



# Winterville Mounds

## Educator Field Trip Guide



# Welcome to Winterville Mounds

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Dear Educator,

Winterville Mounds is one of the largest remaining Native American sites north of Mexico. Our 42-acre park is home to astounding, man-made earthworks from the thirteenth century and a museum that houses our archaeological collection. When you visit, you will have a unique opportunity to learn about archeology, anthropology, architecture, history, geography, and Native American traditions.

In this field trip guide, you will find the information you need to plan your visit, as well as a history of Winterville Mounds, pre-visit and post-visit classroom activities, and a scavenger hunt for your class to complete on the day of the trip. This guide also contains information about our special programs and additional resources, including our free lesson plans and teaching units. All classroom activities and teaching resources are designed to fit the Mississippi Common Core standards. Thank you for your interest in visiting Winterville Mounds. We hope to see you soon!



— Winterville Mounds Staff

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### Trip Tip:



The mounds at Winterville are considered a sacred Native American burial ground. Please show proper respect,

# Planning Your Trip

## Scheduling a Visit

### Hours:

Monday—Saturday: 9 a.m.—5 p.m.

Sunday: 1:30—5 p.m.

Call 662-334-4684 or email [info@wintervillemounds.com](mailto:info@wintervillemounds.com) to schedule your visit. Please schedule your visit at least 2 weeks in advance.

### Tours:

Winterville Mounds staff provide a tour of the museum and grounds and an artifact demonstration during regular field trip visits. We can accommodate up to 50 individuals per visit. A tour lasts about one hour.

### Admission:

FREE

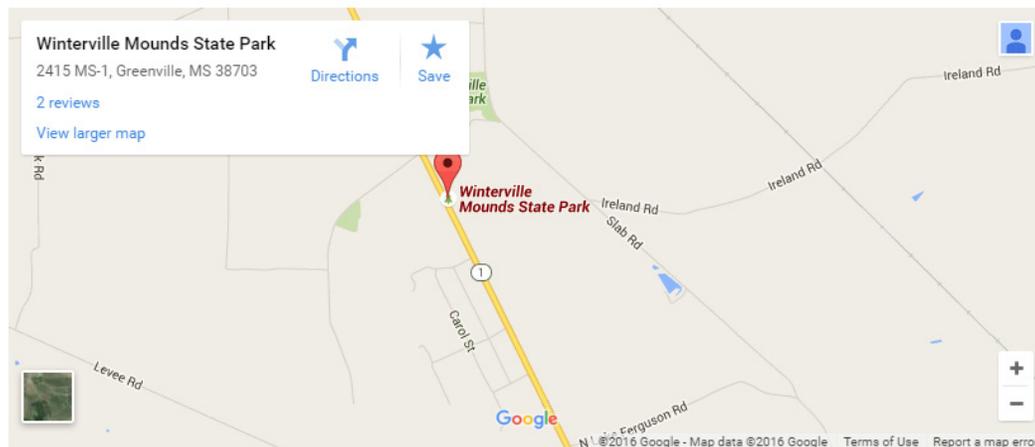
### Special Programs:

The Winterville staff is dedicated to providing educators with a tailored learning experience through our special programs. To schedule a special program as part of your group tour, simply mention the name of the program when you call to book your trip. For details about each of our special programs, please see pages 26—27.

### Weather Policy:

In the case of inclement weather, groups are allowed to visit as planned but offered the option to reschedule.

## Getting to Winterville



**Directions:** Winterville Mounds is located at 2415 Highway 1 North, Greenville, MS 38703.

### Parking:

Bus parking is available in the regular parking lot.

## Guidelines

### Share these guidelines with your class and chaperons:

- ✓ Arrive on time and check in with our staff in the museum building.
- ✓ Wear appropriate footwear and clothing.
- ✓ Restrooms are available inside the museum building.
- ✓ Please do not climb, play or sit on the mounds.
- ✓ You are welcome to bring a picnic lunch to enjoy on the grounds.
- ✓ Please keep food and drink out of the museum building.
- ✓ Respect other visitors. Leave the grounds as clean as you found them.
- ✓ Bring supplies for student work: pencil, notebook, and necessary field trip activity sheets.



# Site History

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## From Forest to Village

Winterville is one of the largest Native American mound sites in the United States. From 100–1350 A.D., thousands of Native Americans came to Winterville to celebrate, worship, and trade. Historically, the land looked much different than the Delta looks today: the Winterville site was once a hilly forest, and the land was naturally higher ground. The first Native Americans who came to Winterville were hunters and fisherman. They left behind stone artifacts, which are in the Winterville Museum today. It was not until the agrarian revolution—around 1000 A.D.—that Native Americans built a permanent settlement at Winterville and began constructing mounds.

## Building the Mounds

During the Mississippian period (1000 to 1500 A.D.), many societies in the Southeastern region of North America built mounds. The mounds reflected a village's local power and status, and served as gathering places where villagers could celebrate, worship, trade, and discuss local politics. Each mound at Winterville had a predetermined purpose and location.

To build a mound, laborers first leveled the area. Next, they methodically placed and stomped down dirt until the mound reached their desired dimensions. Mound A stands at a remarkable fifty-five feet; it was likely the location of a central temple or city gathering place where villagers made traditional offerings. The surrounding mounds likely supported the homes of high-ranking officials, as well as community ritual spaces.

By 1250 A.D., Winterville had grown to a twenty-three mound site with two large central plazas. As Winterville grew, it is reasonable to assume that its society became more hierarchical and complex. The people of Winterville were a chiefdom, not a tribe. The chief had the most prestige in their society, with merchants and priests beneath him and laborers at a lower rank. Only about a dozen mounds served as residences for high-ranking officials. Hundreds of laborers lived on outlying farmsteads, where they raised corn, beans, and squash, only coming to Winterville for major celebrations and gatherings. Nevertheless, some laborers rose up the ranks by demonstrating talent and ability. Some Winterville laborers began to learn which tools were best for hunting, planting, and crafting by experimenting with different materials and designs. Eventually, the tools became far more precise and uniform. The peak of Winterville's power in the region occurred in the thirteenth century. Winterville people had relationships with other regional powers and the village was a stop on several expansive trade routes that branched off of the Mississippi River. Native Americans relied on water navigation for travel, trade, and diplomacy since domestic horses did not arrive in America until the Europeans made contact in the sixteenth century.



## Winterville Today

Winterville was largely abandoned by the early 1500s after 500 years of existence, and its people left no written history. Today, the Mississippi Department of Archives and History preserves Winterville so that modern-day Mississippians can appreciate and study the history and culture. The forty-two acre site contains twelve mounds and two central plazas—over the centuries, highway construction, erosion, and agricultural practices destroyed the rest of the mounds. Winterville is still an active archaeological site where professionals dig for any significant trace of human life. So far, archaeologists have found skeletal remains, pottery, worked stone, and other tools. Winterville's current motto, “Our Mountains are Made by Hand,” serves as a testament to the fortitude and perseverance of this site.

For more information, visit <http://mdah.state.ms.us/new/visit/winterville-mounds/>

# What You Will See at Winterville Mounds

## The Museum

The museum at Winterville is home to a collection of artifacts from the Mississippian period. Some of these artifacts were found by archaeologists during excavations at Winterville, while the exact origins of other artifacts at the museum, such as the dugout canoe, are archaeological mysteries. The museum collection also provides information about other mound sites in Mississippi.

Students will have the opportunity to study exhibit text and artifacts on a standard field trip to Winterville. Some special programs allow students to handle replicas of artifacts. For more information about scheduling special programs as part of your visit, please see pages 25—26.



Arrowheads from the Winterville Mounds Museum

## The Mounds

On a field trip to Winterville, students will have the opportunity to walk down a path that leads to a view of the mounds. Students may also explore the grounds. A series of outdoor exhibit plaques offer students more information about the mounds and life at ancient Winterville.



### Trip Tip:



Use a book to introduce elementary students to Native American storytelling traditions. We recommend: *Chikasha Stories Volumes One, Two and Three* by Glenda Galvan.

# Curricular Connections

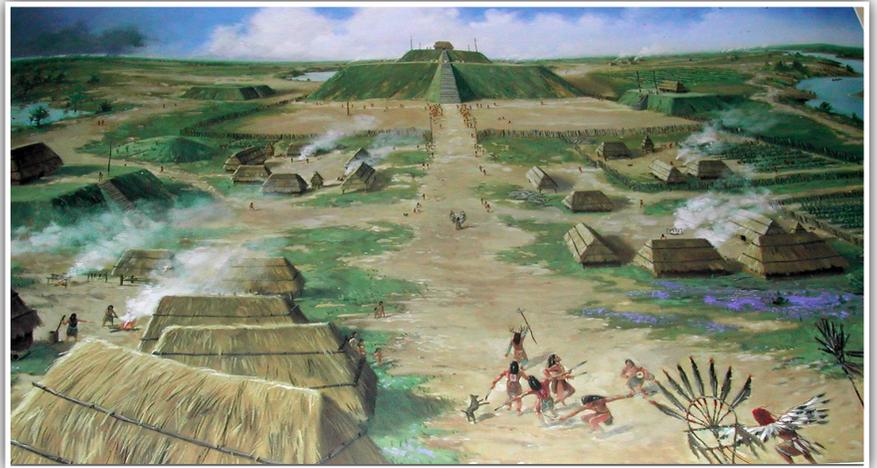
A field trip to Winterville Mounds and the lesson materials provided in this guide align with Mississippi College-and Career-Readiness Standards.

	Grade Level	Subject	Competencies
Mississippi Department of Education Social Studies	Kindergarten	Self/Home	5a, 5b
	First Grade	Family/School	2c, 2d, 3c, 4a, 5a
	Second Grade	School/Neighborhood	2d, 4a, 5a, 5b, 5c
	Third Grade	Community/Local Government	5a, 5c
	Fourth Grade	Mississippi Studies/Regions	2a, 4b, 6a, 6c
	Fifth Grade	U.S. History Pre-Columbian to Colonization	1a, 1c, 2a, 2b, 2d, 3b, 4a, 5a, 5b, 5c
	Sixth Grade	World Geography and Citizenship	8b
	Seventh Grade	World History Pre-Historic to Enlightenment	1a, 1c, 2b, 8a
	Eighth Grade	U.S. History Exploration Through Reconstruction	3a, 6a, 6c
	9–12	Local Culture	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d

# Before the Field Trip: Classroom Resources

**Before visiting Winterville, it may be helpful to:**

- Familiarize students with the history of the site
- Examine a map of Winterville Mounds
- Discuss students' visits to other Native American Mounds sites
- Introduce vocabulary that students may find unfamiliar



**Depending on your students' grade level, it may also be helpful to:**

- Explore other mounds sites using the Mississippi Archaeology Trails website
- Research the work of notable archaeologists Jeffery Brain and Ed Jackson, who have excavated mounds at Winterville

## Resources

### National Park Service Archeology Program

The National Park Service website introduces students to archaeologists through a series of questions about the work that archaeologists do at sites like Winterville Mounds. You will also find information about specific types of archaeologists. Visit: <https://www.nps.gov/Archeology/public/kids/index.htm>

### Mississippi Mounds Trail

Students can explore the Mississippi Mounds Trail online using the Mississippi Archaeology Trails website. The website features a special page on the mounds at Winterville, as well as an overview of notable mounds sites in Mississippi. Visit: <http://trails.mdah.ms.gov/winterville.htm> and <http://trails.mdah.ms.gov/mounds.htm>

### Mississippi Archaeology Association

The archaeologists who make up this organization are a combination of professionals and amateur enthusiasts who are dedicated to studying prehistory in Mississippi. If students have ever found an arrowhead and wondered about its history, they can find resources for identifying artifacts on this website: <http://www.msarchaeology.org/>

## Trip Tip:



Bring hands-on archaeology to your classroom! The *Prehistoric Archaeology and Mississippi Traveling Trunk* contains artifacts that archaeologists might use to study the lives of ancient Native Americans. Visit the "Learn" tab on [www.mdah.ms.gov](http://www.mdah.ms.gov) for more information.

# During the Field Trip: Scavenger Hunt

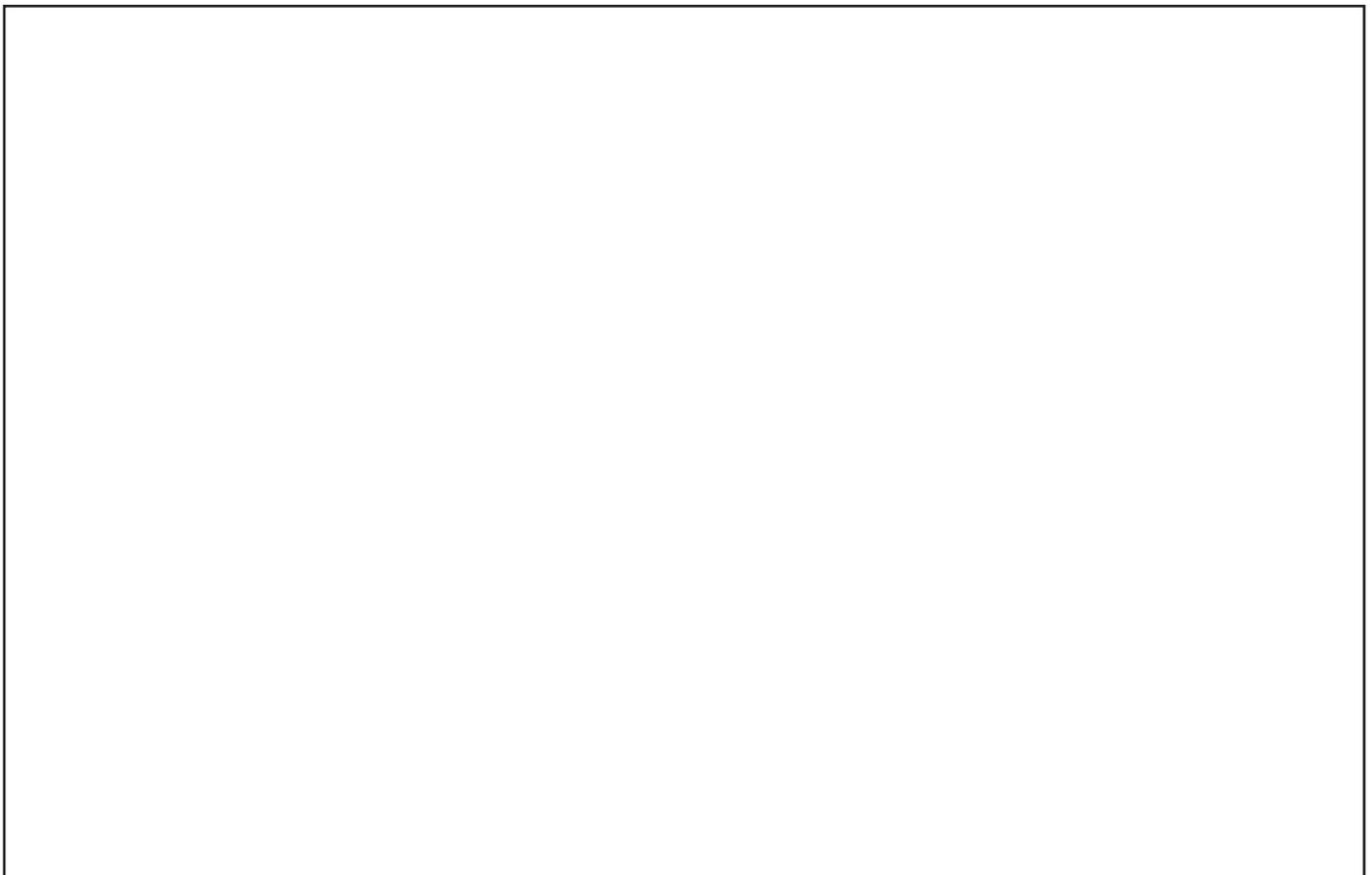
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**Directions:** Complete the following scavenger hunt during your field trip. Ask a Winterville staff member if you need help locating an object or exhibit.

1. Find the "daub." What did the people of Winterville use daub to create? Can you think of something similar that we use today?

2. Find the dugout canoe. How was it made?

3. Archaeologists dig shovel test pits and use wet and dry screens to find artifacts. Draw some artifacts found using this method and label them in the space below.



## During the Field Trip: Scavenger Hunt continued

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4. Find the names of two other sites of Native American mounds located in Mississippi and list their names and locations.

5. What did the Mississippian people in the Delta use to make their pottery strong ("temper" it)?

6. Which Winterville mound was near the site of a great feast?

7. Native Americans had to make their own tools. What tools are on display at Winterville? What materials did Native Americans use to make each tool? Draw a picture of one tool.

Name of Tool	Materials Used to Make the Tool	Drawing of a Tool

# During the Field Trip: True or False?

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**Directions:** Decide whether the following questions are true or false based on what you learned while at Winterville Mounds.

1. To be considered an artifact an object must be fifty years old or older.
2. Archaeologists are scientists who dig up dinosaurs.
3. Before the arrival of the Europeans who brought the horse and the wheel to America, the only means of travel was by canoe or on foot.
4. Native American mounds are found exclusively in Mississippi.
5. The oldest human fossils have been recovered in America's Olduvai Gorge and are approximately 5.6 million years old.
6. Before the arrival of the Europeans, the Mississippi River floodplain had the densest population of Native Americans in North America.
7. *Mississippian era* Native Americans used crushed mussel shell as a tempering agent to make their pottery stronger.
8. Native Americans of the Mississippi Delta region lived in teepees.
9. The Native Americans who lived in the Mississippi Delta Region had trading networks that extended from the Gulf Coast to the Great Lakes and beyond.
10. The largest mounds in Mississippi can be found at Winterville Mounds in Greenville.

# During the Field Trip: True or False? Answer Key

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**Directions:** Decide whether the following questions are true or false based on what you learned while at Winterville Mounds.

1. To be considered an artifact an object must be fifty years old or older.  
**True**
2. Archaeologists are scientists who dig up dinosaurs.  
**False. Archaeologists are concerned about human artifacts and remains. Paleontologists study dinosaur remains.**
3. Before the arrival of the Europeans who brought the horse and the wheel to America, the only means of travel was by canoe or on foot.  
**True. Though Plains Native Americans are associated with horses, American Indians did not domesticate horses until they were brought over by the Spanish.**
4. Native American mounds are found exclusively in Mississippi.  
**False. Southeastern states are the most densely populated with mounds, but mounds are prevalent along major waterways throughout the eastern U.S.**
5. The oldest human fossils have been recovered in America's Olduvai Gorge and are approximately 5.6 million years old.  
**False. The oldest fossils were found in the Olduvai Gorge, but it's located in Africa.**
6. Before the arrival of the Europeans, the Mississippi River floodplain had the densest population of Native Americans in North America.  
**True**
7. *Mississippian era* Native Americans used crushed mussel shell as a tempering agent to make their pottery stronger.  
**True**
8. Native Americans of the Mississippi Delta region lived in teepees.  
**False. The people of Winterville rather constructed more permanent wattle and daub structures out of poles and woven branches which were covered in clay, and topped with thatched roofs.**
9. The Native Americans who lived in the Mississippi Delta Region had trading networks that extended from the Gulf Coast to the Great Lakes and beyond.  
**True**
10. The largest mounds in Mississippi can be found at Winterville Mounds in Greenville.  
**False. The largest mound in Mississippi is Emerald Mound, north of Natchez.**

# After the Field Trip: Classroom Activities

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The following activities are designed for educators to use in the classroom after the field trip. Students may work individually, in groups, as a class, or in whatever way best suits your class.

1. Activity 1: Exploring Oral Storytelling is designed for grades K–8.
2. Activity 2: Parts of a Story is designed as an extension of Activity 1 for grades 4–8.
3. Activity 3: Essay Prompt is designed for grades 6–12.
4. Activity 4: Mapping the Mounds is designed for grades 9–12.

# Activity 1: Exploring Oral Storytelling **Teacher's Guide**

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**Objectives:** Students will explore Winterville's history and culture by learning about Southeastern Native American agriculture and planting methods.

**Procedures:**

1. Explain to students how agriculture was important to the Southeastern Native Americans using the *Native Americans and Agriculture: Background Information* (below).
2. Assign three students roles in the original Winterville play "*The Tale of the Three Siblings*."
3. Read "*The Tale of the Three Siblings*" narrative out loud to the class while the three students act out their assigned roles.
4. Using the information from the play as a guide, discuss the importance of sharing family stories.

**Native Americans and Agriculture: Background Information**

The Native Americans who lived at Winterville relied not only on hunting but also on farming to provide them with enough food to sustain their lifestyle. In fact, Southeastern Native Americans could not have settled at Winterville without agricultural knowledge.

Many Southeastern Native Americans developed a method for growing corn, beans, and squash at the same time. The benefit of planting these crops simultaneously was twofold: firstly, it produced vast quantities of crops and secondly, it prevented the soil from becoming stripped of nutrients which can happen when farmers plant only one type of crop in the same soil year after year.

Southeastern Native Americans found that these three crops grew well together. Corn provided a lattice for the small and wiry bean vines, beans deposited much-needed nitrogen back into the soil, and the large leaves on the squash vines provided shade.

Because corn, beans, and squash were so important to the livelihood of the village, the elders developed fables about the three crops to educate future generations about the importance of using proper planting methods. One of these fables is the story of the Three Sisters.

In addition to explaining the community's reverence towards these three crops, the Three Sisters fable also demonstrated lessons about teamwork, faith, and family to the village youth.

# Activity 1: Exploring Oral Storytelling

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## The Tale of the Three Siblings

**Narrator:** Once upon a time, there were three siblings (*point to each in turn*) Corn (*raises hand*), Beans (*raises hand*), and Squash (*raises hand*). While they were part of the same family, they each had their own unique gifts.

Corn (*point*) was the TALL, PROUD sibling. Corn would often walk around the field, head held high, chest out, walking on its tip-toes over its siblings (*Corn acts this out*). In fact, Corn was so tall, it would act as a ladder for sibling Beans (*point*) to grow.

Beans (*point*) was the QUICK, SMALL sibling. Beans grew faster than the other siblings, but remained quiet and skinny. Beans would scurry around the fields, like a bee around its hive (*Beans acts this out*). Because Beans moved so quickly and quietly, Beans helped keep the soil full of nutrients so that the other siblings, Corn (*point*) and Squash (*point*), could grow healthy and hearty.

Squash (*point*) was the BIG, STRONG sibling. Squash wasn't very tall, but Squash was the toughest of the three. Squash would stomp through the field, flexing big, muscled leaves and smiling with a big grin (*Squash acts this out*). You see, Squash wasn't mean, just strong. And Squash's strong, wide leaves provided shade for Beans' (*point*) and Corn's (*point*) roots.

Each sibling was happy and proud of their unique abilities, and they loved their siblings very much. But one day they grew tired of sharing the same old field and decided to venture out on their own.

Corn (*point*) walked proudly, nice and tall. But over time the sun's rays were too powerful. Corn's long leaves didn't give off any shade. Pretty soon Corn (*point*) began to wither (*ACTION*).

Beans (*point*) scurried off the field, but soon realized that it needed corn to grow tall. Without something to grow on, it could only crawl along the ground (*ACTION*). Whenever it rained, Beans got stuck in puddles.

Squash (*point*) went stomping joyfully off, but soon grew very hungry. Squash rubbed its stomach, but without the nutrients that Beans provided, Squash suddenly was not very strong (*ACTION*).

Soon, the three siblings realized they needed their family to succeed, learn, and grow. They came back together. Corn (*point*) stood tall, Beans (*point*) quickly grew up the cornstalk and gave nutrients, and Squash (*point*) provided protection from the sun.

And so the Three Siblings lived happily ever after together in their field, growing crops and feeding the wise planters of Winterville.

**THE END**

## Activity 2: Parts of a Story **Teacher's Guide**

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### **Objectives:**

Students will use the information from *Native Americans and Agriculture: Background Information* and the *Oral Storytelling Activity* to write their own Native American fable.

**Materials:** *Native Americans and Agriculture: Background Information* from the *Activity 1: Exploring Oral Storytelling Teacher's Guide*, *The Tale of the Three Siblings* from *Activity 1: Exploring Oral Storytelling, Parts of a Story Worksheet*

### **Procedure:**

1. Provide students with the *Native Americans and Agriculture: Background information* from the *Activity 1: Exploring Oral Storytelling Teacher's Guide*.
2. Assign three students roles in the original Winterville play "*The Tale of the Three Siblings*."
3. Read "*The Tale of the Three Siblings*" narrative out loud to the class while the three students act out their assigned roles.
4. Distribute the *Parts of a Story Worksheet* to students.
5. Working individually or in groups, have students complete the Part of a Story Worksheet.
6. If time allows, have students share their stories with the class.

**Extension Activity:** Have students illustrate their stories to display in the classroom.

# Parts of a Story Worksheet

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**Directions:** Using this worksheet, write your own Native American fable. You may use any information that you learned on the field trip to Winterville Mounds to create your story. Remember, Native American communities developed these tales to entertain *and* to teach—be creative!

Title of Work: \_\_\_\_\_

Author: \_\_\_\_\_

## 1. Exposition:

Describe the setting (where your story took place and the time period). Who are the characters in your story, and how are they connected to each other?

## 2. Conflict:

What problem or challenge do the characters face?

# Parts of a Story Worksheet continued

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### 3. Rising Action

How does each character respond to the conflict?

### 4. Climax

What is the turning point of the story?

# Parts of a Story Worksheet continued

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## 5. Falling Action

What events occur after the climax?

A.

B.

C.

## 6. Resolution:

How does the story end?

## 7. What is the lesson of your story?

What does this story teach the people who hear it?

## Activity 3: Essay Prompt **Teacher's Guide**

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### **Objectives:**

Students will use the background information and photographs from Ed Jackson's 2007 Winterville archaeology dig provided in the *A Prehistoric Party: Essay Prompt* to write an essay.

### **Procedure:**

1. Distribute the *A Prehistoric Party: Essay Prompt* to students.
2. Working individually have students complete the assignment.
3. If time allows, have students share their stories with the class.

# A Prehistoric Party: Essay Prompt

In 2007, archaeology professor Ed Jackson of the University of Southern Mississippi held a field school at Winterville. For seven weeks, Jackson and his students excavated select portions of the mounds, processed artifacts, and selected organic material for radiocarbon dating. During their excavation of Mound D, the team uncovered a trash-filled pit that dated to around 1200 A.D. In this pit, they found the remains of swamp rabbit, squirrel, waterfowl, and other small birds. They also found a significant amount of broken pottery. Jackson hypothesized that the pit was originally dug to provide materials for nearby Mound D. If this is the case, it is likely that the remaining trash serves as evidence of a small feast for the laborers—an ancient Native American work party!



Animal bones found in the refuse pit near Mound F. *Photo courtesy of Ed Jackson*

*Imagine you are a Winterville laborer, busy building the newest mound in 1200 A.D. You decide to write in your journal about your daily tasks, village expectations, and the night's festivities.*

As you begin your journal entry, remember what you learned on the field trip about mound construction, typical Mississippian beliefs, and Winterville's hierarchical society. What are conditions like for Winterville workers? Who would be invited to this Winterville gathering? What food would be served at this feast?



Pottery bits found in the refuse pit. *Photo courtesy of Ed Jackson*



Refuse from feasting that took place near Mound F. *Photo courtesy of Ed Jackson*

## Activity 4: Mapping the Mounds **Teacher's Guide**

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**Objectives:**

Students will use the information from the field trip to explore further elements of archaeological research at Native American mound sites in Mississippi and to develop map-reading skills.

**Materials:** *Mapping the Mounds Worksheet*, Internet access

**Procedure:**

1. Distribute the *Mapping the Mounds Worksheet* to students.
2. Working individually or in groups, have students complete the worksheet.

# Mapping the Mounds Worksheet

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Use the following *Mississippi Mounds Map* and *website* to guess where each artifact was found <http://www.nps.gov/nr/travel/mounds/sitelist.htm>; <http://www.nps.gov/nr/travel/mounds/map.htm>

1. A pottery sherd was found in a mound that many consider “The heart of the Choctaw People.”
2. An 800 year old deer bone was found at a site located near the northernmost point of the Natchez Trace. At what site was it found?
3. An ancient bead was found in a mound named after a famous Native American woman – even though she is from the Powhatan People of modern-day Virginia.
4. Archaeologists excavated a mound and found a clay pipe. Now, all they have to do is find their way out of the Tombigbee National Forest and take it to the lab. What site are they excavating?
5. Located on the Natchez Trace Parkway, archaeologists found ceremonial copper spoons at this mound site – one of the largest Middle Woodland ceremonial villages.
6. Archaeologists found a great deal of ceremonial pottery. They are going to work with historians to see if it matches any drawings from French historical documents. Where are they?
7. Following in the footsteps of the National Park Service, archaeologists are on the hunt for artifacts at this mound site near the Mississippi state capital.
8. Archaeologists recently found red jasper beads at this Mississippi Delta mounds site.
9. A few celts (multi-purpose tools) were found at his mound site that also happens to feature one of the largest mounds in North America – 770 by 435 feet at its base!
10. Incised pottery sherds might reveal more about this highly complex ancient village. This site is just a few miles from the Mississippi River and is the largest mound site in the Delta.

# Mapping the Mounds Worksheet **Answer Key**

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Use the following *Mississippi Mounds Map* and *website* to guess where each artifact was found <http://www.nps.gov/nr/travel/mounds/sitelist.htm>; <http://www.nps.gov/nr/travel/mounds/map.htm>

1. A pottery sherd was found in a mound that many consider “The heart of the Choctaw People.”  
**Nanah Waiya**
2. An 800 year old deer bone was found at a site located near the northernmost point of the Natchez Trace. At what site was it found?  
**Bear Creek Mound**
3. An ancient bead was found in a mound named after a famous Native American woman – even though she is from the Powhatan People of modern-day Virginia.  
**Pocahontas Mound**
4. Archaeologists excavated a mound and found a clay pipe. Now, all they have to do is find their way out of the Tombigbee National Forest and take it to the lab. What site are they excavating?  
**Owl Creek Site**
5. Located on the Natchez Trace Parkway, archaeologists found ceremonial copper spoons at this mound site – one of the largest Middle Woodland ceremonial villages.  
**Pharr Mounds**
6. Archaeologists found a great deal of ceremonial pottery. They are going to work with historians to see if it matches any drawings from French historical documents. Where are they?  
**Grand Village of the Natchez Indians**
7. Following in the footsteps of the National Park Service, archaeologists are on the hunt for artifacts at this mound site near the Mississippi state capital.  
**Boyd Mounds**
8. Archaeologists recently found red jasper beads at this Mississippi Delta mounds site.  
**Jaketown Mounds**
9. A few celts (multi-purpose tools) were found at his mound site that also happens to feature one of the largest mounds in North America – 770 by 435 feet at its base!  
**Emerald Mound**
10. Incised pottery sherds might reveal more about this highly complex ancient village. This site is just a few miles from the Mississippi River and is the largest mound site in the Delta.  
**Winterville Mounds**

# Additional Resources for the Classroom

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*The following FREE resources are available on the Mississippi Department of Archives and History (MDAH) website.*

## **Native American Mound Construction Lesson Plan**

Find out in the *Native American Mound Construction* lesson plan, where students will gain an understanding of the Native American mound builders in Mississippi and the amount of work undertaken by the people of these early cultures. Students will calculate the amount of soil used in the construction of a mound and the modern day equivalent. This lesson is adaptable for students grades three to six and aligns with Common Core Standards and Mississippi Social Studies Frameworks. It can be accessed at <http://mdah.state.ms.us/new/learn/classroom-materials/lesson-plans-and-teaching-units/>

## **Traveling Trunks**

Our popular traveling trunks are a way to bring hands-on history into your classroom. The *Prehistoric Archaeology and Mississippi* traveling trunk shows how archaeologists use artifacts to reconstruct the day-to-day lives of Native Americans. Artifacts in the trunk—real and reproduced—provide examples of objects found in excavations of prehistoric settlements. An archaeologist’s field box shows the tools used to unearth artifacts.

The *Native Americans* traveling trunk focuses on Mississippi’s Choctaw and Chickasaw people. With this trunk students will have an opportunity to listen to the oral storytelling of Native American origins and illustrate the stories; create Native American music with turtle rattles; learn how to play common Native American games such as stickball; and handle Chickasaw artifacts including a turtleshell rattle, stickball equipment, bowls and jars, and a tanned deer hide.

These trunks ship to Mississippi schools free of charge. Follow this link to view all of the trunks: <http://mdah.ms.gov/new/learn/classroom-materials/traveling-trunks/> or contact the MDAH Outreach Programs Coordinator at 601-576-6997 for more information.

## **Upcoming Winterville Events**

Don’t forget to keep up-to-date with the special events happening at Winterville Mounds! View the event calendar at <http://mdah.ms.gov/new/category/events-category>

# Winterville Mounds Special Programs

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*Request any of these special programs when you call to schedule your class field trip. Special programs last 30–90 minutes.*

## **Archaeology of the Blues**

**Grade Level:** adaptable for grades 6–12

Students will learn about the recent archaeological trend, “African American Archaeology,” the examination of the cultural record of African Americans since the seventeenth century. In this workshop, students are introduced to the basics of historic archaeology, such as fieldwork, analysis, the written word, and images, as well as the basics of African American music in the South. Students will learn about song forms, instruments, African sources, and how the history of the blues is partly told through the archaeological record.

## **Choctaw Music**

**Grade Level:** adaptable for grades K–5

Students will learn the similarities and differences between Western conceptualizations of music and Native American musical traditions. Students are introduced to concepts such as pitch, volume, and rhythm, as well as the Choctaws’ use of vocables (words of no meaning) and “call and response” song form. Students will be able to take part in their own song session and compare it to contemporary Choctaw recordings.

## **Living the Stars: Native American Astronomy**

**Grade Level:** adaptable for grades K–4

Students are introduced to Native American knowledge of stars as both scientific and cultural in nature. Native Americans used stars to tell time, to provide information about direction and location, and as a means of understanding the world. Through a variety of activities, students will learn about different Native American peoples’ relationship with the night sky as well as how to identify celestial patterns.

## **Native American Map Making**

**Grade Level:** adaptable for grades 4–8

Students will compare and contrast European and Native American map making traditions. By examining pre-Columbian “picture writing” alongside historic colonial maps, students will discuss how to communicate space and time. Students will create their own maps in the Native American tradition. Students will better understand cultural concepts such as distance, landscape, and journey.

## **Native Fashion: Material, Patterns, and Politics**

**Grade Level:** adaptable for grades 6–12

Students will be able to distinguish and describe materials, symbols, and patterns common to Southeastern Native American tribes, as well as identify a garment’s greater cultural meaning. Younger students will create their own garment using these teachings. Older students will engage in a thoughtful discussion about contemporary trends in high fashion, learn to define the difference between cultural appreciation and cultural appropriation, and study contemporary Native American designers.

## **Oral History: Artifact and Art Form**

**Grade Level:** adaptable for grades 6–12

Students will compare and contrast written and oral history traditions in Native American culture. Students will learn about the contemporary trend of oral history projects and discuss the pros and cons of memory studies. Students will divide into groups and take turns interviewing each other.

# Winterville Mounds Special Programs continued

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## **Pre-Columbian Instruments of the Southeast**

**Grade Level:** adaptable for grades 6–12

Students will compare and contrast how contemporary Western instruments and their pre-Columbian counterparts demonstrate basic elements of music, such as pitch, volume, timbre, and rhythm. Students will be introduced to the long archaeological record of instruments found in the American Southeast, the conditions of their discovery, their sounding capabilities, and what their existence implies for Native American culture. Students will have an opportunity to view, touch, and play example instruments.

## **Spirits of the Animal Kingdom**

**Grade Level:** adaptable for grades 1–8

Students will learn about Native Americans' complex relationships with animals. Students will view the animal kingdom from the Native American perspective, carefully observing each creature's behavioral patterns and unique idiosyncrasies. Students will better understand how Native Americans extrapolated ideas about animals to define and designate society.

## **Winterville Mock Digs**

**Grade Level:** adaptable for grades 1–12

Students will learn the proper procedures and methods of an archaeological dig. Students will examine their own test unit, extract artifacts, and classify their findings.

## **Winterville Mounds: A Day in the Life**

**Grade Level:** adaptable for grades K–4

Students will learn about a thirteenth century day at Winterville Mounds. Students will appreciate how Native Americans developed specialized knowledge in growing and harvesting crops. Students will determine which Winterville technology would be most effective in a hands-on hunt of the grounds. Students will then learn about Native American clothing traditions by making a ceremonial craft. Students will understand basic tenets of Native American beliefs by recreating the sacred Green Corn Ritual.

## **Winterville Mounds and Mississippian Society**

**Grade Level:** adaptable for grades 6–12

Students are introduced to a brief history of the early settlement of North America, including the defining characteristics of the Archaic and Woodland Periods, and how societies drastically changed in the Mississippian Era (1000-1500 A.D.). Students will have the opportunity to view, study, and handle certain artifacts.