

# Teacher's Supplement



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## Teachers' Guide for **COBBLESTONE:** *Discovering Spiro* October 2015

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## OVERVIEW

*In this magazine, readers will learn about the discovery, desecration, and subsequent protection of Spiro, the site of a prehistoric*

*Mississippian settlement. Readers will also learn how archaeologists have used different types of evidence to draw conclusions about the Mississippian culture that thrived there. **COBBLESTONE: Discovering Spiro** includes numerous maps of the site and images showing its discovery, artifacts, and contemporary status, providing rich historical context for these archaeological finds.*

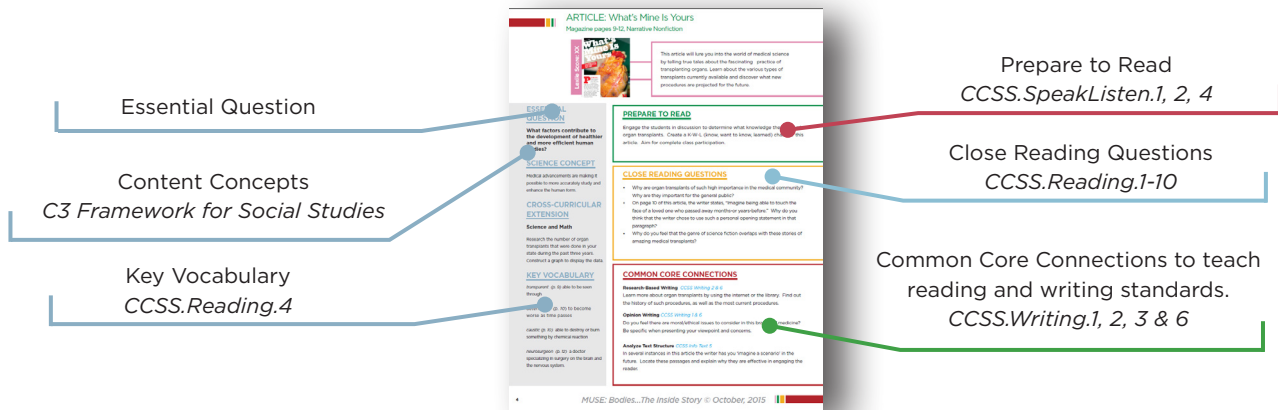
## ESSENTIAL QUESTION:

***Why do we need to preserve historical sites and archaeological finds?***

We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

## READ MULTIPLE ARTICLES PAGES 4 - 14

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

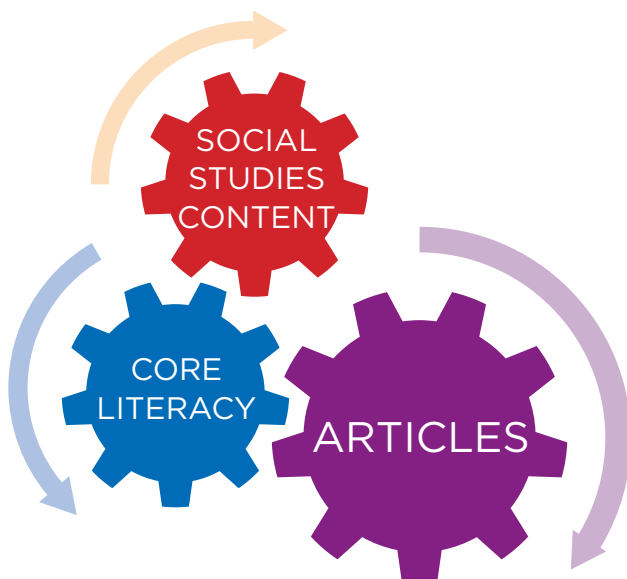


The diagram illustrates the components of an article page, with callouts pointing to a sample page titled "ARTICLE: What's Mine Is Yours" (Magazine pages 9-12, Narrative Nonfiction).

- Essential Question**: Points to the "ESSENTIAL QUESTION" section on the sample page.
- Content Concepts**  
*C3 Framework for Social Studies*: Points to the "SCIENCE CONCEPT" section on the sample page.
- Key Vocabulary**  
*CCSS.Reading.4*: Points to the "KEY VOCABULARY" section on the sample page.
- Prepare to Read**  
*CCSS.SpeakListen.1, 2, 4*: Points to the "PREPARE TO READ" section on the sample page.
- Close Reading Questions**  
*CCSS.Reading.1-10*: Points to the "CLOSE READING QUESTIONS" section on the sample page.
- Common Core Connections to teach reading and writing standards.**  
*CCSS.Writing.1, 2, 3 & 6*: Points to the "COMMON CORE CONNECTIONS" section on the sample page.

## TEACH A MINI-UNIT PAGES 16 - 18

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading InfoText.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)



## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (CCSS.InfoText.1)

**Describe Relationships** (CCSS.InfoText.3)

**Analyze Text Structure** (CCSS.InfoText.5)

**Interpret Visual Information** (CCSS.InfoText.7)

**Summarize** (CCSS.InfoText.2)

**Determine Word Meaning** (CCSS.InfoText.4)

**Understand Author's Point of View** (CCSS.InfoText.6)

**Explain Reasons and Evidence** (CCSS.InfoText.8)

### FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

### DISCUSSION OPTIONS—IN CLASS OR ONLINE

**Article Clubs:** Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

**Whole Class:** Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

## WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 16 – 18) as well as the **article pages** (pages 4 - 14) for ways to incorporate writing into your instruction



# ARTICLE: Spiro at a Glance

Magazine pages 2 - 3, Expository Nonfiction with a photograph



Spiro at a Glance presents an overview of the Spiro site, including its historical establishment, cultural characteristics, and the role of mounds in Mississippian culture.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES CONCEPTS

People often modify their environment for cultural reasons.

## CROSS CURRICULAR EXTENSION

### Mathematics

Present students with the radius or length, height, and shape of one of the mounds at Spiro and have them calculate the circumference or volume of the mound. Compare to known circumference and volume figures for other large ceremonial complexes such as the Pyramids at Giza or Nazca Lines.

## KEY VOCABULARY

**archaeologists (p. 3)** scientists who deal with past human life and activities by studying the bones, tools, etc., of ancient people

**mounds (p.2)** small hills or piles of dirt or stones.

**prehistoric (p.2)** of, relating to, or existing in the time before people could write

## PREPARE TO READ

Share the photograph that accompanies this article. Ask what the students think this is a picture of and how this place might have been used by those who lived here?

## CLOSE READING QUESTIONS

- What roles did humans play in changing the environment pictured on pages 2 and 3? Use text and image-based information to support your answer.
- What purpose do archaeologists believe the mounds served and how does this purpose relate to their location at the site? Find at least two details from the text to support your answer.
- What evidence in the text explains the presence of the stairs and information stand in the image?

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Info Text 5*

The text contains short paragraphs with independent main ideas. Why might the author have selected this structure? What headings could be added to help readers understand the text better?

### Summarize Main Ideas *CCSS Info Text 2*

Reread the text. Summarize the information presented and compose questions you have about this topic.

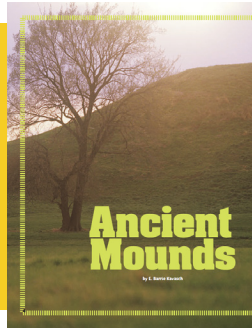
### Research-Based Writing *CCSS Writing 2 & 6*

Use library books, the Internet and other resources to research the historical context around the naming of Spiro to the National Register of Historic Places. Write an argument explaining why this was a good, bad, or unnecessary protection. Use details from the article and your research in your writing.

# ARTICLE: Ancient Mounds

Magazine pages 4 - 6, Expository Nonfiction

Lexile Score: 1160



“Ancient Mounds” presents an overview of the purposes of and methods for constructing mounds along with information about the culture of the Mississippian mound builders and how the mounds may have fit into that culture.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES CONCEPTS

The study of the past requires forming hypotheses and seeking evidence to support or refute them.

## CROSS-CURRICULAR EXTENSION

### Math

Determine the dates in the article correlating to major events in Mississippian culture. Construct a timeline with equal intervals between markers and plot the events.

## KEY VOCABULARY

**culture (p. 5)** the beliefs, customs, arts, etc., of a particular society, group, place, or time

**population (p. 6)** a group of people or animals of a particular kind that live in a place.

**structures (p. 5)** the ways that something is built, arranged, or organized

## PREPARE TO READ

Share the title of the article with students. Ask what it might refer to. Look next at the vocabulary words. Discuss how these terms may relate to the title.

## CLOSE READING QUESTIONS

- Based on the definition of “prehistoric” given in the article, why might it be difficult for archeologists to draw conclusions about Mississippian culture?
- What artifacts have archeologists uncovered that have helped them understand Mississippian culture? Use details from the text to support your answer.
- What information in the article supports the statement that the Mississippian mound-building culture was important?

## COMMON CORE CONNECTIONS

### Explain Reasons and Evidence *CCSS Info Text 8*

Archaeologists hypothesize that “big cities” existed in Mississippian culture to provide a place for special ceremonies, rituals, and trade. What evidence does the author present to support this claim?

### Describe Relationships *CCSS Info Text 3*

How did proximity to rivers impact Mississippian communities’ relationships with other areas?

### Opinion Writing *CCSS Writing 3 & 4*

Do you believe there is evidence of a set of religious practices shared by peoples across a large area in ancient America? Use information from the article to support your opinions. Share your writing with classmates.

# ARTICLE: Cahokia Connections

Magazine pages 7 - 9, Expository Nonfiction with Maps and Photos



The proximity of Cahokia to three rivers led to its growth as a center of trade and influence upon both local and distant communities.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES SCIENCE CONCEPTS

Human populations interact for many purposes.

## CROSS-CURRICULAR EXTENSION

### Science

Research how major climate change events such as "The Little Ice Age" in Europe around 1700 CE or the Dust Bowl, circa 1920s & 1930s, impact human populations and migration.

## KEY VOCABULARY

**artifact (p. 8)** a simple object (such as a tool or weapon) that was made by people in the past

**figurine (p. 9)** a small figure or model of a person made of wood, plastic, etc.

**indicate (p. 9)** to show

**influence (p. 9)** the power to change or affect someone or something

## PREPARE TO READ

Locate Cahokia on the maps on page 8 and on pages 10 - 11. Note the rivers that flow near Cahokia and ask how the people might have used those rivers. Also note the arrow pointing from Cahokia to Spiro and discuss what it means.

## CLOSE READING QUESTIONS

- What words or phrases does the author use to indicate that archaeologists aren't certain about some details about Cahokia? Why is it important to differentiate between what the scientists know and what they merely believe?
- What information in the article supports the belief that warfare led to the decline of Cahokia?
- Look at the artist's rendition of Cahokia on p. 7. What do you think the buildings in the rendition were used for? Discuss your impressions.
- What part might religion have played in trade? Use details from the article to support your answer.

## COMMON CORE CONNECTIONS

### Explain Reasons & Evidence *CCSS Info Text 8*

"Cahokia's influence at one time had been vast and extensive." Find evidence in the article to support this statement.

### Interpret Visual Information *CCSS Info Text 7*

Compare the artist's rendition on page 7 to the photo on page 8. What features of the site have changed? What factors do you think helped bring about these changes?

### Integrate Information from Two Sources *CCSS Writing 3 & 6*

Write a fictional narrative based on historically accurate settings where you, the main character, have brought goods to Cahokia to trade. Write about your impressions of the city and the trades you make. Use the artist rendition on page 7 as well as details from the article to help you decide what details you should include to give your narrative a sense of historical realism.

# ARTICLE: Discovery and Destruction!

Magazine pages 12 - 16, Expository Nonfiction with Map



The Spiro mounds were discovered by a group of “pothunters” during the Great Depression. These people desecrated the site, despite the efforts of an anthropology professor to protect it. Scientific excavation followed in an attempt to reclaim the site.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES SCIENCE CONCEPT

Different people can have different views of the same objects.

## CROSS-CURRICULAR EXTENSION

### Math and Economics

Calculate how much total money the Craigs received for the lease. Assuming a 5% annual rate of inflation, have students create a bar graph that compares what the lease was worth in 1935 to what it would be worth today.

## KEY VOCABULARY

**crashed** (p. 12) went down in value very suddenly and quickly

**endured** (p.12) experienced (pain for suffering) for a long time

**exploitation** (p. 16) the act of using (something or someone) in a way that helps you unfairly

## PREPARE TO READ

Study the photos and captions that accompany the article. How does the site differ between the photos on pages 13 and 14? What factors might have contributed to the change in the state of the site from the photo on page 13 to the photo on page 14?

## CLOSE READING QUESTIONS

- What events led to Spiro becoming famous? Create a time line for these events using details from the text.
- How did scientific skepticism lead to Dr. Clements' involvement at Spiro? What impact did his involvement have?
- In the first paragraph on page 16 the author uses the words “destruction” and “blast” to describe the results of actions taken by the miners. Work in groups to find substitutes for these words and present how these changes alter your comprehension of the text.
- How does the destruction of the Spiro site relate to the Great Depression and Dust Bowl?

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Info Text 5*

The author chose to begin this article with information that seems unrelated to Spiro. What effect does this structural choice have on the reader? How does the opening relate to the rest of the text?

### Author's Point of View *CCSS Info Text 6*

The author chose to begin this article with information that seems unrelated to Spiro. What effect does this structural choice have on the reader? How does the opening relate to the rest of the text?

### Presentation of Knowledge and Ideas *CCSS Writing 3 & 6*

Write an opinion on whether or not you agree with the author's perspective on the value of the artifacts?



# ARTICLE: A Bittersweet Science

Magazine pages 17, Expository Nonfiction



“A Bittersweet Science” describes the role of archaeologists and highlights the need to balance discovery with preservation.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES CONCEPTS

Archaeologists study artifacts to draw inferences about physical, social, and cultural environments of the past.

## CROSS-CURRICULAR EXTENSION

### Science

Discover the methods archaeologists use to preserve objects and sites while they excavate.

## KEY VOCABULARY

**aspects (p. 17)** a part of something

**context (p. 17)** the situation or conditions in which something exists

## PREPARE TO READ

Engage students' prior knowledge by asking what an archaeologist does and how it contributes to society's knowledge of the human past?

## CLOSE READING QUESTIONS

- According to the author, how do archeologists avoid destroying sites they are working on?
- What reasons does the author give for becoming an archaeologist and studying the past?
- What is the central idea of this paragraph? Does the author explicitly or implicitly state it?

## COMMON CORE CONNECTIONS

### Draw Inferences *CCSS Info Text 1*

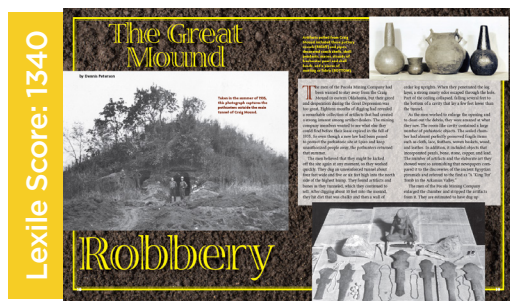
Considering the roles an archaeologist plays, what tools do you think are required to excavate an archeological site without destroying it? Use evidence from the photo for suggestions.

### Analyze Text Structure *CCSS Info Text 5*

The author chose to present the archaeologists' job through contrasting emotions. List these contrasts. Why might the author have selected this structure?

# ARTICLE: The Great Mound Robbery

Magazine pages 18 - 20, Expository Nonfiction with Photos



The Great Mound Robbery takes a deeper look at the destruction wrought by the men of the Picola Mining Company and adds information and images showcasing the wealth of artifacts they found.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES CONCEPTS

Economic decisions have cultural and environmental consequences.

## CROSS-CURRICULAR EXTENSION

### Science

Explore how scientists use carbon-dating to determine the age of organic material found at archeological sites. Have students create a chart showing stages of the carbon-dating process.

## KEY VOCABULARY

**symbolic (p.20)** expressing or representing an idea or quality without using words

**tribute (p. 20)** something that you say, give, or do to show respect or affection for someone

## PREPARE TO READ

Ask students for examples of rare or threatened environmental, animal, or cultural phenomenon. Prompt them to create their own concept web (mental map) with an example in the center, surrounded by keywords or phrases representing reasons why it is important to protect the resource they chose.

## CLOSE READING QUESTIONS

- The article states that newspapers compared the chamber to King Tut's tomb. What evidence supports this comparison?
- The final paragraph suggests two theories. What evidence supports each theory?
- What tone is presented by the last sentence? Why did the author choose to end with this tone?

## COMMON CORE CONNECTIONS

### Summarize Main Ideas *CCSS Info Text 2*

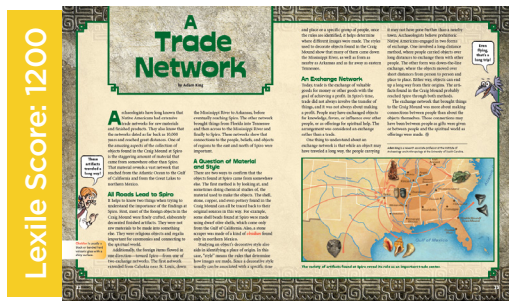
Determine the main ideas in this article and discuss them as a class.

### Draw Inferences *CCSS Info Text 1*

Use details from the article to draw inferences about the men who were part of the mining company. Talk through your inferences to see if you and a partner agree.

### Writing Arguments *CCSS Writing 1*

The destruction at Craig Mound had a negative impact our knowledge about the past. Protecting access to historically significant sites gives us a way to learn more about our past. Use evidence from the article to write an argument where you take a position on the following claim: Legal protection of historical sites should be as important as legal protection for the environment.



An exchange network brought objects from near and far into Spiro for reasons other than profit or exchanging things. This network helped communities across the Eastern United States develop and maintain strong cultural and economic ties.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES SCIENCE CONCEPTS

Trade promotes cultural diffusion.

## CROSS-CURRICULAR EXTENSION

### Math & Geography

Locate places mentioned in the article on a map of the United States or the map on page 23 and calculate the distance from each to Spiro. Create a bar graph displaying cities' distance from Spiro.

## KEY VOCABULARY

**confirm (p. 22)** to make definite or official

**exchange (p. 22)** giving things of similar value to each other

**spiritual (p. 22)** of or relating to religion or religious belief

**staggering (p. 22)** very large, shocking or surprising

## PREPARE TO READ

Ask the students if they have ever traded for something. What things do they trade? Then, have them get into small groups and discuss the following question: What are the benefits of trading?

When groups have had a few minutes to discuss the question, bring them back together as a whole class and ask, "Are there any benefits to trading that don't involve receiving something material in exchange?"

## CLOSE READING QUESTIONS

- How do the materials an object is made from help determine its origin? Use the text to support your answer.
- How does "style" help determine an object's origin?
- At the end of the article, the author asserts that the exchange network was more about the connections between people than the objects that were traded? What evidence is used to support this statement?

## COMMON CORE CONNECTIONS

### Draw Inferences *CCSS Info Text 2*

How religious were the people of Spiro? What information in the text leads you to infer this?

### Analyze Text Structure *CCSS Reading 5*

Are the section headings effective as an organizational tool for the text? Work with a partner to consider other possible organizational structures for this information? .

### Comparative Writing *CCSS Writing 2 & 6*

Write a comparative essay showing the path of an object using each method of exchange mentioned on page 23. What are the benefits and drawbacks of each pathway?

# ARTICLE: Morning Star and the Giants

Magazine pages 26 - 27, Myth



Morning Star and the Giants is a Native American myth about the development of the game chunky, which had ritual, political, and social significance to the people living at Spiro.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES CONCEPTS

People develop stories as part of their shared culture.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

Research other games played by Native Americans and attempt to play them, such as lacrosse or basketball. Write a myth with a plot and set of characters that tells about the religious significance of the game and how it's played.

## KEY VOCABULARY

**arrogance (p. 27)** an insulting way of thinking or behaving that comes from believing that you are better, smarter, or more important than other people

**outcome (p. 27)** result

## PREPARE TO READ

Help build background by defining “myth.” As a whole class, discuss the illustrations and hypothesize what they suggest about the myth in this issue.

## CLOSE READING QUESTIONS

- Why does First Man challenge the giants? Was this wise? Use the text to support your answer.
- What are the rules of the game chunky?
- What role does Thrown Away Boy have in this story? What do you think his role in the family is?
- Analyze the details of the game described in the article. Make a prediction about the type of artifacts or structures that archeologists might find that supports the claim this game was important to people living at Spiro.

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Literature 5*

What features of this text define it as a myth?

### Analyze Literature *CCSS Literature 1*

Who is the main character of this story? What can you infer about the relationships between the main character and other characters? Use the text to support your conclusions.

### Narrative Writing *CCSS Writing 3 & 6*

Change an important detail in the story and write a new story incorporating that change. What would have happened if Morning Star had lost? What if the giants had demanded a different wager or the father did not come back to life? Use your imagination.



Lexile Score: 1070



Humans have modified their environment in ways that have destroyed important historical sites, but laws have been passed to help protect and preserve these sites. Individuals can play a role in preserving our history by acting to protect and preserve future discoveries.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES CONCEPTS

Laws change as social norms and values change.

## CROSS-CURRICULAR EXTENSION

### Social Studies & Arts

Research cultural sites that are not currently protected. Create a poster supporting preservation of the site.

## KEY VOCABULARY

**heritage (p. 30)** the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

**passionate (p. 31)** having, showing, or expressing strong emotions or beliefs

**priceless (p. 32)** extremely valuable or important

**unique (p. 30)** unlike anything else

## PREPARE TO READ

Consider the title. Ask students what they think can be done to help preserve the past. Invite them to discuss what they know about any historical sites that have been preserved.

## CLOSE READING QUESTIONS

- What mood does the author create in the opening paragraphs? Why might the author have chosen this mood?
- What point of view do preservationists share? Site evidence from the text.
- How does each image relate to the text? Discuss the specific sentences in the article that each image is meant to represent.

## COMMON CORE CONNECTIONS

### Describe Relationships *CCSS Info Text 3*

Compare the laws mentioned in the article. How do they differ? Do they build on each other?

### Author's Point of View *CCSS Reading 6*

What is the author's point of view of preservation? What specific words and phrases present this point of view?

### Research-Based Writing *CCSS Writing 2 & 6*

Research a local or national site that has been preserved or is being considered for preservation. What controversy, if any, surrounds its preservation? Once you complete your research, write an expository essay arguing why it is necessary to preserve the site.



Destruction of ancient sites continues despite laws that have been passed.

### ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

### SOCIAL STUDIES CONCEPTS

Individuals have both rights and responsibilities.

### CROSS-CURRICULAR EXTENSION

#### Social Studies

Research the sites mentioned in the article, and use the links given in the Online Resources section of this guide to extend your knowledge of archaeology.

### KEY VOCABULARY

**disturbed (p. 33)** changed the position, arrangement, or order of (something)

**looted (p.33)** stole things from (a place, such as a store or house) during a war or after destruction has been caused by fire, rioting, etc.

**traffickers (p. 33)** people who buy and sell something that is illegal

### PREPARE TO READ

Ask students to hypothesize about why someone might loot an ancient site. Then, ask what solutions can be implemented to help prevent looting.

### CLOSE READING QUESTIONS

- Why does “work remain to be done?”
- What do you think was the author’s purpose for writing this article?
- Analyze the black and white photograph. What conclusions can you draw about damage done to the site?
- Analyze the color photograph. How does the activity of the people shown in the color photograph relate to what was shown in the black and white photograph?

### COMMON CORE CONNECTIONS

#### Summarize Main Ideas *CCSS Info Text 2*

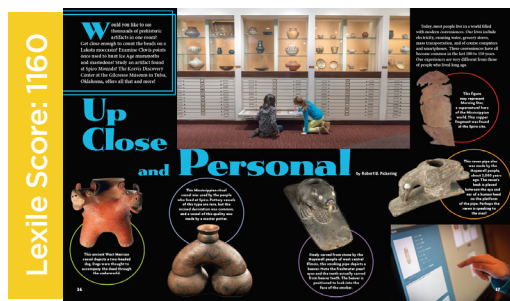
Determine the main ideas in this article and discuss them with a partner.

#### Draw Inferences *CCSS Info Text 1*

Why might people continue to loot today? Use the text to support your answers.

#### Writing Arguments *CCSS Writing 1 & 6*

Use the Internet and other sources to research the legal consequences of looting historical sites? Do you think they are appropriate? What punishments would you recommend and why? Argue your case, using details from the text and your research.



The Kravis Discovery Center displays historical artifacts and allows visitors to interact with them. Learn about a variety of historical artifacts kept at the museum and their importance to the people that used them.

## ESSENTIAL QUESTION

**Why do we need to preserve historical sites and archaeological finds?**

## SOCIAL STUDIES CONCEPTS

Historical sources provide information about the past.

## CROSS-CURRICULAR EXTENSION

### Science

Explore how different types of historical artifacts (i.e. cloth, metal, ceramic, etc.) are preserved by museums. Challenge students to preserve an artifact (i.e. letter, object) they think would be important for a future civilization to discover.

## KEY VOCABULARY

**demonstrated (p. 38)** showed evidence of (something)

**insight (p. 38)** the ability to understand people and situations in a very clear way

**prestige (p. 39)** showing rank, wealth, etc.

## PREPARE TO READ

Pose the following scenario to your students: It is 1000 years in the future, and you've been told that you're being sent to North America to search for evidence of a previous civilization. Ask them to hypothesize how they would search for evidence and how they would recognize it as evidence of a previous civilization.

## CLOSE READING QUESTIONS

- How do the images support the mission of the Kravis Discovery Center as presented in the article?
- What does each object pictured tell us about the person who used it? Use the text to theorize the answer if it is not able to be inferred.
- The author begins the article with a series of questions? What is their purpose? What mood do they set?

## COMMON CORE CONNECTIONS

### Research-Based Writing *CCSS Writing 2 & 6*

Select one of the items pictured. Use the Internet and other sources to research items of this type and the people who made them. Then write an essay that explains why preserving these artifacts is important.

### Analyze Text Structure *CCSS Info Text 5*

The author presents a comparison between the modern world and the world of long ago. What is the purpose of this comparison? Could another structure have fulfilled this purpose? If so, which ones?

### Opinion Writing *CCSS Writing 1 & 6*

What is the overall purpose of the article? What methods did the author use to achieve that purpose? Was the author successful?

## CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

### COMPARE ARTICLES

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9):

- Use information from several texts to determine the importance of religion and spirituality among Native American groups. How might this relate to the Native American Graves Protection and Repatriation Act, which passed Congress in 1990?
- Archaeologists have learned a lot about ancient Native Americans. Refer to many articles to create a list detailing what archaeologists are certain of. Create a second list detailing theories.
- Look at the feature articles in this issue. What reasons are given for the need to preserve historical sites? Compare the ideas given by different authors. Do any of the authors seem to believe preservation isn't a good idea?
- How does the myth, "Morning Star and the Giants", tie into the theme of preservation? Look for the figure of Morning Star on page 37. How does this figure demonstrate the importance of the myth?
- Study "Ancient Mounds," "A Trade Network," and "Cahokia Connections." Look for examples of one culture influencing another. How did this influence occur? What were the results? Does this type of cross-cultural influence occur today? How?



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

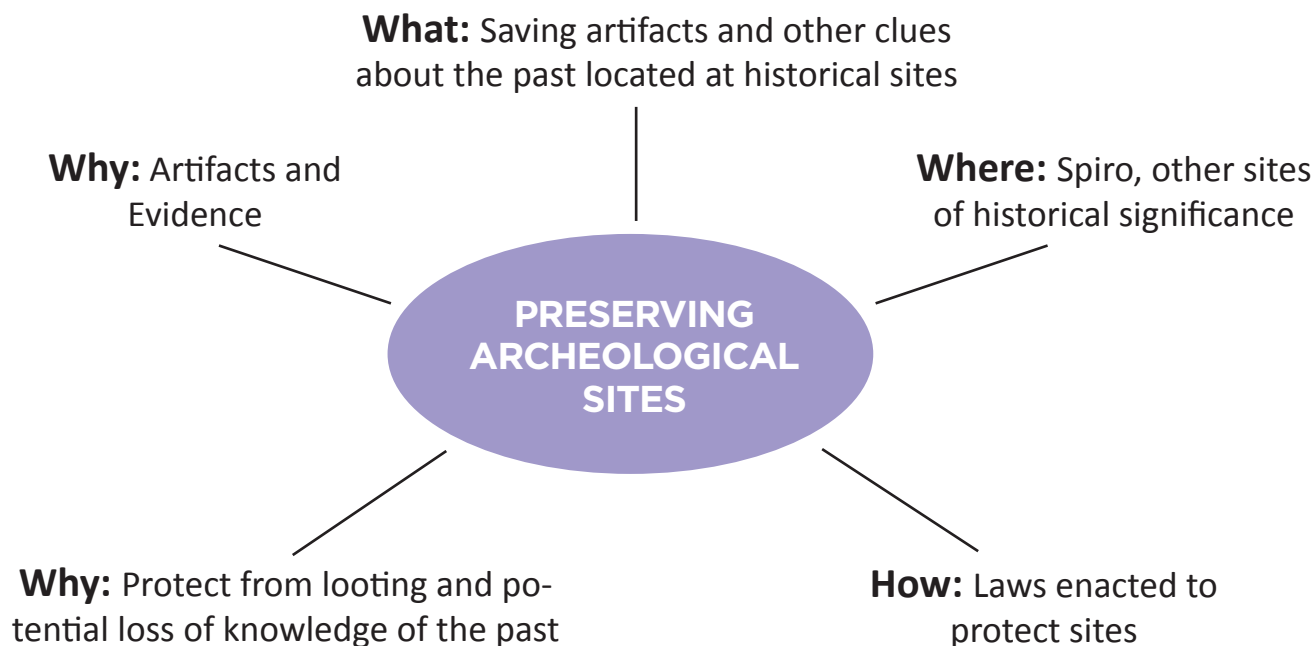
Archeology is a science wrought with drama. Archaeologists learn about the geological, political, social, and cultural contexts of the past by studying artifacts and other types of physical and non-physical evidence. By learning of these contexts, archeologists can recreate the past in rich ways that tell of the drama of a past event or period. Other times, archeologists heroically fight to protect archeological sites from illegal or damaging activity by “pothunters” or others. Help your students explore the drama of archeological preservation by beginning with the Engage section below.

### ENGAGE

### READ AND COMPARE

### APPLY

**ENGAGE:** Engage students in the topic of archaeological preservation by asking students why we need to preserve historical sites and archeological finds? Direct students to page through the magazine and look at some of the places and artifacts pictured. You might also display historical images or videos of archaeologists as well as looters or looted remains. Create an idea or concept web with students to tap into their background knowledge.



### Share the essential question:

Why do we need to preserve historical sites and archaeological finds?

**READ AND COMPARE ARTICLES:** Begin with a focus article as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “Ancient Mounds” pages 4 - 6 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 5 of this guide. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE ARTICLE:** After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

**3) READ NEW ARTICLES:** Help students choose additional articles to read based on their inquiry questions or what they wonder. Refer to the Article Pages for summaries of each article within *Discovering Spiro*.

**4) COMPARE ARTICLES:** After students have read multiple articles, guide them to make cross-text connections. Refer to page 15 of this guide to compare texts using prompts that help students integrate ideas and information.

## CHOOSE A PURPOSE FOR READING

**CLOSE READ:** *CCSS Informational Text. 1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

**UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE:** *CCSS Reading Info Text.2* Record the main ideas in the article. Note how these main ideas build on the main ideas from the focus article or other readings. How is your topic knowledge growing?

**ANALYZE TEXTS:** *CCSS Reading Info Text.9* Compare the author’s approach in the article you read to that in the focus article. How do the texts approaches differ? How effective are they?

## APPLY: ARCHAEOLOGICAL DRAMA

**Looted sites, fantastic finds, ancient cultures. Groups of students will explore the drama of archaeology. They will write their own skits based on what they learned from the articles (See Article Pages 4-14) and other sources (See Online Resources Page 25). Imagination is welcome. Perform and discuss the skits so the groups learn from each other.**

### Group 1: Trade In Ancient Times

With your guidance, members of this group will write a skit based on trade at Spiro or Cahokia. They can follow an object or write chronologically, showing the community evolving. Use the Skit Planner on p. 19 of this guide to help students be creative, yet keep their facts straight.

Articles in this magazine that support this topic include:

- Cahokia Connections
- A Trade Network

Further information can be found in *Mound Sites of the Ancient South: A Guide to the Mississippian Chiefdoms* by Eric E. Browne

### Group 2: Devastation at Spiro

This group will focus on the destruction of the Spiro site. They can begin with the Craigs granting the lease or reporters explaining the find. Again, they must keep the facts straight, but the presentation is up to them.

Articles in this magazine that support this topic include:

- Discovery and Destruction
- The Great Mound Robbery

### Group 3: Modern Archaeology

What's modern archaeology like? Have new laws changed the scene for looters and archaeologists? This group can answer these questions or others using the same basic guidelines given for the other groups.

Articles in this magazine that support this topic include:

- A Bittersweet Science
- Preserving the Past
- Lessons Learned

**NAME:** \_\_\_\_\_

### Mini-Unit Graphic Organizer

**Archaeological Drama:**

Cast	Role

**Scene Plan:**

**Props and Materials**

**Facts to Include:**

Write your skit on a separate piece of paper



NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:



**archaeologists** scientists who study the past by digging and excavating ancient sites

*Archaeologists believe that the people of Spiro spoke a Caddoan language similar to the one spoken by present-day Caddos, Arikaras, Kichais, Pawnees, and Wichitas in the Midwest. (p. 3)*

**arrogance** an insulting way of thinking or behaving that comes from believing that you are better, smarter, or more important than other people

*Full of **arrogance**, he wagered his life on the outcome. (p. 27)*

**artifact** a simple object (such as a tool or weapon) that was made by people in the past

*In one mound the discovery of several **artifact** caches of more than 1,100 arrow points, including several Caddoan-style points, dates to A.D. 1050. (p.6)*

**aspect** a part of something

*They also study and document the artifacts and the context in which they are found because both **aspects** reveal information. (p. 17)*

**confirm** to make definite or official

*There are two ways to **confirm** that the objects found at Spiro came from somewhere else. (p. 22)*

**context** the situation or conditions in which something exists

*They also study and document the artifacts and the **context** in which they are found because both aspects reveal information. (p. 17)*

**crashed** went down in value very suddenly and quickly

*On October 29, 1929, the stock market on Wall Street **crashed**. (p. 12)*

**culture** the beliefs, customs, arts, etc., of a particular society, group, place, or time

*When studying ancient or prehistoric **cultures**, questions such as those can be difficult to answer with any certainty because there is no written history. (p. 5)*

**demonstrated** showed evidence of (something)

*Women **demonstrated** their artistry by creating intricate designs made with trade beads. (p.38)*

**disturbed** changed the position, arrangement, or order of (something)

*No one knows how many graves they **disturbed**. (p. 33)*

**endured** experienced (pain or suffering) for a long time

*During the worst of the Great Depression in the early 1930s, farmers on the Great Plains also **endured** the Dust Bowl. (p. 12)*

**exchange** giving things of similar value to each other

*Additionally, the foreign items flowed in one direction—toward Spiro—from one of two **exchange** networks. (p. 22)*

**exploitation** the act of using (something or someone) in a way that helps you unfairly

*The **exploitation** and destruction of the Craig Mound from 1933 through 1935 became a sad example of both the time and the general disregard of the sacred nature of Native American sites in the United States. (p. 16)*

**figurine** a small figure or model of a person made of wood, plastic, etc.

*This is especially true of **figurines** carved from soft red stone called Missouri flint clay. (p.9)*

**heritage** the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

*Destroying sites and removing objects destroys a culture or a nation's **heritage** and its shared stories. (p.30)*

**indicate** to show

*The type of stone and shape of the arrowheads seem to **indicate** that some of them came from the Caddoan areas of western Arkansas and eastern Oklahoma. (p. 9)*

**influence** the power to change or affect someone or something

*Although Cahokia was abandoned by A.D. 1350, its **influence** at one time had been vast and extensive. (p. 9)*





**insight** the ability to understand people and situations in a very clear way

*The goal of the new Kravis Discovery Center is to provide **insight** into past human cultures by showing artifacts as they were made and used. (p. 38)*

**looted** stole things from (a place, such as a store or house) during a war or after destruction has been caused by fire, rioting, etc.

*Men **looted** more than 900 Native American graves at the Mississippian culture site at Slack Farm in Kentucky in 1987. (p. 33)*

**mounds** small hills or piles of dirt or stones

*The **mounds** were built hundreds of years before mechanical vehicles and without horses, mules, or oxen. (p. 2)*

**outcome** result

*The wealth of entire towns, families, and even human lives may have been tied to the **outcome** of a game. (p. 27)*

**passionate** having, showing, or expressing strong emotions or beliefs

*A **passionate** conservationist, President Theodore Roosevelt (1901-1909) understood that. (p. 31)*

**population** a group of people or animals of a particular kind that live in a place.

*Archaeologists have tried to offer some ideas as to why the once-successful communities began to fail: The large **population** of these native cultures may have depleted the soils and forests, thus reducing their food and building supplies. (p. 6)*

**prehistoric** existing before written records

*Oklahoma's Spiro was an important **prehistoric** Native American ceremonial and trade center with connections that extended from the Gulf of Mexico to the Great Lakes and from California to the East Coast. (p. 2)*

**prestige** showing rank, wealth, etc.

*A slit in the septum (the cartilage that separates the left and right nostrils) allowed this nose ring to be inserted and worn by nobles as a **prestige** item on special occasions. It is made of jade and gold. (p. 39)*

**priceless** extremely valuable or important

*To preservationists, historic places are **priceless**. (p. 32)*

**spiritual** of or relating to religion or religious belief

*They were religious objects and regalia important for ceremonies and connecting to the **spiritual** world. (p. 22)*

**staggering** very large, shocking or surprising

*One of the amazing aspects of the collection of objects found in the Craig Mound at Spiro is the **staggering** amount of material that came from somewhere other than Spiro. (p. 22)*

**structure** the way that something is built, arranged, or organized

*Why and how did they build such **structures**? (p. 5)*

**symbolic** expressing or representing an idea or quality without using words

*One theory is that some of the artifacts may have been **symbolic** of the end of a cultural era and an attempt to allow the leaders to start the world over again. (p. 20)*

**trafficker** people who buy and sell something that is illegal

*In 2009, the Federal Bureau of Investigation (FBI) arrested looters and antiquities **traffickers** in Utah who had dug up and sold ancient artifacts from ancestral Puebloan sites in the Four Corners area for generations. (p. 33)*

**tribute** something that you say, give, or do to show respect or affection for someone

*The quantity of objects and the wealth they represented may also indicate that they were left as a **tribute** from people throughout the vast Mississippian area. (p. 20)*

**unique** unlike anything else

*But Spiro was not the first site to be destroyed, and its story is not **unique**. (p. 30)*





## Spiro at a Glance

- <http://www.scienceclarified.com/Ma-Mu/Mounds-Earthen.html>

An encyclopedia article defining earthen mounds and noting their variety and significance.

- [www.nps.gov/nr](http://www.nps.gov/nr)

The website for the National Register of Historic Places.

- <http://www.spiromound.com/>

An overview of Spiro. Information from America's Blood Centers with additional diagrams of the different types of blood cells and systems discussed in the article.

## Ancient Mound

- <http://nativeamericannetroots.net/diary/1487>

A brief history of ancient native cultures in Oklahoma.

## Cahokia Connections

- <http://www.washingtonpost.com/wp-srv/national/daily/march/12/cahokia.htm>

This Washington Post article talks about Ancient Cahokian life on the Mississippi.

- <http://www.univie.ac.at/Anglistik/webprojects/LiveMiss/Cahokia/LIFESTYLE.htm>

A complete description of Cahokian culture with links to further resources.

## Discovery and Destruction!

- <http://www.zoominfo.com/p/Forrest-Clements/585514785>

A cache of articles on the archaeologist who tried to protect Spiro

## A Bittersweet Science

- <http://www.archaeology.org/>

Home of *Archaeology* magazine and other resources, including articles on modern dig sites.

- <http://www.nps.gov/Archeology/public/kids/index.htm>

The National Park Service has information for children and teachers on this site.

## Up Close and Personal

- [http://www.si.edu/mci/english/learn\\_more/taking\\_care/index.html](http://www.si.edu/mci/english/learn_more/taking_care/index.html)

The Smithsonian Institution has detailed information and instructions on how to preserve different types of historical artifacts.