

Plan for a Residency with a focus on the Mississippian Culture of Georgia. Randy Taylor Teaching Artist

This residency occurred at fourth grade level for all classes in the grade level for a total of 5 classrooms. The residency used both theatre and visual arts integrated into the social studies content material. The cost would be \$3500. It continued for ten class sessions along with a field trip to the Etowah Mounds State Park.

Title: The Mississippian Culture in Georgia
Standards: SS4H1 The student will describe how early Native American cultures developed in North America. b. Describe how Native Americans used their environment to obtain food, clothing, and shelter. SS4H2 The student will describe European exploration in North America. b. Describe examples of cooperation and conflict between Europeans and Native Americans. TAES4.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments a. Uses articulation, volume and vocal variety to communicate thoughts, emotions and actions of a character c. Uses imagination and real life experience to portray characters d. Collaborates with an ensemble to create theatre VA4C.1 Applies information from other disciplines to enhance the understanding and production of artworks. a. Makes interdisciplinary connections applying art skills, knowledge to improve understanding in other disciplines. VA4PR.4 Plans and participates in appropriate exhibition(s) of artworks. a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art. b. Chooses artwork to be displayed. c. Attends art exhibits in the school and/or local community. VA4PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills. a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement
Big Idea We can create stories based on artifacts.
Enduring Understandings: Artifacts provide windows to the past. When we look and investigate closely we can meet our ancestors. By asking questions we can find answers. By doing we can learn.

Essential Questions: Who were the Mississippian Peoples?
What can we learn about people by taking on the role of the people?
What can we learn by playing the role of experts?
How does art speak to us from the makers and users of the art?

Elements to be assessed: Rubrics, which match classroom standards in Social Studies, Language Arts, and Fine Arts, will be developed in planning meetings with the classroom teachers and will be performance/outcome based.

Residency Activities

Teacher Training: One week before residency start: Teacher training session for entire school on the approach the residency will use.

Day 1 introduction to the Mississippian Culture and to the students in role as archaeologist unearthing a Mississippian site. Objects include and effigy pottery, bone implements, stone tools, shell beads, a 'gorget' or medallion with an engraved spider, etc. Record information on State Artifact Record Forms.

Answer questions about the artifacts: Who made them? When were they made? For what were they used? What do they tell us about the people who made and used them? What do they tell us about what the people believed or thought was important?

Day 2 Continue with investigation of artifacts from the site. Answer questions about the culture. Review drawings by other archaeologist about house plans, View images of a reconstructed village - 'Town Creek' in North Carolina. Create text for a museum exhibit of the artifacts. What do their structures tell us about these people? How did they structure their village, their homes? Of what were they fearful?

Field Trip to Etowah Indian Mounds State Park using a scavenger hunt to research the Culture.

Day 3 As archaeologist in role as Mississippian, claim an animal totem or teacher. Research the totem and design a personal gorget to be worn on a string about your neck.

Day 4 Create the gorget out of clay.

Day 5 Interview a Native Descendent from the Mississippian people such as teaching artist Diamond Brown, of the Cherokee Nation.

Day 6 Take on the role of a Mississippian Village in order to better understand the workings of the people. Describe 'A Day In the Life' through writing.

Day 7 In role as the Mississippian Village make first contact with a European Trader who brings new technology to the village in the form of items made of glass, steel, and iron.

Day 8 Decide as a village what to do about a new disease that is coming to the village. Reflect upon how your life is changing since contact with the European and the new technology.

Day 9 In role, reflect upon the way in which the new technology will change their way of life, the items, they use, the resources available, and the beliefs they have about the world.

Day 10 Present a family day to the parents with each classroom designing and presenting a different aspect of the Mississippian Culture and all students rotating through the classrooms. Use guest teaching artist to be making presentations on hunting, tools, animal tracking, housing, craft construction, story telling.