

National Park Service
U.S. Department of the Interior

Hopewell Culture National Historical Park



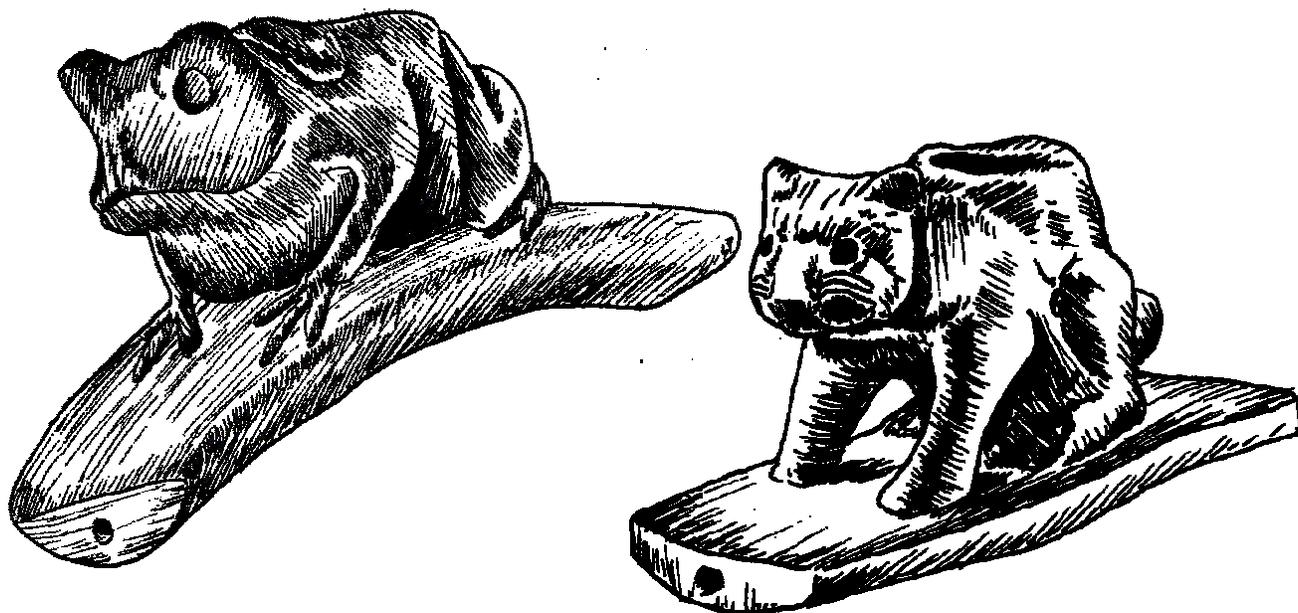
Expeditions into Ohio's Past

Teacher's Guide



An Integrated Curriculum for Grades 3-5

REMEMBERING THE PAST



PIPES

Two types of platform pipes were produced by the Hopewell people: a plain platform pipe with a cylindrical bowl, and an effigy platform pipe with a bowl carved in the shapes of animals and human faces. In each case, a hole was drilled from one end of the platform into the bowl to form the stem of the pipe. In addition to their aesthetic qualities, the detailed effigy pipes provide insight into the ceremonial life of the Hopewell people and the animals they admired. Effigy pipes are also of interest to researchers because they provide evidence of the existence of these animals during the Woodland period.



Why is the Past Important? Part Two

➤ SUMMARY

After visiting Hopewell Culture NHP students will share with their classmates the valuable aspects of the park and illustrate why we should preserve archeological sites.

OBJECTIVES

At the end of this activity, each student should be able to:

- ◆ recognize and identify valuable aspects of Hopewell Culture National Historical Park
- ◆ create persuasive posters or pamphlets to foster awareness and preservation of prehistoric sites

BACKGROUND

Earthwork enclosures and numerous sites are damaged or destroyed every day by the constant expansion of our cities, highways, and industries. Some students may not realize that they live or go to school near the site of a prehistoric earthwork, or where people once lived. Preservation is defined as maintaining something in safety from injury, peril, or harm. Sites such as Mound City deserve protection. If the sites were gone, people would have a hard time learning about the past. Imagine trying to teach students about the prehistoric Hopewell Culture without being able to visit earthwork sites like Mound City or to see pictures of mounds in their textbook. It would be very difficult for the students to understand.

Hopewell Culture National Historical Park is many things to many people: an escape from their urban habitat, a place to photograph or hike, a place for bird watching, a place of beauty, a place to see plants and animals native to Ohio. Encouraging students to discover what they value in Hopewell Culture NHP is a first step toward a commitment to preserving this part of our cultural and natural resources. Therefore, students and citizens of the United States can make a difference. Learning about the past, telling others about it, reading books about the past, and taking trips to sites is an important key to keep preservation alive and continuing.

SUGGESTED PROCEDURE



- ◆ **Subject:**
science
preservation
- ◆ **Duration:** 45 minutes
- ◆ **Setting:** In classroom
after a visit to the park
- ◆ **Materials:**
3 x 5 index cards
pencils
masking tape

Did You Know?

Hopewell Culture National Historical Park was established on May 27, 1992 by a law that renamed the MoundCity National Monument, expanded the Hopeton Earthworks unit, and authorized the acquisition of three additional Hopewell sites: High Bank Works, Hopewell Mound Group, and Seip Earthworks.

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1. Instruct the students to draw (from memory) and label a favorite mound, artifact, or activity (nature hike, ranger tour, etc.) common to Hopewell Culture NHP on a 3 x 5 card. Do not inform students what is intended by this activity.
 2. Tell the students to label their drawing and write below the drawing a few words to describe why they chose it.
 3. Ask students to tape their 3 x 5 card on their shirts, and allow them time to wander around reading each other's cards.
 4. Re-assemble students into a large group, and begin a discussion. Ask students to identify the purpose of the activity. Compare/contrast the various values which students have described on their cards. Ask students to draw conclusions based on the described values.

ASSESSMENT

1. Instruct students to write a short essay on this activity, summarizing what they have learned about values. Ask students to identify ways of preserving their own values concerning the environment.
2. Students can design posters or pamphlets using pictures from a magazine or actual photographs. The message on the poster or pamphlet should promote preservation by explaining why the site deserves protection.
3. Students may share publication with the class and explain why they chose certain pictures and messages.

EXTENSION

1. Send completed essays to Hopewell Culture National Historical Park. The essays will serve as feed-back for the rangers and staff of the park. This is a great way to inform the staff of Hopewell Culture NHP. how the students benefited from their visit!
2. The park is always looking for school aged children's work to be published in the park's newsletter. Send work to:

Hopewell Culture NHP
Attn: Park Rangers
16062 State Route 104
Chillicothe, OH 45601

Write of Passage

➤ SUMMARY

Students will write on one of various themes on the Hopewell people and associated archeological resources.

OBJECTIVES

At the end of this activity, each student should be able to:

- ◆ explain why archeological resources are valuable to his or her own personal world
- ◆ demonstrate creative writing skills with the writing of short stories

BACKGROUND

Students should have read the introductory reading *Ohio's Prehistoric Past* and have completed activities from previous sections.

SUGGESTED PROCEDURE

After visiting Mound City Group at Hopewell Culture National Historical Park (or after reading about the Hopewell in class) choose one of the following suggestions for writing activities:

- ◆ Encourage students to write a persuasive letter to the editor of your local paper explaining why it is important to save Native American burial sites such as Hopewell Culture National Historical Park.
- ◆ ***Hopewell Trade and Travel:*** Did a Hopewell person travel to obtain the material from its source or trade with someone else? What was the material used for? Select one raw material the Hopewell people brought to the earthworks and used (mica, obsidian, copper, etc.) Create the sequence of events that brings the material to its final resting place at Mound City Group (or any other known Hopewell site).
- ◆ Have students write the story of a prehistoric Native American traveling to the mounds at Mound City. Please keep in mind that it probably wasn't called Mound City at the time of the Hopewell.



- ◆ **Subject:**
writing
- ◆ **Duration:** 60 minutes
- ◆ **Setting:** In classroom, after a visit to the park
- ◆ **Materials:**
pencil
paper

Did You Know?

Annually, Hopewell Culture National Historical Park reaches nearly 8,000 students annually: approximately 5,000 visit the parks visitor center and 3,000 are visited by park rangers in their classroom.

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- ◆ *Tales from the Trash Midden* You are an artifact in a prehistoric trash midden: Describe what kind of artifact you are (potshard, shell, fire cracked rock, spear point, etc.). Describe your surroundings including what you see, feel and smell. How were you used before you were deposited in the midden? Describe the trip to the midden. What is your ultimate contribution to society? Are you helpful to scientists?

ASSESSMENT

Have the students share their stories with each other.

Ask the students to discuss with the class why they selected particular themes and details in their stories.

EXTENSION

When the students have completed the activity, mail the stories to the park. We will display them in the Mound City visitor center, or publish them in the park newsletter.

Short Stories in Archeology

➤ SUMMARY

Students will choose aspects of Hopewell mound building and daily life as subjects for writing short, creative stories.

OBJECTIVE

At the end of this activity, each student should be able to:

- ◆ demonstrate creative writing skills with the writing of themed short stories

BACKGROUND

Students should have read the introductory reading *Ohio's Prehistoric Past* and have completed activities from previous sections.

SUGGESTED PROCEDURE

1. After visiting Mound City at Hopewell Culture National Historical Park (or after reading about the Hopewell in class), explain to the students that they will be writing a story about a mound of their choosing.
2. Distribute a copy of *Short Stories in Archeology* to each student. They will use this worksheet as an outline for writing their final story.
3. The worksheet has labeled sections (see reproducible worksheets in appendices) in order to help them organize their thoughts. Review each section with your students. Encourage the students to be both accurate and creative. If students chose an existing earthwork, their information must accurately describe the earthwork to the best of their ability.
4. Directions for the worksheet: *Short Stories in Archeology*

Identification: name or number that archeologists have given the mound, if known

Location: mound's location (e.g. Mound City)

Age: age of the mound. Use the age of the culture that built the mound. For example, if the student has selected the central mound at Mound City then the age would be about 2,000 years old -the age of the Hopewell culture, that built the mound.

Characteristics: what particular details distinguish the



- ◆ **Subject:** writing
- ◆ **Duration:** 45 minutes
- ◆ **Setting:** In class, after a visit to the park
- ◆ **Materials:** Copies of *Short Stories in Archeology*

Teacher Tip

Keep students focused during their field trip. Require students to complete this activity during a field trip to Hopewell Culture National Historical Park.

mound or earthwork from others

Artifacts: what, if anything, was found under the mound

Burials: how many burials, if any, were found under the mound. Please note that not all mounds contain burials.

Builders: describe who constructed the mound, and tell what you know about the people

Why I chose this mound: student explains why he/she selected the particular mound

Illustration: draw a picture of the mound. If students choose an actual mound at Mound City, they may refer to the Hopewell Culture National Historical Park brochure for placement of the mound.

5. After the students have filled out the worksheet they are to write the information in essay form, revising and sharing the information with classmates and others.

ASSESSMENT

- ◆ Have the students share their stories with another student or with the class.
- ◆ Ask the students to discuss with the class why they selected that particular earthwork.

EXTENSION

As an alternative, use a Hopewell or Adena site nearest your school for this activity.

When the students have completed the activity, mail the stories to the park. We may display them in the Mound City visitor center, or publish them in the park's newsletter.

Short Stories in Archeology

Identification: _____

Location: _____

Characteristics: _____

Artifacts found at the mound (draw pictures if they are helpful): _____

Burials found under the mound (keep in mind that not all mounds contain burials):

Builders of the mounds: _____

Why I selected this mound: _____

Illustration of my mound:

Issues in Archeology Conservation

➤ SUMMARY

In their study of archeological resource conservation, students will work in groups using the following analogies and dilemmas to decide and justify the best way to deal with the problems of resource depletion.

OBJECTIVE

At the end of this activity, each student should be able to:

- ◆ examine their own values and beliefs about archeological site protection
- ◆ evaluate possible actions they might take regarding site and artifact protection

BACKGROUND

Our nation's archeological sites are being destroyed at an alarming rate. As a result, scientific information is destroyed, the places where people lived long ago are aesthetically compromised, and Native Americans lose an important part of their heritage. This lesson encourages students to examine personal beliefs and feelings concerning the protection of archeological sites and artifacts, to decide what action they would take in difficult situations, and to suggest solutions to the widespread problem of archeological resource destruction. There are no "right" or "wrong" answers except where laws apply. The lesson should be taught after the students have established a foundation in archeological concepts and methods.

Federal and state antiquities preservation laws state that it is illegal to loot, deface, injure, or excavate sites and artifacts older than 100 years on public land (see the ARPA law). Public land includes lands administered by any state or federal agency, such as the Bureau of Land Management, National Park Service, Forest Service, Bureau of Reclamation, and the Fish and Wildlife Service. States may have additional laws to protect antiquities. Archeologists conducting approved field work are granted permits by federal and state agencies.

People enjoying recreation out -of -doors frequently discover an archeological site or artifact. By law on Federal land, the artifact is to be left in place, and the site left undisturbed. Removal of artifacts is theft. Discoveries of rare or remarkable artifacts and sites should be reported to the land managing



- ◆ **Subject:** preservation history
- ◆ **Duration:** 20 minutes
- ◆ **Setting:** In class, after a visit to the park
- ◆ **Materials:** Copies of dilemmas for each group or student

Did You Know?

Along with trowels and shovels, archeologists are now using fluxgate gradiometers, magnetometers, and other non-destructive tools, to learn more without causing further damage or loss of prehistoric sites.

agency, or, in the case of private lands, to a local agency archeologist or the State Historic Preservation Office.

Some people collecting artifacts and excavating sites are engaged in an illegal market, have weapons, and should be considered dangerous. Students should never approach someone they see collecting artifacts or excavating archeological sites. The best thing to do is to record information about the people: their physical description, what they were doing, the license plate number of their vehicle, and immediately report to law enforcement authorities. The Archaeological Resource Protection Act allows for rewards for those providing information that leads to the arrest and conviction of people disturbing sites.

This activity allows students to explore their values about conservation issues and make comparisons about the value and protection of archeological sites and artifacts.

SUGGESTED PROCEDURE

1. The following activity sheets describe hypothetical situations concerning artifacts, archeology and the environment. Following the description of the dilemma there are questions which help clarify the issues raised. At the end of the dilemma students are asked to make a final decision in response to the problem.
2. Make clear to the students that there are no right or wrong answers in the final decisions. Encourage students to explore positive options or win-win solutions. Students should make their decisions after fully discussing the alternatives and the issues involved in each problem.

Ways to Use the Activity Sheets:

1. Group Work

- ◆ Divide the students into smaller units of four to six individuals and give each person an activity sheet.
- ◆ Each group can deal with a different dilemma, or two or more groups can work on the same dilemma.
- ◆ Instruct students to read the problem and then write down their responses to the questions included on the activity sheet.
- ◆ After students respond to the questions on the activity sheet, they then discuss all the questions as a group. The whole group should then reach a consensus for the final decision.
- ◆ Give the groups about 30 minutes to work on their dilemmas, then gather all groups and allow each group to present their dilemma and final decision to the entire class. They can also discuss some of the arguments they considered in reaching their final decision.

2. Role Play:

- ◆ Divide class into small groups of four to six students and assign dilemmas to each group.
- ◆ Instruct students to role play a position. For instance, in the *Building for the Future* dilemma, one person can assume the role of the farmer who owns the land, another

can represent the Acme Motors Company, and one person can assume the role of a historical society member.

- ◆ After 30 minutes of group work, the students can present their dilemmas to the rest of the class. You can also have the students role play the positions in front of the rest of the class, which can then reach a final decision based on the arguments presented. Keep in mind that win-win situations are possible and positive results for both sides can be achieved.
3. Have the entire class read and discuss the dilemmas and questions. Each student can write a final decision on paper and submit it.
 4. Small groups or the entire class can engage in a debate over a question in any problem, or the final decision of any problem. For instance, the class can divide into pro and con sides which will debate the final decision in *Grandpa's Mounds*. The class can debate the advantages of living in 197 A.D. vs. the present day in *A Fantasy in Time*.

ASSESSMENT

1. Ask the students to share their overall position concerning the protection of archeological resources. Ask them to create a symbol, story, poem, drawing or song that summarizes their opinion.
2. Evaluate student participation in the dilemma discussions and closing activities.

EXTENSIONS

1. Have students develop their dilemma solutions into plans that would address who, what, when, where, how and why.
2. Have students develop and address different dilemmas than those included in this activity.

Building for the Future

The Acme Motors Company has just applied for a building permit from the County Planning Commission. The company would like to build an automobile factory on property which is now being farmed. The land also contains remnants of a large prehistoric earthwork, possibly Hopewell.

Acme Motors has stated that the land they chose for the factory is the most suitable for their purposes. If they are not granted the building permit, they plan to construct the factory in another state. Acme Motors also explained that the factory would provide construction jobs for about 400 workers. When the factory is finished in two years, it will provide 3,000 full time jobs. The earthworks will be destroyed by the construction.

Questions:

1. What objections will the members of the local historical society have to this proposal?
2. What does the present land owner have to say about the project?
3. What does your neighbor have to say about the project?
4. Are the earthworks valuable for people who will live here in 200 years?
5. Would someone living in California be concerned about this project?
6. If the building permit is granted, what can the citizens in the local area who oppose the project do to help stop the construction?
7. What would be the position of local government officials and why?

Final Decision:

Should the Planning Commission grant the Acme Motors Company the building permit?
Could there be a win-win alternative?

The Case of “Bronze Disease”

While looking at some prehistoric artifacts in a local historical museum, you notice that some of the copper artifacts have a suspicious looking white powder on them. You also notice a piece of fabric adhering to a copper artifact which looks faded from the exhibit lights. The fabric is tattered and looks as if threads have fallen to the bottom of the case.

You find the museum curator and point out what you have seen. The curator is somewhat surprised at your observations because he/she had not noticed these things before. The curator explains that the white powder on the copper artifacts is probably bronze disease, a reaction which can eat holes through the metal. This chemical reaction occurs when copper artifacts are quickly exposed to air after excavation, causing unstable cuprous chloride, then deterioration due to the bronze disease can begin. The museum curator goes on to explain there are ways to check the disease, but the artifacts must be kept in a low humidity environment. You notice that the cabinets in which these artifacts are stored appear to be poorly made, with cracks at the edges. They also use normal light bulbs in the cases.

Questions:

1. Should you be concerned about the care these artifacts are getting?
2. Do the exhibit cases provide adequate protection for the artifacts? What could be done to improve them?
3. Should artifacts be put on public display when doing so will increase their deterioration?
4. Should we try to save all artifacts from deterioration? What are some of the problems
5. involved?
6. What is the value of artifacts such as these?
7. Should anyone be allowed to handle an artifact? Why?
8. Is the curator at fault for the condition of the artifacts?
9. Should the artifacts have been left in the ground?

Final Decision:

How should the curator address the condition of the artifacts in the museum?

Grandpa's Mounds

You are aware of several prehistoric mounds which exist in the woods on your grandfather's property out in the country. As far as you know, they have never been excavated by archeologists or dug up by anyone else. Your grandfather has never really shown an interest in the mounds until recently. He asks you if he should do anything about them. He mentions that he does not plan to clear the area for farming, and does not foresee any other way the mounds would be disturbed in the future.

Questions:

1. Should you tell anyone else about the mounds? What are some of the advantages and disadvantages of doing so?
2. How do you think the local historical society might feel about the mounds?
3. What might the archeologists at Hopewell Culture National Historical Park say about these mounds?
4. How might a group of Native Americans residing in the area feel about the mounds?
5. Would your advice to your grandfather change if the mounds were on property in which he was planning to sell for a housing development?
6. What options are available to make sure that the mounds are preserved?
7. Should the mounds be excavated?

Final Decision: What do you tell your grandfather? Why?

Looting

You are out hiking on private property when you come upon two people who are digging in a mound of earth. You notice that more than just dirt is being removed from the mound. You see bones, metal objects, shiny pieces of mica, and other items being put in a sack. The two people are arguing over who should get to keep one of the objects which looks like a stone pipe.

Questions:

1. What are your feelings when you discover these two people?
2. One of the individuals offers you a six-inch obsidian spear point from the mound in exchange for not telling anyone what you have seen? Do you accept the offer?
3. The objects that the people are removing from the mound could be over 2,000 years old. Who really owns the mound and the burials and artifacts within them?
4. Would your feelings about the situation and your course of action change if the mounds were on a National Park Service site?
5. What would happen if you reported what you saw?
6. What historical information may have been lost by the looters digging in the mounds?

Final Decision: What will you do about the situation?

The Discovery

You are out hiking in the woods on private property. You come across an area that is covered with flint chips, pottery shards, and bones.

Questions:

1. What do you think these objects are from?
2. What would the value, or significance, of the objects be to you?
3. How would an archeologist view the value, or significance, of the objects?
4. You are curious if you can find anything else and would like to dig deeper into the soil. Is this a good idea? Why or why not?
5. What should you do if you find these things on property owned by the Federal Government?

Final Decision: What are you going to do about this discovery?

A Fantasy in Time

You are a Native American from 200 B.C. who has been able to slip through time to the present day. You find yourself floating on the Scioto River in a canoe and realize that your surroundings have changed since the year 200 B.C.

Questions:

1. Describe in detail the things that have changed. Consider the plants, animals, the river, the air (the overall environment). Have your sacred earthworks changed?
2. How do these changes make you feel? Are all the changes negative ones?
3. What are some of the causes behind these changes?
4. Do you want to return to the year 200 B.C. or would you like to remain in the present day? Why?
5. Could the people of the last 100 years have changed the way things are in the present day? What could they have done differently?

Final Decision:

Should the 20th century people have allowed all these changes to occur? Be specific.

Survival in the Wild

You awake one morning and find yourself in a wooded area along the bank of a rock-filled river. A check of the area reveals that no one else is living in the area. There are no buildings, no stores, no signs of civilization as you know it. All you have with you is a book for identifying plants. In order to survive you will need to provide food, tools and shelter for yourself using the things that nature provides.

Questions:

1. Shelter will be your first concern. What materials are available to you and how will you obtain them?
2. What water sources are available to you? Is the river important to your survival?
3. Hunting may be one way of obtaining food. What hunting methods are available to you? How will you create tools or weapons?
4. Describe how you could store food for use at a later time?
5. You have decided to grow your own food. What plant seeds are available to you? What tools will you need to prepare a garden?
6. How does survival in a river valley compare to survival in other areas like the desert?

Final Decision: What skills do you need to develop in order to survive in the wild?