

Title	Who lived in Mississippi a very long time ago?
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Grade Band	Grades 4-9
Geography for Life Standard	<ol style="list-style-type: none"> 1. Acquiring Geographic Information 2. Organizing Geographic Information 3. Using Geographic information <p>Mississippi Social Studies Framework:</p> <ol style="list-style-type: none"> 1. Identify the major Native American groups (Chickasaw, Choctaw, and Natchez) found living in Mississippi by the first European explorers in the region and discuss their governmental and economic systems. (DOK 2) 2. Describe the history of people who first lived in Mississippi. (DOK 1) 3. Use social studies tools (e.g., timelines, maps, globes, compasses, graphs, grids, and technological resources, etc.) to describe the connections among the people, places, and environment of Mississippi and the southeastern region. (DOK 2)
Duration	

Lesson Purpose and Description

Lesson Purpose:

- ✓ This lesson introduces students to the indigenous tribes of Mississippi.
- ✓ They will explore the influence of the Mississippi Native Americans by identifying and comparing the three major tribes: the Choctaw, Chickasaw and Natchez. They will also compare their cultures, government, and economic system.
- ✓ Students will appreciate how the geography and environment played a huge role in the survival of the Mississippi Native American groups.

Big Idea: The Mississippi Native American tribes had different institutions and way of life.

Essential questions:

- ✓ Where did the Native Americans come from and why?
- ✓ How did the early people live? What role did the environment play in the lives of these Native American groups?
- ✓ Why did they change their way of life?
- ✓ What were their rituals and practices
- ✓ What were the similarities in their culture, economy, and government?
- ✓ What were the differences in their culture, economy, and government?

This lesson addresses the following practice and skills:

1. Finding and researching historical information
2. Organizing information using a Venn Diagram
3. Summarizing key ideas
4. Communicating geographic information using the story maps

Prior to the lesson?

- ✓ Students need to be able to read a map.
- ✓ Have knowledge of using the Geographic Information System (GIS)

Learning Objectives

Learning Objectives: By the end of this unit students will

- ✓ Draw a picture or write an essay describing the lifestyle and culture of the major Native American groups.
- ✓ Compare and contrast the culture, government, and economic systems of the Natchez, Choctaw, and Chickasaw Native American groups.
- ✓ Locate on a Mississippi map significant sites in the history of these Native American groups.
- ✓ Dramatize a skit describing the culture, government, and economic systems of the Natchez, Choctaw, and Chickasaw Native American groups.

Spotlight on Indigenous Mississippians

People have lived in the area called Mississippi for the past 12,000 years. The indigenous people were nomads and hunters who followed the animals looking for food. Gradually the people settled in a place and began to farm their food on the fertile soil near the Mississippi river. Different indigenous groups settled in the present day Mississippi area. The largest settlers were the Natchez, the Chickasaw, and the Choctaw. They spoke different languages and had different cultures.

This unit introduces students to the indigenous tribes of Mississippi. They will explore the influence of the Mississippi Native Americans by identifying and comparing the three major tribes: the Choctaw, Chickasaw and Natchez. They will also compare their cultures, government, and economic system. Through the study of these Native American groups, students will appreciate how the geography and environment played a huge role in the survival of the Mississippi Native American groups.

Teacher's Toolbox

Special feature on a teaching strategy used in lesson.

- ✓ Promote using the Natchez Trace Parkway maps to acquire geographic information.
- ✓ Promotes using the ArcGIS online maps.
- ✓ Promotes using the ESRI Story maps to facilitate discussions.
- ✓ Before during and after strategies to promote student engagement and understanding.
- ✓ Using the big idea to support enduring understanding.
- ✓ Using a performance task will allow teachers learn more about what their students understand and know.
- ✓ Rubrics may be used with students to help them understand what is valued in a historical performance.

Alignment to National Standards

[Geography for Life](#)

- ✓ How to use maps and other geographic representations, geospatial technologies, and spatial

- thinking to understand and communicate information.
- ✓ The processes, patterns, and functions of human settlement
- ✓ How to use geography to interpret the past

Common Core:

- ✓ CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- ✓ CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

NCSS Themes:

- ✓ Time, continuity, and change
- ✓ Culture and cultural identity

Materials

Teacher Masters:

- ✓ **Informational text on Natchez:**
<http://mshistorynow.mdah.state.ms.us/index.php?id=4>
- ✓ **The Chickasaw:**
<http://mshistorynow.mdah.state.ms.us/articles/8/chickasaws-the-unconquerable-people>
- ✓ National Park Service digital story maps
- ✓ Graphic Organizer: Concept Web and the Venn Diagram from:
<http://www.eduplace.com/graphicorganizer/>

Student Handouts:

- ✓ Performance task guidelines
- ✓ Performance task rubric

Other Materials:

- ✓ Mississippi Studies Textbook
- ✓ Paper
- ✓ Pencil
- ✓ Classroom projector
- ✓ Computers with Internet access

Developing the Language of Geography

Geographic Vocabulary:

Maps: A virtual representation of the earth's surface

GIS: Geographic Information System. Computer software used to analyze and represent geographic data

Culture: A group of people way of life. It includes their belief system, language, and their institutions, and organizations.

Nomads: A Group of people who do not have a permanent home moving from place to place seasonally.

Migrate: Process of moving from one place to another with the intent of permanently residing there or for a short period of time.

Archeologist: A person who studies past human life and culture by the recovery and examination of remaining material evidence, such as graves, buildings, tools, and pottery.

Mounds: A raised work of earth dating from a prehistoric or long-past period.

Agriculture: The science of raising crops.

Assessing Student Learning

Formative Assessment:

- ✓ Making them write a paragraph or draw a picture about the Native American way of life.
- ✓ Question students to check for understanding
- ✓ Describe what they saw in their story maps with the class.
- ✓ Give them opportunities to share what they have learned with the class.

Summative Assessment:

- ✓ Performance Task: Role play a skit where they pretend they are meeting each other for the first time and tells each other about their government, economy, and their way of life (make sure each student is aware of what they will be presenting).
- ✓ Elementary students can use pictures to create a scrapbook or a poster presentation from a Native American perspective comparing and contrasting the three major Native American tribes.
- ✓ High school students can write an essay describing the similarities and differences in the culture, economy, and government of the three major Mississippi Native American tribes.

Advance Preparation

Teacher Activities Before the Lesson:

- ✓ Research information on the Natchez trace to be taught
- ✓ Select story maps for the lesson
- ✓ Make all relevant photocopies

Lesson Procedure

Step-by-Step Instructions

Before Reading:

- ✓ Activate student's prior knowledge by asking them to write a paragraph considering what life might have been like if they had lived in the Mississippi region a very long time ago.
- ✓ Give them time to work on their answers. Lead the discussion by calling on individual students to share their answers with the class.
- ✓ Tell them: **Many years ago people have been living in the land we call Mississippi for many thousands of years.**
- ✓ Ask them how they suppose the earliest people found their way here?

During Reading:

- ✓ Ask students to name some of the Native American tribes in Mississippi. **(Tunica, Yazoo, Koroa, Choula.)**
- ✓ Build upon their prior knowledge by telling them: **The history of early**

Teacher's Notebook

Before, During, and After strategies allow students use literacy strategies to promote understanding and engagement.

You can also help students form mental images of the maps, landforms, and places discussed in this chapter. Start by asking students to construct mental maps of how the state of

Native Americans is divided into four periods: Paleo, Archaic, Woodland, and the Mississippian.

- ✓ Tell students: Mississippi has been home to people of different Native American cultures and that the main tribes in the area were the Chickasaw, Choctaw, and the Natchez.
- ✓ Show students a story map of the Grand village of the Natchez and other significant sites.
- ✓ Tell students: This lesson will focus on learning the history of the main Native American tribes by comparing their culture, government, economy
- ✓ Tell students they are going to write down the main ideas using their own words instead of words of the text. For this activity the lower grades will be using a concept web. The web will be titled who lived in MS a Long Time Ago? As they read they will add the details that they think are important. Upper grades will draw a concept web in their notebook.
- ✓ Students will read about the Natchez, Chickasaw and the Choctaw from their text along with informational text provided by the teacher.
- ✓ Make sure you walk around the classroom as they complete their assignment
- ✓ As they read they will complete their graphic organizers.
- ✓ With the information they have written in their graphic organizers, tell them to write a paragraph summarizing what they have learned about the early Native Americans. (increase the level of complexity depending on the grade level)

After Reading: Conduct formative assessment by :

- ✓ Making them write a paragraph or draw a picture about the Native American way of life.
- ✓ Question students to check for understanding
- ✓ They can describe what they saw in their story maps with the class.
- ✓ Give them opportunities to share what they have learned with the class.

Mississippi might have looked before the Europeans started arriving in the area.

Finding out what students know and can do when they come into the classroom or before they begin a new lesson of study, can help us – as know what they know about a topic and build off of student strengths and recognize and address their weaknesses.

Walking around the classroom will provide opportunities to help students that may have difficulties with the assignment. It also helps teachers to monitor what the students are doing in the classroom.

Concept Webs or maps: Excellent for looking at the relationships between concepts and ideas. Students can use the simple or complex webs depending on their grade level.

Extending the Lesson

Enrichment Activities to extend the lesson:

- ✓ Inviting Native American guest speakers to talk to the class
- ✓ Hands on craft projects on Native American art
- ✓ Native American Literature: Select books by and/or about Native Americans for individual students or groups. Then, students may share what they have read with the class.

References and Resources

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