

Meet You at the Midden: Map Game

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Lesson Overview: Using a sketch map of an imaginary trail (Burrets' Trail), students will interpret map symbols to play a game. By reading the game cards which go with the map, students will identify reasons people modify the environment to meet their basic needs. Integration of reading, math, and social studies skills is required.

Objectives: Students will

- interpret map symbols
- identify ways people modify the environment
- explain how ancient people lived

Texas Essential Knowledge and Skills (TEKS):

Social Studies, Grade 4

- Social Studies 114.6 (1B), compare the ways of life of Native-American groups
- Social Studies 114.6 (6A), apply geographic tools to interpret maps
- Social Studies 114.6 (9A), describe ways people have adapted to and modified their environment in Texas
- Social Studies 114.6 (9B), identify reasons why people have adapted to and modified their environment
- Social Studies 114.6 (22C), organize and interpret information in visuals
- Social Studies 114.6 (22F), use appropriate mathematical skills to interpret social studies information

Materials: handout of map game and game cards, dice or spinning wheel, game pieces. (Game board may be enlarged on poster or tag board. Students can help! Game cards may be printed on heavy paper.)

Activity:

Step 1. Teacher leads a discussion of the cultural time periods listed on signs from the Burrets' Trail. As students review their experiences on the trail, the teacher places emphasis on the fact that ancient people who lived here dealt with many problems in their environment in order to survive. As they imagine living in ancient times, the students will face problems of prehistoric life by reading the game cards to move around the trail.

Step 2. Teacher divides students into small groups to play the game. The rules include students taking turns and rolling dice or spinning wheel to move game pieces. Students must draw a card when they land on a dart point. When told to go to a place on the map such as the river or the hut, students must go to the space closest to that location. The winner must roll the exact number to get on the final dart point.

Closure: When the class has had an opportunity to play the game several times, the teacher leads a discussion of why students think they would rather live in ancient times or today. Students may be asked to create more scenarios for game cards on their own. They can design their own larger version of the game board outside on the playground using chalk.

Extension: Allow students to create their own game pieces by painting rocks. Many Native Americans left evidence of rock art. Using rock art symbols, students can add to their game board on the playground with colored chalk, or paint a mural that might have been on the cave walls. For more information, references are as follows.

The Rock Art Foundation, <http://www.rockart.org>

Burret's Trail Game Cards – 1

Dig yucca roots all day. Tired. Lose turn.	Heard roar in bushes! Ahead 3.
Saw snake in grass Back 2.	Stepped on cactus. Back 1
Poison Ivy! Go back to hut.	Need to grind seeds. Go to metate & mano.
Spear shaft breaks. Back to hut.	Time to cook. Go to hearth.
Lost in woods. Go back to start.	Bear in pursuit. Go climb a tree.
Meet a friend where trail divides.	Go hunting for small game.
Need tools. Go to rock pile.	Made dart point. Take extra turn.

Burret's Trail Game Cards – 2

Need water. Go to river.	Finished basket weaving. Ahead 1.
Need wood for fire. Find a tree.	Bad toothache. Lose turn.
Gathering grass for weaving. Ahead 1.	Digging clay for pottery. Ahead 1.
Looking for kids. Ahead 1.	Need paint for rocks. Ahead 2.
Made shell necklace. Ahead 3.	Need prickly pears. Find cactus.
Drop basket of snails. Lose turn.	Sunset. Go to hut.
Hungry! Rush to pick berries. Ahead 2.	Trip while hunting bison. Lose 2 turns.



