

## Templeton Site Lesson Plan Grade 3

### **Title: Connecticut's Earliest Inhabitants**

**Related Search Terms:** Archaeology, Resource Use, Native Americans, Prehistory, Settlement Patterns, Land Use, Indigenous People, Subsistence Patterns

### **Compelling Question:**

How does environment shape the way people live?

### **Supporting Questions:**

What is a coniferous forest?

What is a deciduous forest?

How do these forests differ?

What types of animals do you think live in each?

How do you think those animals changed the way people lived in the past?

How is this different than the way we live today?

### **Things you will need to complete this activity:**

- For background information read a summary on the Templeton Site and Excavation Findings from the Connecticut Archaeological Website:
- Animal drawings and forest drawings
- Construction paper (cut into squares)

### **Inquiry Activity:**

Split into small groups and distribute the materials to each group. Have students cut out the animal types and place them with each forest type with which think they are associated. Students will evaluate the types of food found in both coniferous and deciduous forests.

- Which food sources do you think were easier to obtain?
- What types of tools you might have had to use in order to obtain these food sources?
- Where would you rather live?
- Which food sources could keep a larger population fed?

**Key:** Larger animals (Woolly Mammoth, Mastodon, and Giant Beaver) found in the coniferous forest. provided a larger amount of nutrients and resources than smaller animals, but were not often hunted. These larger animals were more difficult to hunt and were usually hunted opportunistically such as in an ambush. Animals from a deciduous forest (rabbit, deer, moose, beaver, etc.) provided a much more accessible and diversified food source. The variety allowed for easier acquisition of vital nutrients needed for survival. Environmentally, the deciduous, or in some cases, mixed forest was easier to traverse. Due to the variety of food and water sources readily available to them groups could

travel longer distances without straining the available resources. With more resources available, populations were able to increase. Though this did not mean that people in this time period lived in sedentary settlements. Discuss with the students why each animal belongs in each environment.

### **Communicating Conclusions**

How archaeologists look at cultural groups from the past is directly shaped by the knowledge they have about the environment. In the case of Templeton, evidence recovered from the excavation contradicted previous notions about Paleo-Indian peoples, such as the idea that the earliest Native Americans in New England hunted large game in a tundra environment that consisted of grasslands with a few coniferous trees. This type of environment supported larger game such as mastodon, and other animals however it supported less fauna than deciduous forests. This supports the idea that Ice Age peoples were less mobile and more resources available to them than previously thought. The amount of living organism a particular environment can maintain without environmental degradation is called carrying capacity.

How does carrying capacity of each environment affect those people living in it?

Cut squares of construction paper equal to the number of students in the class. Depending on the size of the class, number the squares with three of each number (three 1's, three 2's, etc.). Distribute one square of paper to each of the students. Each square represents the environmental resources needed to maintain that class member as part of the population for the year. Tell the students that in order to maintain the environment, students with the number 1 on their piece of paper will have to return their papers to the bin. This means that the carrying capacity of that environment is not large enough to support the population of the classroom. Have the students discuss what this means for the survival of their group. How would the students acquire more resources? Tell them that they can move to another location to which has more resources, but this would mean they could only have a population size that is half the size of the class. This would require the students to breakup into two smaller groups emphasising the point that smaller groups have a smaller carrying capacity.

### **Places to Go**

The Institute for American Indian Studies

The Connecticut Archaeology Center

### **Things to Do:**

Discuss what the environment was like during the Ice Age and how people had to adapt.

### **Websites to Visit**

<http://www.iaismuseum.org/>

<http://www.connarchaeology.org/>

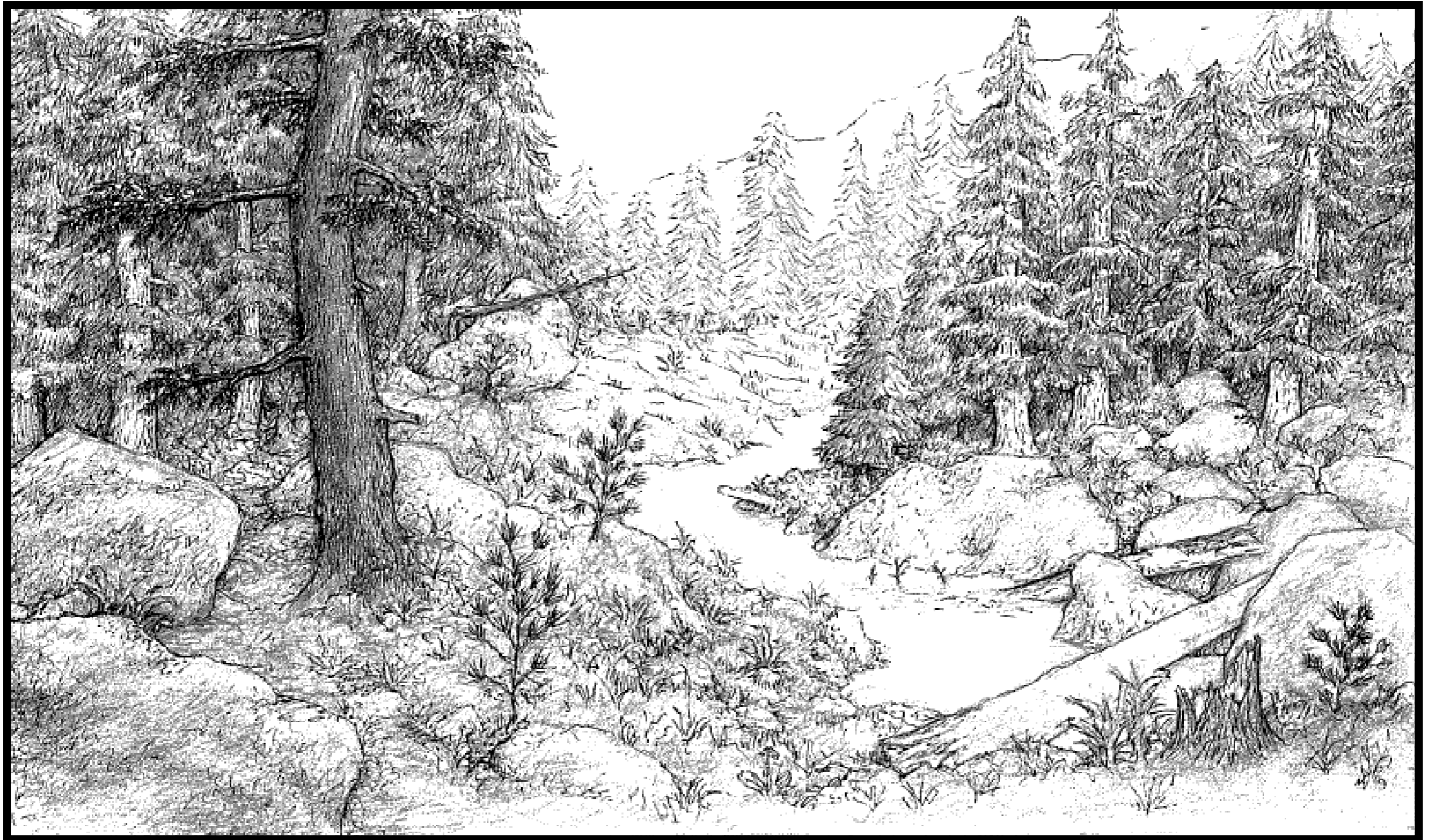
<https://www.diggingintothepast.org/>

<http://www.cac.uconn.edu/>

**Articles to Read**

A View of Paleo-Indian Studies in Connecticut by Dr. Roger Moeller Archaeological Society of Connecticut Bulletin Number 62.

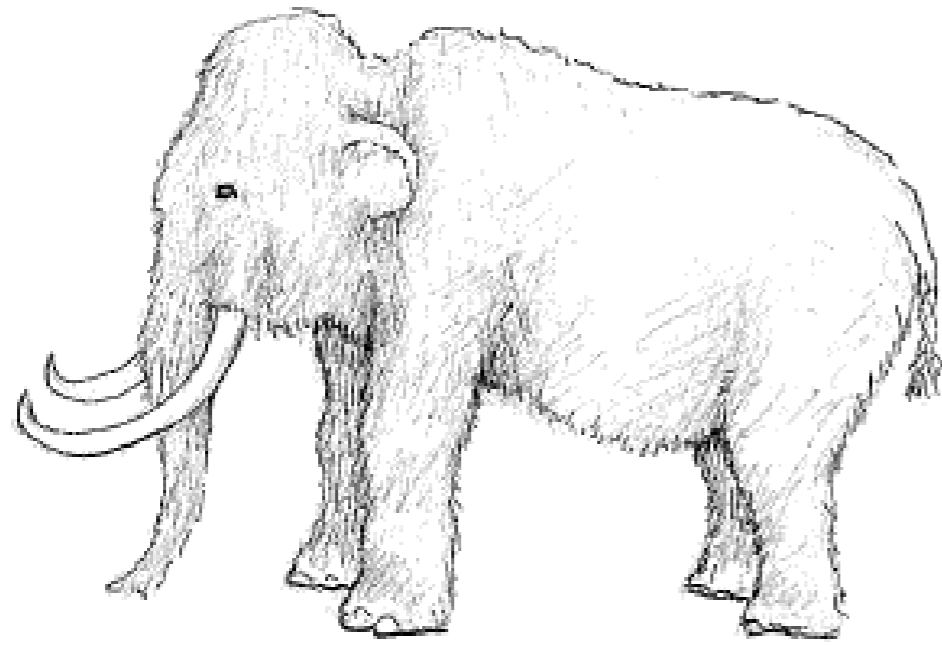
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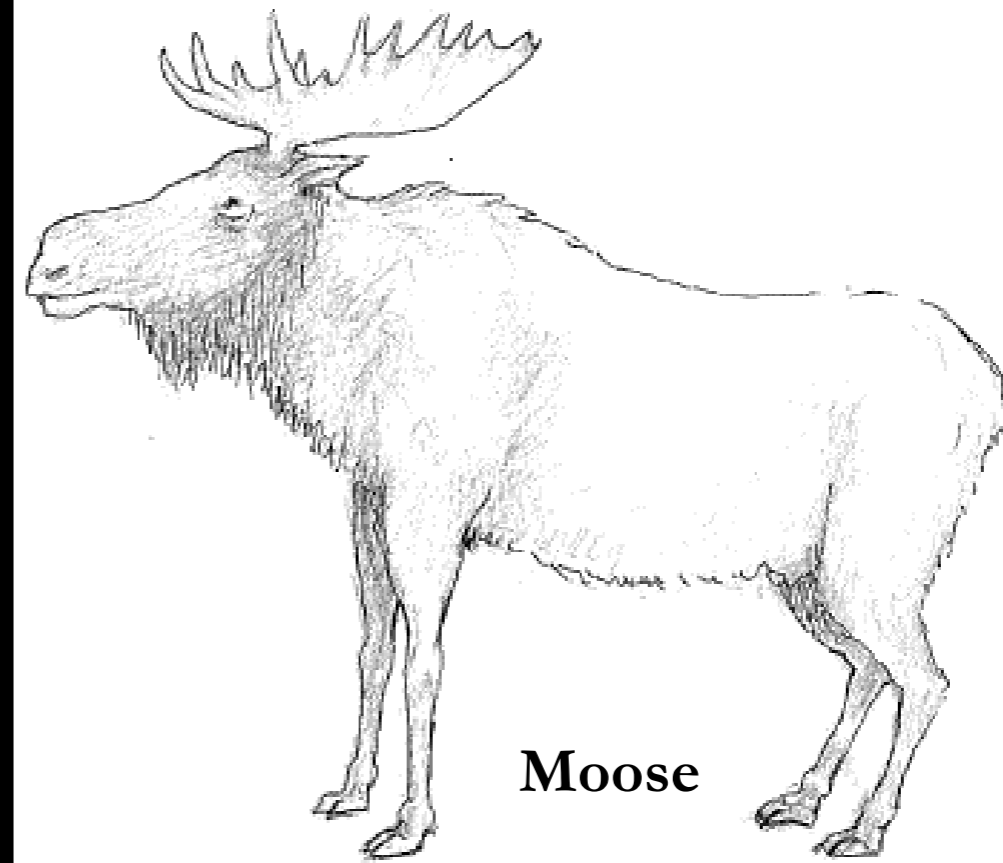
**Coniferous Forest**



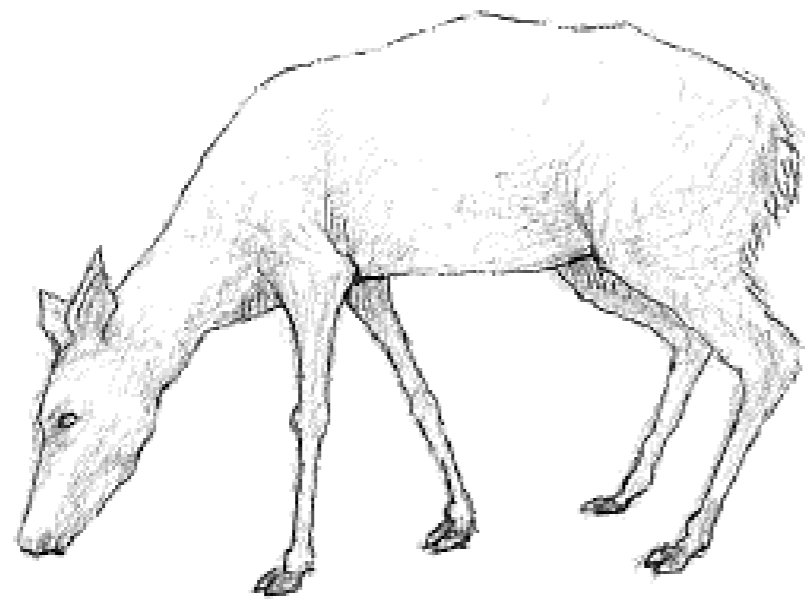
**Deciduous Forest**



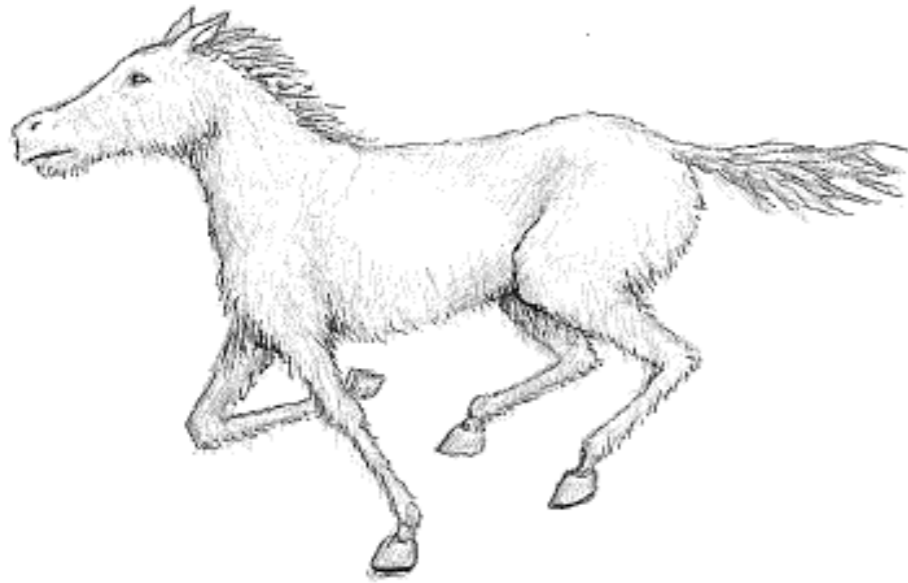
**Woolly Mammoth**



**Moose**



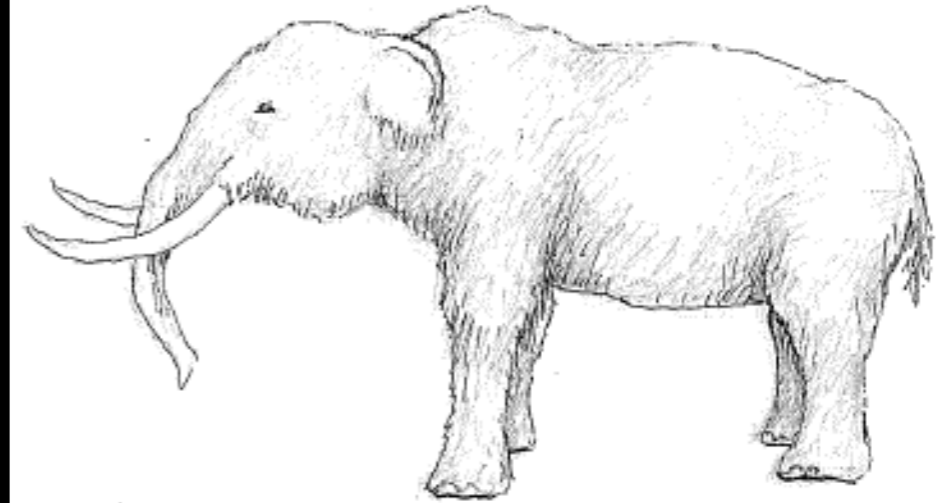
**Deer**



**Ice Age Horse**



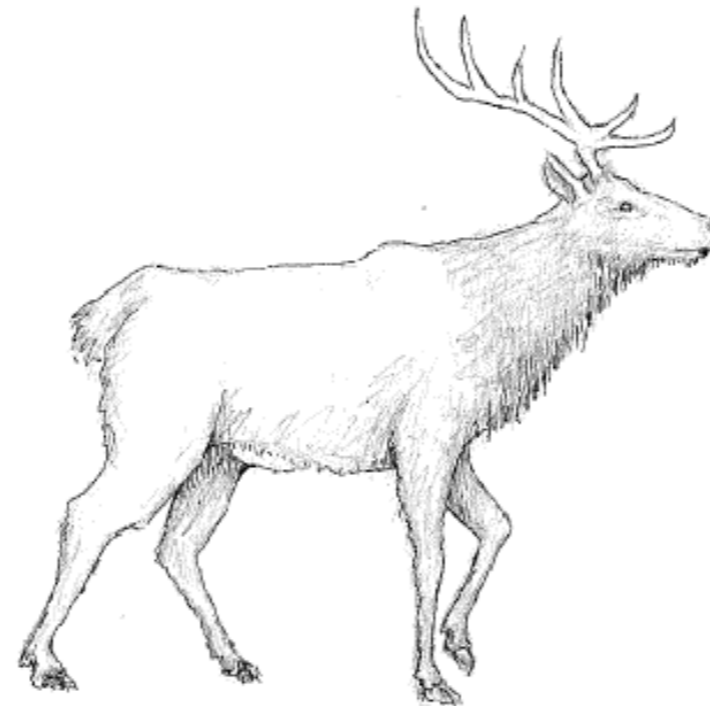
**Rabbit**



**Mastodon**



**Giant Beaver**



**Elk**



**Beaver**