

GRADE 5 LESSON 4

Lesson Details	
Title	What Artifacts Were Found at the Site?
Supporting Question(s)	<ul style="list-style-type: none"> • Who are the Anishinabek? • What features and artifacts were found at the site? • What do the features and artifacts tell us about the Anishinabek?
Social Studies Standard(s)	<p>5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and views on property ownership and land use.</p> <p>5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment.</p> <p>P2.3 Use supporting questions to help answer compelling social studies questions.</p> <p>P2.4 Know how to find relevant evidence from a variety of sources.</p> <p>P2.5 Use data presented in social science tables, graphs, graphics, maps and texts to answer compelling and supporting questions.</p>
Connections for integration	ELA: RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Lesson Objective(s)	<p>What should students know or understand?</p> <p>Students will describe three artifacts found at the site and explain what the artifacts can tell us about the Anishinabek.</p> <hr/> <p>What should students be able to do?</p> <p>Students will analyze artifacts and make inferences about them.</p>
Academic Vocabulary	<p>projectile points</p> <p>pottery</p>
Instructional Resources	<ul style="list-style-type: none"> • Lesson 4 PowerPoint • Lesson 4 Investigation Sheet • Lesson 4 Artifact Cards • Lesson 4 Optional Puzzle Pieces • Lesson 4 Reading Activity • Vocabulary Cards #18 and #19
Lesson Extensions	Have students cut out the “Optional Puzzle Pieces” and try to reconstruct the puzzle.
Additional Resources	<i>M-231 Q and A</i> - Dr. Michael Hambacher, M-231 Head Archaeologist, included in the Instructional Resources

Lesson Sequence

Beginning/ Launch	<p>TEACHER NOTE: Before you begin this lesson it is recommended that you print off one set of the “Artifact Cards” for each group of three students in your class. Cut them apart and place them in envelopes. Note that the sheet with the “Artifact Cards” has two sets per page.</p> <ol style="list-style-type: none">Using SLIDE 2 review what students learned about the features found at the M-231 site in the previous lesson. Then, review the term ‘artifact’ and explain that in this lesson students will investigate artifacts found at the site.Display SLIDE 3 and give each student a copy of the Lesson 4 Investigation Sheet. Explain that students will be recording their ideas on this sheet during the rest of the lesson.
Middle	<ol style="list-style-type: none">Display SLIDE 4 and have students describe what they think “Artifact #1” is by writing in the appropriate place on their Investigation Sheet. Discuss their ideas.Display SLIDE 5 and explain that archaeologists think this artifact was a knife. Pose the following question: what features of this artifact would lead archaeologists to think it was a knife? Have students write ‘knife’ in the appropriate place on their Investigation Sheet.Display SLIDE 6 and discuss the question on the slide. Then, display SLIDE 7 and discuss how the knife probably had a handle attached to it. Pose the following question: What happened to the handle? Discuss student responses and then guide students in understanding that the handle was probably made of wood and wood does not last as long as stone.Using SLIDE 8 and Vocabulary Card #18 and explain that the knife belongs to a group of artifacts archaeologists call ‘projectile points.’ Point out the other projectile points shown on the slide.Display SLIDE 9 and discuss the question on the slide.Divide students into small groups of 3 and give each group a set of the Artifact Cards shown on SLIDE 10. Have group members work together to place them in order from oldest to newest.Using SLIDES 11 – 15 shown students the order that archaeologists have determined. Have students compare this order to the one they created and then make adjustments as needed. Note that archaeologists have listed a span of years for each artifact since it is difficult to accurately date artifacts.Display SLIDE 16 and discuss the question on the slide. Then, display SLIDE 17 to show a probable answer to this question.Display SLIDE 18 and discuss the question on the slide. Then, display SLIDES 19 – 21 to show reasons people used the site for such a long period of time.Display SLIDE 22 and ask students what they think might also have been found at the site besides projectile points.Using SLIDES 23 – 26 explore Artifacts #2 and #3. Make sure to have students fill out their Investigation Sheet as you study each artifact.Display SLIDE 27 and discuss what students see in the photograph. Then, using SLIDE 28 and Vocabulary Card #19 explain that this slide shows the artifacts that were discovered in the feature shown on the previous slide.Display SLIDE 29 and have students answer the question in the appropriate place on the Investigation Sheet. Then, display SLIDE 30 to reveal what archaeologists think about the artifact.Give each pair of students a copy of the “Pottery Pieces” which are shown on SLIDE 31. Have students cut out the pieces and try to reconstruct the pot. Note that it is easier to do this if you print the pieces on cardstock. This is a very challenging activity. After they have worked at it a while use SLIDES 32-41 to guide them in reconstructing the pot.Display SLIDE 42 and have students analyze the different types of decoration on the pottery. Have them hypothesize about how the decorations were made. Then, display SLIDE 43 which

	<p>shows some tools used to decorate pottery.</p> <p>18. Display SLIDE 44 and have students answer the question on their Investigation Sheet. Then, display SLIDE 45 to reveal how archaeologists have answered the question.</p> <p>19. Using SLIDES 46 - 49 discuss how archaeology is like putting a puzzle together.</p>
Ending/ Closure	<p>20. Display SLIDE 50 and have students answer Question 3 on their Investigation Sheet. Then, assign the Reading Activity (shown on SLIDE 51) as a summary activity. Note that a sheet showing possible answers has also been included in the Instructional Resources.</p>

Lesson Notes

ENTIRE LESSON	<p>Make sure to explain that the projectile points used in this lesson are the same scale as the actual artifacts. This will help students better understand what some of the M-231 artifacts actually looked like.</p>
SLIDES 31 to 41	<p>If you find the lesson is running too long you do the pot reconstruction activity at a different time.</p>

Grade 5

Lesson 4

Instructional Resources

- Lesson 4 Investigation Sheet
- Lesson 4 Artifact Cards
- Lesson 4 Pottery Pieces
- Lesson 4 Optional Puzzle Pieces
- Lesson 4 Reading Activity
- Additional Resource: *M-231 Q and A* - Dr. Michael Hambacher, M-231 Head Archaeologist

Lesson 4 Investigation Sheet

Artifact	What do you think the artifact is?	What do archaeologists think the artifact is?
1		
2		
3		

1. What do you think these pieces were part of?

2. The decorations on this pot were not made with a tool. How do you think they were made?

3. Why do you think the M231 site is important?

Artifact Cards





Cut out the pieces
and try to put the
pot back together!

Lesson 4

Optional Activity



Why is the M-231 Site Important?



Dr. Michael Hambacher
M-231 Head Archaeologist

The M-231 project taught us a lot about how the Anishinabek who used the site lived in southwestern Michigan in the several centuries before European and American settlers arrived in the area. This is a period about which we have little information. There are no written records so we have to use archaeology and the oral history of the Anishinabek people to learn how they lived and what their lives were like. It is important to understand how other people lived and viewed their world. It enriches our lives and helps us to understand people who are different from us. We also learned a lot about how the Anishinabek people used and took care of natural resources in a way that they were always there for the future. This helps us better understand Mother Nature and how to take care of the environment around us. We also learned that while our lives are very different than the way people lived in the past, there are a lot of things that are similar. We eat a lot of the same foods – fish, nuts, Wild Rice, wild berries – that can help us be healthy. We do a lot of the same things, maybe for different reasons, but still the same things like picking berries with our grandparents and parents, fishing along the river in the summertime, and hunting in the fall.

Directions: In your own words describe three reasons Dr. Hambacher thinks the M-231 site is important.

1	
2	
3	

Why is the M-231 Site Important? SAMPLE ANSWERS



Dr. Michael Hambacher
M-231 Head Archaeologist

The M-231 project taught us a lot about how the Anishinabek who used the site lived in southwestern Michigan in the several centuries before European and American settlers arrived in the area. This is a period about which we have little information. There are no written records so we have to use archaeology and the oral history of the Anishinabek people to learn how they lived and what their lives were like. It is important to understand how other people lived and viewed their world. It enriches our lives and helps us to understand people who are different from us. We also learned a lot about how the Anishinabek people used and took care of natural resources in a way that they were always there for the future. This helps us better understand Mother Nature and how to take care of the environment around us. We also learned that while our lives are very different than the way people lived in the past, there are a lot of things that are similar. We eat a lot of the same foods – fish, nuts, Wild Rice, wild berries – that can help us be healthy. We do a lot of the same things, maybe for different reasons, but still the same things like picking berries with our grandparents and parents, fishing along the river in the summertime, and hunting in the fall.

Directions: In your own words describe three reasons Dr. Hambacher thinks the M-231 site is important.

The site teaches us about how the Anishinabek used the site long ago. This is important because it is a time period we know little about.

The site helps us learn about how other people lived and viewed their world.

The site helps us learn about people who are different from us.

The site helps us learn about how the Anishinabek took care of their environment

The site helps us learn that our lives now are in some ways similar to the lives of those in the past.

M-231 Q and A
Dr. Michael Hambacher, M-231 Head Archaeologist

1. What was it like to work at the M-231 site? What were some of the challenges?

The M-231 is one of my favorite digs. We found a lot of neat artifacts and other things that taught us about how people lived in the past. We also spent the spring, summer, and fall in the woods. The woods were very pretty and a nice place to work. We saw lots of wild flowers and wildlife. Animals like wild turkeys, deer, chipmunks and squirrels, lots of birds, and snapping turtles were in the woods. Sometimes the chipmunks would even sit on logs and watch us work.

The crew that did the hard work of digging kept me very busy every day answering questions and solving problems. I also had help them figure out what the things we found were and get new areas ready for digging. Every day was like a new adventure. You never knew what you were going to find. Digging an archaeological site is a lot of hard work, but it is a lot of fun too. The fun comes from finding new things and trying to figure out how they were used and what they can tell us about the past. It is like putting a puzzle together.

We found different tools that people used when they were at the site. There were lots of arrowheads used for hunting deer and other animals and stone knives. We also found scrapers used to get hides ready for making clothes and grinding stones used for getting wild plant foods ready for cooking and storing. There was also different kinds of pottery that was used to cook food and store things in. Other things that we found were a lot of big, deep pits and some fire pits. Some the big pits were used like an underground oven where food was cooked. Others were used to store food in for use in the winter and spring when food was hard to find. Every day as we dug these things up we would show them to each other and talk about what they were. But it wasn't all work. Sometimes we would also tell jokes and tease each other to help the day go by, especially when the weather wasn't very nice.

There were a lot of challenges to the project too. In the summer some of the days were very hot and some days the mosquitos swarmed around us in big clouds. On really hot days I would treat the crew to cold sodas. To fight off the bugs we used a lot of bug spray and mosquito coils that people use for picnics and camping. The local Meijer store had a hard time keeping enough of the mosquito coils because we kept buying all they had.

One of the biggest challenges was keeping everybody organized every day and planning where to dig next. To do this I had to keep track of everything that we were finding, where it came from, and what it meant. This was hard because we found a lot of stuff and the people who used the site did a lot of different things when they were there. The crew also worked very hard and dug as fast as they could. Sometimes it was like a race.

We also kept the archaeologist at MDOT and the State Archaeologist up-to-date about what we were finding. This meant a lot of time in the evening washing and counting artifacts, and drawing maps. But they helped me decide where to dig and figure out what we were finding. It was a big help and worth the extra time in the lab.

Trying to figure out how the big, deep pits we found were used was maybe the biggest challenge. Earth ovens like the ones we found also had been found in the Kalamazoo River valley. This gave us good clues as to how they were used. The storage pits were harder to figure out. Not many of these kind of pits had been dug in Michigan before. Luckily, ours were burned after they were used. The burned pieces of wood and left-over food in the bottom of them gave us the clues we needed.

2. What can the site help people understand about the Anishinabek who utilized the site?

This site was a place where people came during different times of the year to harvest plant and animal foods and other things that they needed. We know that it wasn't a village because we didn't find any houses or the kinds of artifacts that are in a village. This tells us that the people moved from place to place during each season of the year. They moved as small groups of families, so we know that family was very important to these people. They would go to where the food was available. Sometimes they would return to a place like the M-231 area a number of times over the year to get different kinds of food and other things. Not only could they get what they needed each day, but they could also get extra to store for later use.

We also about the kind of foods that the people who used the site ate. In the early spring families would have come to the site to gather tubers and spring greens. They also fished for sturgeon as they swam up stream to lay their eggs. Families would come back to the site again in the summer to collect wild berries and fruits, and collect mussels from the river. They probably also did some fishing along the shore of the river. The fall was one of the busiest times at the site. Wild rice and tubers were collected. Hunting deer and other animals was also very important in the fall. This was also the time when extra food was cooked and dried and put in the storage pits. Although nobody lived at the site during the winter, people probably came back to get foods and other things that were stored in the pits.

3. Why is the site important?

The M-231 project taught us a lot about how the Anishinabek who used the site lived in southwestern Michigan in the several centuries before European and American settlers arrived in the area. This is a period about which we have little information and there are no written records so we have to use archaeology and the oral history of the Anishinabek people to learn how they lived and what their lives were like. It is important to understand how other people lived and viewed their world because it enriches our lives and helps us to understand people who are different from us. We also learned a lot about how the Anishinabek people used and took care of natural resources in a way that they were always there for the future. This helps us better understand Mother Nature and how to take care of the environment around us. We also learned that while our lives are very different than the way people lived in the past, there are a lot of things that are similar. We eat a lot of the same foods – fish, nuts, wild rice, wild berries – than can help us be healthy. We do a lot of the same things, maybe for different reasons, but still the same things like picking berries with our grandparents and parents, fishing along the river in the summertime, and hunting in the fall.