

A Bird's Eye View of the Hopewell

A lesson by Charlotte Stiverson

LEARNING OBJECTIVES:

- Develop historical thinking skills while learning about a prehistoric Ohio culture.
- Introduce different types of research resources.
- Explore the use of artifacts as a way to learn about another culture.
- Understand that history happened in one's own community.
- Interpret prehistoric artifacts through research and reconstruction.
- Identify locations on a map.
- Discover how natural land features influence settlement and travel.

GRADES:

2nd grade through 5th

(especially useful for 4th grade students studying Ohio history)

DURATION:

Varies depending on the level and amount of research. This can become a weeklong project or simplified and completed in a few days.

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MATERIALS:

- [A Bird's Eye View of the Hopewell](#), by Charlotte Stiverson
- Internet connection for visiting necessary websites
- Map of Ohio – large map to place on floor and 8½"x11" (see attached handout) copy for each child to use
- Map of the United States – large map to place on floor and 8½"x11" (see attached handout) copy for each child to use
- Samples of copper, mica, obsidian, shark teeth, flint, pipestone
- Hopewell pipe reproductions
- Writing & coloring tools
- Clay (air drying clay, unless there is access to a kiln)
- Resources
 - [A Bird's Eye View of the Hopewell](#), by Charlotte L. Stiverson
 - [Ohio Archaeology](#), by Brad Lepper
 - *From the Vault – Animal Effigy Pipes* (PBS) <https://www.pbs.org/video/columbus-neighborhoods-vault-animal-effigy-pipes/>

- *The Ancient Trail* <https://www.ancientohiotrail.org/sites>
- *World Heritage Ohio – Hopewell Ceremonial Earthworks*
<http://worldheritageohio.org/hopewell-ceremonial-earthworks/>

BACKGROUND INFORMATION:

What was life like in Ohio 2000 years ago? The Hopewell Culture left many artifacts that archaeologists use today as a way to interpret what life was like from approximately AD1 to 400. Through these artifacts, archaeologists have discovered that the Hopewell traded, traveled, were artists, had ceremonies, and used their natural environment. With the activities provided, students will discover more about one of Ohio's prehistoric cultures.

ACTIVITY OUTLINE:

ACTIVITY INTRODUCTION:

Read *A Bird's Eye View of the Hopewell* as a way to introduce the Hopewell Culture and to discover more about the culture and its artifacts. After reading the book, use the map and the glossary, as well as selected sections from the book, for the different activities.

MAP ACTIVITIES:

Ohio Map - With the whole class, using a large Ohio map, locate the Hopewell sites mentioned in the story, as well as the other sites that are part of the Ohio Hopewell UNESCO World Heritage sites. (See Mounds in Ohio at back of book) Take time to look at the location of each site and its surrounding land features.

Give each child a copy of the 8½" x 11" Ohio map. Have them locate and label these Hopewell sites. Label the major bodies of water, along with any rivers, that are near the sites.

United States Map - Using a large map of the United States, locate the areas for the different artifact materials that were found at the Hopewell sites. Have the children place these materials on the different locations? Refer back to the pages in *A Bird's Eye View of the Hopewell* that explain and show where these materials came from.

Obsidian – Wyoming

Mica – North Carolina

Shark teeth - Florida

Copper – Lake Superior

Flint – Brownsville, Ohio

Pipestone – Portsmouth, Ohio, Indiana, Illinois

Discussion questions - How did these people travel to get here? What methods were available then for travel? What routes might they have taken? Why do you think these people were taking the materials to different areas?

To reinforce the distances and locations, give each child a copy of the 8½" x 11" US map. Have them locate and mark where these materials came from. Label the major bodies of water, along with any rivers, that are near the sites. Have them trace the possible routes used to travel to and from Ohio. This activity can be extended by having the children draw the objects made from the material, such as the items listed in the story (obsidian spear point, mica hand, shark teeth

necklace, copper earspool and breastplate, flint hammerstone) and placing them in the proper location.

FIELD TRIP ACTIVITY:

Visit Ohio History Center to view the Hopewell artifact collection. Spend time focusing on the pipes and the different animals represented by each pipe. Talk about what animals the Hopewell people must have seen in order to design pipes to represent them. Have each child choose two animal pipes to draw and to take notes about. The Artifact Activity will use this information.

ARTIFACT ACTIVITY:

Look at different Hopewell pipe images seen in books, on the Internet, or from the Ohio History Center. (See suggested resources listed in the Materials section). All of the animals used in [A Bird's Eye View of the Hopewell](#) are animals from Hopewell pipes.

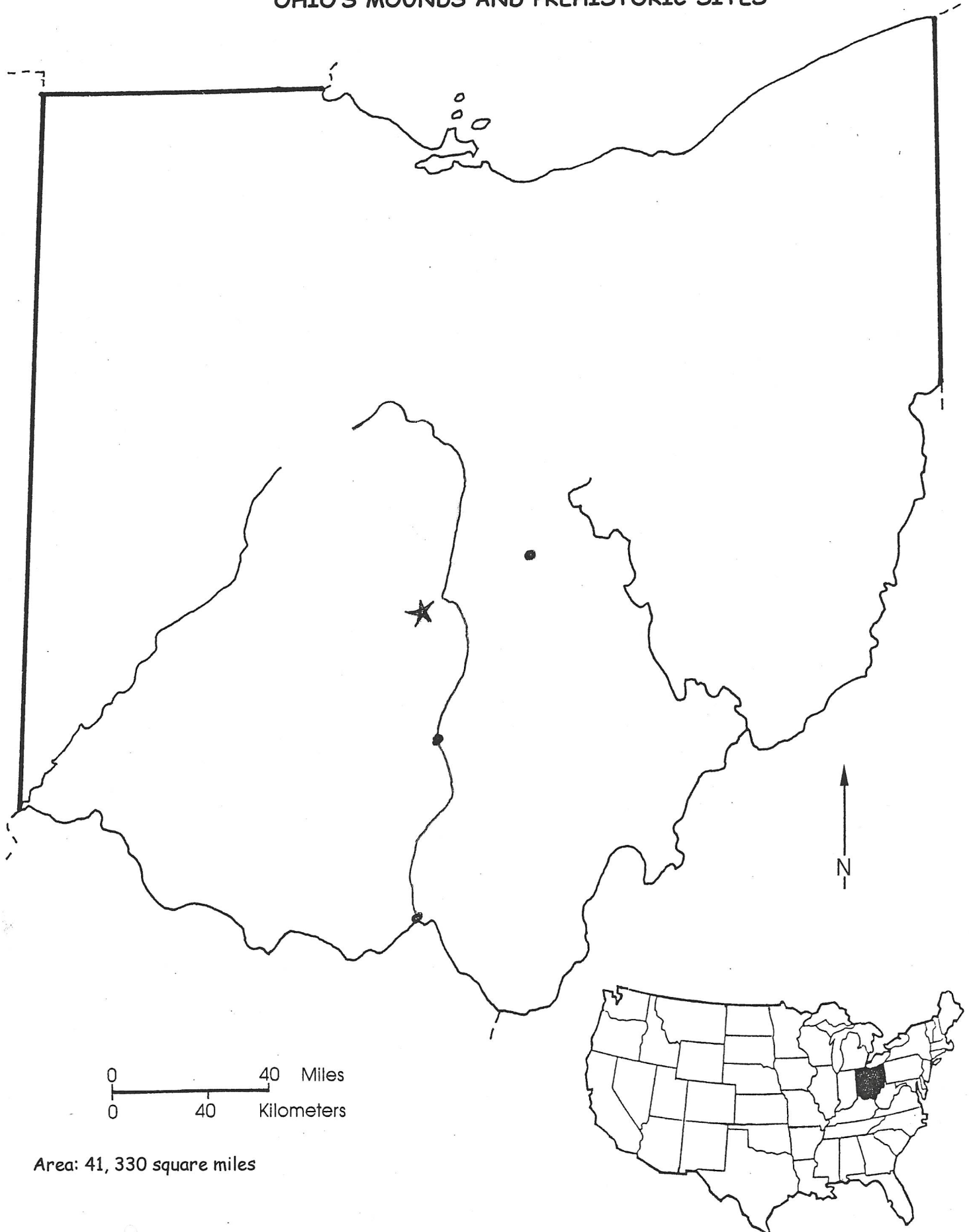
Each child will choose an animal from one of the pipes to represent him/her. Have them design their animal pipe to reflect the Hopewell one and their animal as they see it today. First, make sketches for the pipe design. After these sketches are completed, create a three-dimensional pipe out of clay. Remind the students that originally pipes were carved from pipestone. While both processes involve shaping materials, the Hopewell were taking away from the stone, and the students are adding to the clay.

EXTENSION ACTIVITY:

Have a mini museum display with the students exhibiting their pipe sketches and final pipe sculpture.

Name: _____

OHIO'S MOUNDS AND PREHISTORIC SITES



Area: 41, 330 square miles

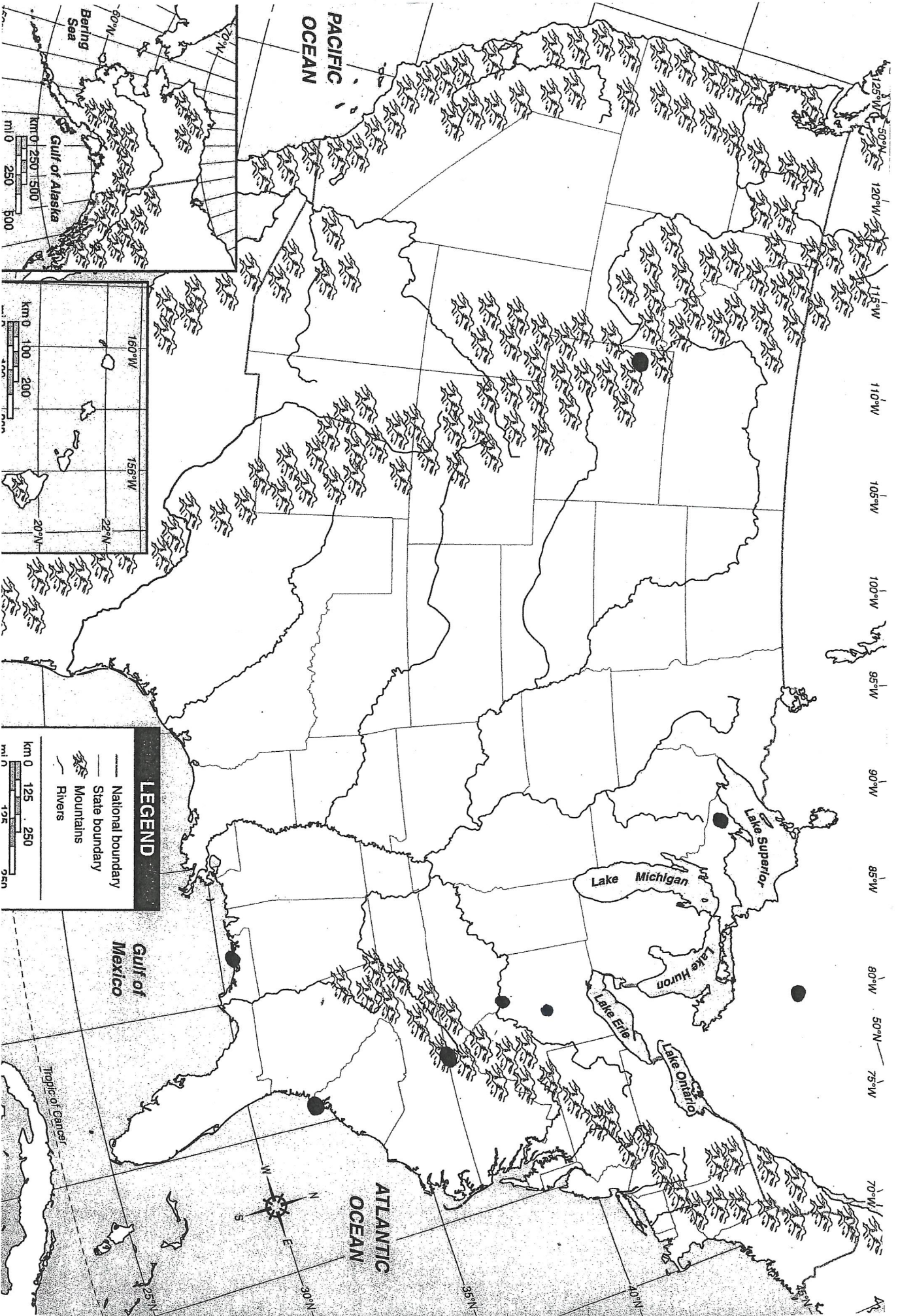


o Mounds
x Enclosures

Distribution of Earthworks in Ohio

Name: _____

USA PHYSICAL MAP OF HOPEWELL CULTURE TRADE AND TRAVEL ROUTES



USA PHYSICAL MAP OF HOPEWELL CULTURE TRADE AND TRAVEL ROUTES

Name:

Answer Key

