

Unit 2, Lesson 1: Cultural Contrasts

Maryland Social Studies Standards and Framework

Standard: History

Topic: Settlement and Beginnings of New Societies

Standard: Peoples of the Nations and World

Topic: Elements of Culture

MCCR Grade 4

MCCR Standards: RI.4.7, SS.6.5

Objective:

Students will:

- Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians.
- Compare and describe the elements of culture including shelter, recreation, education, oral traditions, art, music, and language of Native American societies.

Essential question:

What are examples of differences and similarities between Native American groups living in Maryland at different times?

Grade Level

3rd – 5th

Teacher Background:

Paleo-Indians are the earliest known group of people to have lived in Maryland about 10 – 12,000 years ago. Researchers believe that the Paleo-Indian were a nomadic people who lived and traveled in small family units. These families came together a few times a year in larger groups to share resources and maintain social contacts. They were strictly hunters and gatherers who traveled long distances to find food and raw materials for tool manufacture.

The climate of Maryland during the Paleo-Indian time period at the end of the last ice age was very different than today. The weather was colder and wetter and the landscape was comparable to the modern-day boreal forests of southern Canada. The forests consisted mostly of evergreen trees like spruce, firs, and larch with a few deciduous varieties like birch and alder. They were not like the mixed hardwood forests of the Late Woodland or today. Open areas in the mountain areas would have been a Tundra landscape with low growing plants and shrubs. As the glaciers receded north, the climate warmed and sea levels rose rapidly. Within a few thousand years, ocean water pushed up the rivers and streams eventually creating the Chesapeake Bay. During the Paleo-Indian time period, this process had not started, and the Bay did not exist. All the large tidewater rivers and streams we know today were much smaller freshwater tributaries.

Northern animal species found in Canada lived in Maryland, such as caribou. Moreover, herds of large mammals like mammoth and mastodon, remnants of Pleistocene animal populations, still roamed throughout the state. Mammals that are found in Maryland today, such as white-tailed deer, rabbits, squirrels, fox and beaver, were also available 10 – 12,000 years ago. There was a greater diversity of game animals available to the Paleo-Indians than to later groups. As the glaciers receded, large herd animals disappeared. Consequently, hunters began to focus on the largest

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mammals remaining, elk, white-tailed deer and bear. During this time, the forests gradually changed to mixed deciduous hardwoods. Nut crops became more plentiful and became a part of the diet of Eastern Woodland Native Americans by the end of the Paleo-Indian period.

The Paleo-Indians' nomadic lifestyle affected many facets of their lives. They did not farm and instead relied exclusively on hunting and gathering. Paleo-Indians did not live in permanent housing. Their shelters were tent-like structures made of animal hides that could easily be assembled, packed, and moved. Quickly assembled shelters of grasses and bark, caves, and rock shelters were also used as shelters when available.

** It is important to note that Paleo-Indians were not 'cavemen' and use of this stereotypical term should be avoided.*

Lesson Procedure:

1. Bring out the items listed in the materials sections. Group them according to their time period.
2. Discuss life 10,000 years ago and 500 years ago in Maryland. Point out the tools and materials as you mention them in your discussion. Use the maps and images to illustrate some of the concepts in this lesson. *[Note the difference in number of sites recorded between the two time periods. Researchers estimate that only a few hundred people lived in the Maryland area during the Paleo-Indian period. Population had increased by the Late Woodland and there may have been 8 – 10,000 people living in this area 500 years ago.]*
3. Discuss the ways in which societies and culture change over time. Begin the discussion by talking about a time that the students can readily identify with like childhood. For instance:
 - a. How is their childhood different or the same as their parent's childhood? Talk about their lives. Going to school, playing, chores, celebrating holidays.
 - b. Are there new products or materials available now that were unavailable a generation ago? *[Teacher might use examples from their own childhood, i.e. no gameboys, laptop computers, cell phones or DVDs, advances in medical science, cloning, etc. The idea should be established that even over just one generation, culture and society change.]*
4. Then expand the discussion to consider the differences between the student's lives today and the lives of the Paleo-Indians in Maryland 10,000 years ago. Ask students to:
 - a. Name some basic differences between the environment 10,000 years ago and the environment now.
 - b. How was life 10,000 years ago different from life today?
 - i. Begin by asking "What does everyone need in order to survive?" They will probably respond with "food, water, and shelter."

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- ii. Then ask: “What raw materials did the Paleo-Indians use to make their homes, tools, and use for food? “What did the Woodland Indians use?” What items did they both share?
5. Compare and contrast Paleo-Indian lifestyles to their everyday lives. Name some differences and similarities between an ordinary day in a Paleo-Indian family’s life and your family. How do you obtain food? What do you eat? What does your home look like? How is this different from a Paleo-Indian home? What kinds of tools do you and your family commonly use? What tools did the Paleo-Indians commonly use? What tools do you use?
 6. Allow students to draw as many conclusions as they can. If you like, draw a chart on the board to write their responses as they answer their questions and compare their life to life 10,000 years ago.
- * Woodland Indian lifeways are detailed in the overview background section of this notebook and in the comparison table included with this lesson.

Materials:

Paleo-Indian

- Fluted point – fluted base, used as a knife or spear point
- Graver – wood or bone carving tool
- Limace – knife or scraper made from a large blade
- End scraper – beveled edge used for scraping hides
- Hafted end scraper – deer antler handle for easy use scraping animal hides

Late Woodland

- Pottery vessel – fired clay vessel for storage and cooking
- Arrow – stone point hafted onto an arrowwood shaft
- Triangular point – typical arrowhead style of the Late Woodland
- Oyster shells
- Corn

Used by both cultures

- Bark basket – slippery elm bark
- Bone Awl – sharpened bone used to punch holes in hides or bark baskets
- Bone Beamer – scraper made from a deer leg bone, used to scrape hair from hides
- Biface – worked on two sides. Blanks for making arrow heads or other stone tools.
- Animal furs - used for clothing, robes, headpieces, and trade
- Deer hide

Images

- Map of Paleo-Indian sites
- Map of Late Woodland sites
- Landscape 12,000 years ago
- Hunting Mammoths

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Comparison Chart of Paleo-Indian and Late Woodland Indian Cultures

	PALEO-INDIANS	LATE WOODLAND INDIANS
Time Period	10,000 – 12,000 years ago 8,000 – 10,000 B.C.	400 – 3,000 year ago 1,000 B.C. – A.D. 1,600
Environment	Environment similar to current conditions in southern Canada. The Chesapeake Bay did not exist.	Climate similar to today's. Most of Maryland was covered in mature hardwood forests.
Lifestyle	Small nomadic bands.	Groups living in semi-permanent villages participating in seasonal trips for hunting and gathering.
Social and Political Organization	Small groups consisting of family units that traveled together. Larger groups may have come together several times a year to maintain contacts and trade resources. Egalitarian groups possibly lead by those who stepped forward and were approved by the group as a whole.	Increased social and political organization within the tribe and between tribes. Some forms of hereditary leadership; where roles of authority are passed from one generation to another along family lines. For many Native American groups, inheritance was through the maternal (mother) line rather than the paternal (father) line as in U.S. society today.
Housing	No permanent settlements. Housing resembled tent-like shelters that could easily be moved and reconstructed repeatedly.	Lived in wigwams and longhouses in semi-permanent villages that were inhabited for ten to twenty years. Hunting and gathering parties moved to smaller campsites seasonally.
Tools	Tools were made from bone and stone. Stone spear points, knives, scrapers and other tools for processing animals. Baskets were likely common and necessary for packing and carrying items.	More extensive tool kit included tools for agriculture and fishing. Tools were made from stone, bone, wood and shell.
Pottery	None	Pottery, made by women, was used for cooking and storage.
Agriculture	None	Main crops cultivated were the “three sisters” of corn, beans, and squash.
Hunting and Gathering	Hunting and gathering provided all sustenance. Large herd animals (mammoths and mastodons) were hunted as well as animals familiar to the Late Woodland Indians. Hunting was done with spears or snares and traps. Roots, nuts, berries and other plant foods were collected.	Hunting and gathering still a substantial part of food resources in addition to cultivated crops. While still using traps and spears, the bow and arrow was also used for hunting. Men also fished and trapped shellfish such as oysters and crabs. Tools such as nets and weirs were used along with spears used on dugout canoes. Seasonally collected nuts, berries, and other plants continued to be used.