nations with links to Arkansas?What are each of the natural resources in the Box?Where are each of these natural resources found in Arkansas?What are the different ways that each resource could be used by people?Would the resource be difficult to transport if it were not local/which resources would a person want to live nearby? |
| Educational Standards:  |
| Era1.1.AH.9-12.3 Analyze reasons for migration to pre-territorial Arkansas using a variety of sources (e.g., physical geography, natural resources). |
| 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?How close to these resources would you need to live to be able to use them effectively? |
| 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 how that material could have been used by humans in the past, or how we could/do use it today. Students can then think about where that resource occurs naturally in Arkansas and how living near that resource might benefit or harm people. Looking at all the resources and where they are found students can begin to discuss where they would choose to live if they needed to access and use these resources often as Native American populations did in the past. They can then compare their choices to archeological data about where Native Americans built their cities at various time periods in the past in northeast Arkansas. |
| 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. 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.). Ask them to figure out ways that the resource could be used or changed to make something useful for their day-to-day lives. They can also talk about how transportable the materials are and if they would need to live near them to use them frequently, or if they could be taken to a far-away town to use there. |
| 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 and how difficult it would be to turn it from raw material into a finished product. Students can discuss how transportable materials are and if it would be helpful to live near where the material is found, or if it could be taken to another place to work with. Students can then discuss the use and necessity of all the resources and decide how close to each of those resources they would want to live. |
| 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.-To go further, use the "Where are Resources" slides at the end of the pp, and have students discuss where on the landscape the resources are found, and where the best place to live would be to have access to the largest number of resources. Compare their choices to those of the Native American people who lived in the Mississippi period (900-1500CE) in northeast Arkansas.-You can then look back further in time to the Woodland and Archaic periods with the slides provided and discuss the changes seen through time and why those changes may have been made by Native Americans in Arkansas. |

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

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| The PowerPoint presentation labeled "9-12 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 with photographs and explanations of the raw materials and the potential uses of those materials. At the end there is a section about resource locations and Native American village locations in the Mississippian period in northeast Arkansas. Students can see if their hypotheses about where people would live in relation to resources matches how Mississippian people did live ~500-1000 years ago. |