

Title of Lesson: *First in Time: Paleo-Indians in Alabama*

(Suggested grade level: 4)

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Background Information:

- The following link provides a taped video presentation by Dr. Craig Sheldon on February 19, 2009, on the topic, *The First Alabamians*. This presentation was a part of the *ArchiTreats* series of lectures presented by the Alabama Department of Archives and History in celebration of the Year of Alabama History, 2009. <http://www.archives.alabama.gov/video/at0209.cfm>
(This presentation is also available on the *APTPlus* Web site:
<http://www.aptv.org/APTPLUS/Digitalibrary/digitalmediadetail.asp?ConVidID=64>)
- For additional information about the Indians of Alabama, the *Encyclopedia of Alabama* <http://encyclopediaofalabama.org/face/Home.jsp> provides several articles on these topics.
- The University of Alabama has an excellent Web site providing factual data, *Alabama Archaeology: Prehistoric Alabama* <http://bama.ua.edu/~alaarch/prehistoricalabama/paleoindian.htm>
- National Geographic has a Web site providing information about prehistoric eras which includes a timeline <http://science.nationalgeographic.com/science/prehistoric-world/prehistoric-time-line.html>

Overview of lesson: This lesson is designed to help students learn about the first inhabitants of Alabama. Students will study the lifestyles of the Paleo-Indians, ancestors of all American Indian tribes. Students will observe and discuss the use of and impact upon the land which resulted from the migration of humans into Alabama.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Fourth Grade: Standard 2, p. 29

Fifth Grade: Standard 2, p. 37

[National Standards for History, 1996](#)

Standards in History for Grades K-4 (p. 29)

Topic 2, Standard 3 - The people, events, problems, and ideas that created the history of their state

3A The student understands the history of indigenous peoples who first lived in his or her state or region.

Era 1: Three Worlds Meet (Beginnings to 1620), p. 77

1A The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.

Primary Learning Objective(s):

- Students will be able to give examples of how the land and its resources affected the inhabitants' daily survival choices.
- Students will be able to give examples of ways in which the inhabitants altered the land in order to meet their needs by describing the life of Paleo-Indians.

Additional Learning Objective(s):

- Students will locate and use facts from textual information.

Time allotted: 45 minutes

Materials and Equipment:

- One copy of Guided Notes and a sheet of notebook paper per student
- [*First in Time: Paleo-Indians in Alabama PowerPoint*](#)
- Pencil or other acceptable writing utensil per student
- Dry erase board or large chart paper
- Markers

Technological Resources:

- LCD projector
- Screen or white surface suitable for viewing

Background/Preparation:

- Students should be familiar with the purpose and use of timelines as a means of relating one period of time to another. Also, the teacher may need to clarify any misconceptions about the Paleo-Indian Period. This arrival was after dinosaurs and towards the end of the Ice Age. [The National Geographic Web site](#) provides a timeline of the various eras.
 - Paleozoic Era (plants and small creatures appear)
 - Mesozoic Era (dinosaurs roamed the earth)
 - Cretaceous Period of Mesozoic Era (dinosaurs become extinct)
 - Cenozoic Era (first hominids appear)
 - Quaternary Period (first modern humans appear)

Note: Paleo-Indians appeared during the Cenozoic Era. Often the point of confusion results from the use of the Paleo prefix.

Procedures/Activities:**Engagement/Motivation Activity:**

The teacher will tell the students that the focus of the lesson will be to learn about the first people who lived in Alabama. Tell the students, "Imagine that there was nothing here except the land, the waterways, wild animals, and native plants. There were no roads or cars, no grocery stores, no Wal-Mart. Each family had to provide for all its own needs. Now picture how you could get food, clothing, and shelter. Draw or write your ideas about how you would do these things." The students will share their ideas as the teacher writes them on a chart.

Note: Brainstorms are generally not neat. It is a way to quickly collect and verbalize ideas that come to mind, and it is usually recorded in blurts, fragments, pictures, or symbols.

Step 1	The teacher will begin by clarifying that the student’s prior knowledge about the Paleozoic Era is not applicable to a study of the Paleo-Indians. The teacher will state that the class will be studying the Paleo-Indians because they were the first humans to migrate into and live in Alabama. This migration into Alabama occurred during the Quaternary Period of the Cenozoic Era, millions of years after the Paleozoic Era. The teacher will conclude by saying, “As we study these Indians, look back over your brainstorming ideas and determine which ideas were correct.”
Step 2	The teacher will distribute one copy of Guided Notes to each child. The teacher should remind students that archaeologists rarely find artifacts with names and dates on them. The teacher will ask students to imagine how long it takes archaeologists to figure out the age or function of an artifact. The teacher will have each student put his/her name at the top of the Guided Notes before he/she begins to scan the sheet.
Step 3	<p>The teacher should have the LCD projector running at this time, and the opening slide of the attached presentation should be displayed to introduce the topic. The teacher will ask the students a series of quick yes/no questions:</p> <ul style="list-style-type: none"> • At your house, if you find a dollar in the dryer, can you keep it? • What about if you touch the cookie first, does it belong to you? • Can you claim the front seat in the car as long as it is empty? • If you found an empty house, could you move into it? <p>Tell the students, “Today we are going to learn about the first inhabitants of present-day Alabama. These Indians were the first to find and live in Alabama.”</p>
Step 4	<p>The teacher will ask students to read the Guided Notes and will explain that the questions provide the focus of the day’s lesson.</p> <p>The teacher will then introduce the presentation (attached), <i>The First Inhabitants of Alabama and the New World</i>. The teacher will state, “As we watch the slides, raise your hand when you see an answer. If the answer is correct, that fact should be written in.”</p>
Step 5	<p>When the class is comfortable answering the questions on the Guided Notes, student responses should switch from group to independent completion of the worksheet. The teacher will continue discussion throughout the presentation as students select and compose individual responses.</p> <p>Stop the presentation after showing slide ten.</p> <p>Note: The remainder of the presentation will be used in later lessons about other Alabama Indians.</p>
Step 6	<p>Conclude the lesson by relating the summary review slide to the students’ lives using the following scenario:</p> <ul style="list-style-type: none"> • If, in a thousand years an archaeologist excavates our school dumpster, what conclusions could she make about our time period?

Step 7	Provide each student with the attached graphic organizer and allow students to work in pairs to complete the questions. The questions will reinforce student learning and will encourage the application of the information presented to students.
Step 8	Students will write a first-person narrative that will include: <ul style="list-style-type: none"> • Age and sex of the character • Description of the land on which he/she is living • Food which he/she eats during the day • Role the character plays in providing food for survival • Tools which he/she uses • Clothing of the character Students may illustrate the narrative.

Assessment Strategies:

- Individual understanding will be observed throughout the presentation. The teacher will observe each student’s ability to summarize factual information by the completion of Guided Notes and by their contribution to the discussion throughout the viewing.
- The teacher will give each a copy of the narrative assignment sheet. A rubric is attached for assessment.

Extension:

- Students can learn more about archaeologists, archaeology, and artifacts by investigating the following Web site:
[A Brief History of the Development of Southeastern Archaeology](http://bama.ua.edu/~alaarch/prehistoricalabama/index.htm)
<http://bama.ua.edu/~alaarch/prehistoricalabama/index.htm>

Remediation:

- Students who failed to successfully demonstrate the ability to summarize the textual/informational and functional material can be pulled into a small (3-6) group.
- Each member will be given a hard copy of the presentation, *The First Inhabitants of Alabama and the New World*.
- The teacher will lead the students in locating the facts, thus teaching them how to locate and use facts from textual/informational and functional materials. This will assist in developing reading comprehension skills.

Accommodation:

Individual IEP requirements should specify acceptable accommodations and should be followed if given. Otherwise, accommodations can include:

- Student may use words, phrases, pictures/symbols to assist in orally telling the information.
- Partner students so that each could benefit from partner’s abilities and knowledge.
- Provide the presentation as a handout and/or make presentation available for additional viewing.

Modification:

Individual IEP requirements should specify acceptable modifications and should be followed if given. Grading should reflect the pre-stated goal/content, and not necessarily the delivery.

Modifications can include:

- Provide the presentation as a handout and/or make presentation available for additional viewing.
- Restrict the focus to 1-2 questions, encouraging quality over quantity.
- Student may use words, phrases, pictures/symbols to assist in orally presenting the information.
- Extended time may be given as needed.

GUIDED NOTES: The First Inhabitants of Alabama (and the New World)

Directions: As you watch each slide, locate the information to complete the sentence or phrase.

1. The Paleo-Indian migration was from about _____ BC to _____ BC.
2. The word “Paleo” means _____.
 - a. Anthropologists think ancestors of American Indians walked across _____ during the Ice Age.
 - b. Do you think these Indian ancestors traveled to Alabama only? Yes or No
 - c. Write a sentence using the information from the presentation that is proof of your answer _____

3. Paleo Sites in Alabama
 - a. Paleo-Indians are believed to be _____ to live in Alabama.
 - b. Most Native Americans understood how to use lithic (stone) technology. Why is this important?

 - c. The Paleo-Indians did not waste resources. List two ways they used bones.
_____ and _____
4. Artifacts Tell the Story
 - a. Most Paleo-Indian sites have projectile points, or _____. Archaeologists use the changes in _____ and _____ to decide the time period in which they were made.
 - b. Types of Paleo-Indian projectile points include _____, Beaver Lake, and Cumberland.
 - c. Artifacts can also include _____. List three examples: _____, _____, and _____
5. Finding Arrowheads
 - a. Pick the one you like best. _____
 - b. What do you like about the one that you chose?

6. Why is Water Important?
 - a. Most sites were located close to _____.
7. The Quad Site: An Alabama Paleo-Indian Site
 - a. During what season did the Paleo-Indians visit this area?

8. Two Paleo sites in Alabama are _____, and _____

GUIDED NOTES: The First Inhabitants of Alabama (and the New World)

1. The Paleo-Indian migration was from about 11,500 BC to 7,000 BC.
2. The word "Paleo" means old.
 - a. Anthropologists think ancestors of American Indians walked across the Bering Strait land bridge during the Ice Age.
 - b. Do you think these Indian ancestors traveled to Alabama *only*? Yes or No
 - c. Write the sentence from the slide that is proof. Paleo-Indian sites are throughout the US.
3. Paleo Sites in Alabama
 - a. Paleo-Indians are believed to be the first humans to live in Alabama.
 - b. Most Native Americans understood how to use lithic (stone) technology. Why is this important? This is one of the few ways for understanding Paleo artifacts
 - c. The Paleo-Indians did not waste resources. List two ways they used bones? Bones were made into awls, pins, fish hooks, and other tools.
4. Artifacts Tell the Story
 - a. Most Paleo-Indian sites have projectile points, or arrowheads. Archaeologists use the changes in size and shape to decide the time period in which they were made.
 - b. Types of Paleo-Indian projectile points include Clovis, Beaver Lake, and Cumberland.
 - c. Artifacts can also include tools. List three examples: scrapers, knives, drills, graters, and hammerstones.
5. Finding Arrowheads
 - a. Pick the one you like best
 - b. What do you like about that one?
6. Why is water important?
 - a. Most sites were located close to rivers.
7. The Quad Site: An Alabama Paleo-Indian Site
 - a. When did the Paleo-Indians visit this area? It was inhabited in late summer to early fall--peak hunting time
8. Two Paleo-Indian sites in Alabama are the Quad Site, and Russell Cave National Monument

Attachment 2: Narrative Assignment

Paleo-Indian Narrative Assignment

Directions: Write a first-person narrative of a day in the life of a Paleo-Indian. You may use pictures to illustrate your story.

Be sure to include the following in your narrative:

- Age and sex of your character
- Description of the land on which you are living
- Food which you eat during the day
- Role your character plays in providing that food
- Tools which you use
- Clothing of your character

Paleo-Indian Narrative Rubric

Student Name: _____

Date: _____

CATEGORY	4 points	3 points	2 points	1 point	Score
Focus on Assigned Topic	The entire writing is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the writing is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the writing is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the writing to the assigned topic.	
Creativity	The story contains many creative details and descriptions that contribute to the reader's enjoyment.	The story contains a few creative details and descriptions that contribute to the reader's enjoyment.	The story contains a few creative details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story.	
Requirements	All of the content requirements are met.	Almost all (about 90%) of the content requirements are met.	Most (about 75%) of the content requirements are met, but several are not.	Many requirements are not met.	
Accuracy of Facts	All facts presented in the writing are accurate.	Almost all facts presented in the writing are accurate.	Most facts presented in the writing are accurate (at least 70%).	There are several factual errors in the writing.	
Character	The character correctly represents the life of a Paleo-Indian.	The character is somewhat typical of a Paleo-Indian.	The description of the character gives limited information about a typical Paleo-Indian.	The description of the character does not provide any information about Paleo-Indians.	

Total _____

Name _____

Directions: You may use your Guided Notes to answer each question using a complete sentence. *Complete the boxes with the arrowheads last.*

Name of the Place

Period of Time/Date

People and the Land

Identify the group of people who live in this place.

How did this group of people arrive and depart from this location?

How does the land affect the way people travel and settle?

A Sense of Place

Describe the land and its features as they would see it.

How does the land impact what these people eat and how they get their food?

Describe how this place will change if other people move here?

Actions/Events

What event proves that something happened here?

What evidence was discovered to support these facts?

How did the actions/events of this group affect other people many years later?

What was the most interesting new idea to you?

