



LESSON PLAN: *Where's the store and how do we get there?*

<p><b>MD Social Studies VSC Standards - 4<sup>th</sup> grade</b></p>	<p><b>Standard:</b> Geography  <b>Topic:</b> Movement of People, Goods, and Ideas  <b>Indicator:</b> Explain how transportation and communication networks link places through the movement of people, goods and ideas.</p> <p><b>Standard:</b> Geography  <b>Topic:</b> Using Geographic Tools  <b>Indicator:</b> Locate places and describe the human and physical characteristics of those place using geographic tools</p> <p><b>Standard:</b> Peoples of the Nations and World  <b>Topic:</b> Elements of Culture  <b>Indicator:</b> Describe the various cultures of early societies in Maryland.</p>
<p><b>Objective:</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify reasons for the movement of people to, from and within Maryland.</li> <li>• Describe geographic characteristics of Maryland using maps.</li> <li>• Compare and describe the elements of culture including shelter, recreation, education, oral traditions, art, music and language of Native American societies.</li> </ul>
<p><b>Grade Level:</b></p>	<p>3<sup>rd</sup> – 5<sup>th</sup></p>
<p><b>Length of Lesson:</b></p>	<p>45 to 60 minutes</p>
<p><b>Overview:</b></p>	<p>This lesson will use class discussions, map reading and inference, hands-on interpretation, BCR's and Venn diagrams to illustrate not only the various modes of transportation of Woodland Indians and the raw materials used to make their tools, but how these two factors combine to create a series of trade networks, similar to those we have in our society today. Students will interact with reproduction Woodland Indian items and discuss those used in their everyday lives. As they work, they will gain an understanding of the idea of trade and begin to see how closely Woodland Indian society mirrors our own in its interdependence between groups and geographic locations.</p>
<p><b>Teacher Background:</b></p>	<p><b>Transportation</b>  Often when those of us in the 21<sup>st</sup> century picture Woodland Indians traveling, we imagine solitary or small groups of men on horseback riding over wide open landscapes, similar to what we would see in the movies or on a Remington painting. Horses were introduced to the Americas by the Spanish in the 16<sup>th</sup> century and weren't available to the Woodland Indians in Maryland until after the early 1600's. The Eastern Woodland Indians typically traveled on foot or by the water.</p> <p>It was common for Woodland Indians to walk, sometimes more than a day, to visit family or conduct trade. The second form of transportation typically used by Woodland Indians was a type of watercraft known as a canoe. Birch-bark canoes are generally associated with the Eastern Woodland Indians. In Maryland and farther south, dugout canoes were made instead.</p>

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	<p>A tree, usually Tulip Poplar or Cypress, would be felled by either cutting the bark all the way around with a stone celt or by using fire at the base of the tree to burn the bark. Then the Woodland Indians lit fires on top of the log to burn the wood, making it easier to hollow out the interior of the dugout. Wet mud or clay was used to keep the fire from burning too far in the wrong locations.</p> <p>Dugout canoes proved so useful to the European Colonists and continued to be used well into the 19<sup>th</sup> century in the Chesapeake region. One reason that this watercraft saw widespread usage was due to the settlement patterns of many Woodland Indian communities. Often hamlets and villages were placed along the shores of the many tributaries of the Chesapeake Bay to ensure convenient access for fishing, gathering plants and traveling.</p> <p><b>Trade</b></p> <p>Woodland Indians utilized complex trade routes and extensive networks long before European colonization. Woodland Indians traded to acquire goods and supplies that were available in their immediate environment. Some goods that were traded were necessities such as food items, high-quality stone for tool-making, and animal furs.</p> <p>One of the most common trade items were various types of stone. Certain types of stone were better for making tools. One of the more desirable stones for tool making was chert. Though small amounts occur as local cobble deposits in Maryland's Coastal Plain, better quality cherts and jaspers are found in Ohio, Pennsylvania and New York as well as the mountains of western Maryland. Another popular stone that was widely traded is rhyolite which was formed in ancient volcanic deposits found in the Blue Ridge Province in Frederick County, Maryland and neighboring counties in Pennsylvania.</p> <p>Foodstuffs were another commodity regularly traded, particularly when there was a surplus. For example corn surpluses were dried, stored and sometimes used for trade. Animal furs may also have been traded to areas where those animals weren't as plentiful. Also, skilled craftsmen might trade manufactured items such as carved stone pipes or pendants. Status-based trade items such as copper, from the Great Lakes region, and various types of shell beads, especially those known as wampum. The more highly prized shell beads were made from whelk shells found on the Atlantic coast.</p>
<b>Lesson Procedure:</b>	<p><b>Transportation</b></p> <ol style="list-style-type: none"><li>1. Lead a discussion of transportation.<ul style="list-style-type: none"><li>• What are some methods that we use to move from place to place today?</li><li>• Which of these methods do you believe may be available</li></ul></li></ol>

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to the Woodland Indians living in Maryland before the Europeans arrived? Why?

- Were there horses? Why?
- Were there boats? Why?

2. Present to the students the map of Late Woodland occupation sites and ask them the following questions:

- What type of geographic feature are most of the occupation sites located next to?
- What mode of transportation might that indicate that they used?
- Considering how close together the sites are, what other form transportation could the Woodland Indians use?

**Trade**

3. Lead a discussion of trade.

- What three things do humans need to survive? [*Food, Water; for drinking, washing and cooking, Shelter-homes to live in, clothing, bedding*]
- What are some ways people today and in the past may get the things they need?
- Why do people trade? [*To get things that they need to survive; To get things that they desire; To get things that they would not otherwise have.*]
- Are there things that you trade with your friends or classmates? Give an example.
- Why do you trade these things?
- What kinds of things does the United States trade for today?
- Which items could be considered necessities in our daily lives and which ones are luxury items that are purchased primarily as status symbols?

4. Bring out the items from the trunk which are listed in the materials section. Introduce them as objects typically used in the everyday lives of Woodland Indians.

- What role may each object play in the life of a Woodland Indian?
- What materials is each object made from?
- Can these materials be found naturally in this area?
- If the materials for some of these items cannot be found locally, where might they be found?  
[*Argillite or Rhyolite from the Piedmont area of*



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*Maryland. Whelk and clam shell used for many of the came from the saltier water of the Chesapeake Bay, or from the Atlantic Ocean. Oysters from the tidewater region were smoked and dried and traded for furs or desirable stone for making tools.]*

- Which of the items do you think might be used to trade for the materials not found locally?
- What if a village grew more corn, caught more fish, hunted more deer or prepared more pelts than it would need for the long term? What might they be able to do with the surplus?

**Bringing the Two Together**

5. How might the forms of transportation and geographic location limit one group of Woodland Indians trade with another?
6. There is archaeological evidence of copper beads and other items found in Maryland as well as documentary evidence from the first European colonists that copper decorations were worn here in Maryland. If copper comes from the area around the Great Lakes, how might it have arrived in Maryland? Construct a BCR to discuss your opinion.
  - a. Often materials would work their way through the various local trade networks to reach far distances. Woodland Indian groups in northern Maryland may have a different view of “local” (Pennsylvania, West Virginia), than those in eastern and southern Maryland (Virginia, North Carolina). This would allow for an expanded network of trade across the Eastern Seaboard and even across to the Midwestern region of our country.
7. Has the idea of trade changed greatly between the Woodland Period and today? As a class create a Venn diagram to illustrate the differences and similarities. Use the following questions to direct the discussion.
  - a. How have faster modes of transportation and faster exchanges of information changed trade?
  - b. How have things such as the basic needs stayed the same?

**Materials:**

**Lithic Reduction Series** – Argillite outcrops are found the Piedmont of Maryland and southeast Pennsylvania. Chert outcrops are located in the ridge and valley and the mountains of Maryland and surrounding states. Quartzite and quartz outcrops are generally found in the Piedmont and are also found as large cobbles in the Coastal Plain.

**Hand Drill** – This tool can play two roles in this lesson. Often the tips of these drills are made from stone that is not native to the Coastal Plain region of



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	<p>Maryland, and so would have to be acquired through trade. Not only can this tool be used to assist in the creation of other tools and of houses, but it may also be used to create various decorative items such as shell or bone beads.</p> <p><b>Bead Necklaces</b>– These necklaces are examples of the types of beads created by Woodland Indians. Strings of beads, especially shell ones, served as recognition for valor of warriors in battle or other important occasions. <i>[Wampum, or shell beads, did not become acquire a monetary value until after the arrival of the Europeans.]</i></p> <p><b>Triangular Projectile Points</b> – These stone points are useful in the hunting of animals. This connection can be used to illustrate the necessity of trade in order to gather materials important to everyday life</p> <p><b>Celt</b> – An axe-like stone tool often used to cut down or girdle trees and to c shape wood. This tool was important to transportation as a tool needed for the creation of a dugout canoe and in the trade discussion, because it is made out of “greenstone” (various varieties of basalts) that are found in the Piedmont of Maryland.</p> <p><b>Beaver Pelt</b> – Animal hides were used to make clothing, blankets, parts of shelters and many other everyday household items. Surplus pelts served as desirable trade goods.</p> <p><b>Corn</b> – An important food crop grown throughout Maryland. Dried corn was stored for winter use, for barter and trade, and sometimes as tribute to chiefs.</p> <p><b>Map of Physiographic Regions and Trade Materials in Maryland</b></p>
<p><b>Related Resources:</b></p>	<p>Egloff, Keith and Woodward, Deborah. <i>First People: The Early Indians of Virginia</i>. Richmond: Virginia Department of Historic Resources, 1992. <i>[This book deals with American Indian group within Virginia, but serves as an excellent resource on lifeways and archaeology.]</i></p> <p>Hulton, Paul. <i>America 1585: The Complete Drawings of John White</i>. Chapel Hill: University of North Carolina Press, 1984.</p> <p>Rountree, Helen C. editor. <i>Powhatan Foreign Relations: 1500-1722</i>. University of Virginia Press, Charlottesville. 1993.</p>