

Lewiston Mound

Subject Area: Social Studies

Grade Level: 6-8

New York State Learning Standards

New York State Social Studies Learning Standards

Standard 1

History of the United States and New York

Students will:

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- Distinguish between near and distant past and interpret simple timelines,
- Investigate key turning points in New York State and United States history and explain why these events or developments are significant.
- Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States,
- Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history,

Overview

Lewiston Mound is a prehistoric burial mound built by the indigenous peoples of the Hopewell tradition. It is located on the grounds of the Earl W. Brydges Artpark State Park, at Lewiston in Niagara County, New York. Dated A.D. 140 by radiocarbon process dating, this mound is the most sacred part of Artpark State Park. Because it is a sacred monument, it must be treated deferentially as a way of respecting all Native Americans of this Niagara site.

Unknown Native Americans were buried here in this Hopewellian-style mound over 1800 years ago. Although many Hopewell mounds were constructed in the shape of animals, others mounds were oval or conical. The original form of this Middle Woodland, Hopewellian-style mound is unknown

Thousands of similar mounds are located in the Ohio River Valley where the Hopewell lived in small scattered settlements from about 200 B.C. to 500 A.D. The Hopewell mound builders were great traders and very artistic people. They were associated with and influenced

people far from their Ohio homeland. This is one of the few burial mounds in Western New York and Southern Ontario. The identity of was buried in the mound remains a mystery.

The concentrations of Hopewell burial mounds and ceremonial earthworks were usually located where two or more rivers join. Archeologists speculate that the concentration of mounds were the centers of a broad trade network that used dugout canoes as river transportation. The Hopewell used river transportation to access unusual materials for grave offerings. Hopewellian mounds have yielded artifacts made from obsidian and grizzly bear teeth from Yellowstone Park in Wyoming. They have also contained marine conch shells from the Gulf of Mexico, copper nuggets from Isle Royale near Canada, and mica sheets from the Blue Ridge Mountains. As evidence of mutual trading, Hopewell materials such as flint, freshwater pearls, and pipestone- have been found in ancient archeological sites in other parts of the United States

The Hopewell people were mainly farmers, living on squash, sunflower seeds, and various grasses like wild rice. They did not, however, grow much corn, because it would not grow well so far north. Around 400 AD, the Hopewell culture collapsed. Although no knows why the Hopewell culture ended, the collapse was possibly linked to changes in the environment.



Source : Lewiston Mound - Lewiston, NY at <http://www.waymarking.com/waymarks/WM2Z57>

Activity

Students will:

- review this List of Unique Features that are part of the Hopewell Culture accessed at *Lesson 2: Hopewell Native American Indians* at http://www.piankeshawtrailsedu.org/Lesson_2.html
- Write a brief essay about how the Hopewell obtained items from trade,
- Recognize the width range of Hopewell trading by matching the materials and items with their sources

List of Unique Features of the Hopewell Culture

Earthworks were often massive and complex carefully laid out over acres and acres of land in places. Many of the sites combine the use of square and circular earthworks in various ways

Copper was imported from Lake Superior. It was made into tools, jewelry and ceremonial items including breastplates- imported from north of Lake Superior

Pipes, made from steatite and pipestone, were often found together.

Textiles-were finely twined and used for clothing, burials and other purposes. Textile was made from dogbane (hemp) and swamp milkweed.

Mica was a glasslike mineral used to carve mirrors and intricate figures. The Hopewell imported the material from North Carolina

Obsidian was volcanic glass imported from out west in Yellowstone and Utah's Bear Gulch. It was made into unique blades.

Steatite- was an imported material used to carve effigy pipes, and other ritual objects. It came from what is now the Southern United States.

Pottery was sometimes decorated with cord –markings. Some pieces are flat bottomed. Others stood on four legs and were decorated with 'stamped' designs.

Freshwater Pearls- came from mussels collected in the Ohio River and Mississippi Rivers. They were used on clothing and strung with copper ornaments.

Galena, lead sulfate, came from Illinois, Wisconsin, and Iowa. The shiny crystals probably were used as attractive talismans or charms. Ground to a fine powder and mixed with grease, galena made a silvery white paint.

Sharks Teeth were from people who obviously lived by the ocean

Match The Material With Its Source				
	Material	Answer		Source
1.	Obsidian		A.	The Ocean
2.	Mica		B.	Illinois, Wisconsin, and Iowa
3.	Copper		C.	Ohio River and Mississippi Rivers.
4.	Galena		D.	Southern United States.
5.	Freshwater Pearls		E	Lake Superior
6.	Stratite		F	Yellowstone and Utah's Bear Gulch.
7	Shark Teeth		G	North Carolina

Extension Activity 1

Match The Term With The Definition				
	Term	Answer		Definition
1	Mound		A.	Clues that an archaeologist might find when digging in an area that would make him think he was around an old village site
2	Archaeologist		B.	Time before written history
3	Migrate		C.	Time when people only have stone tools and weapons
4	Prehistoric		D.	Someone who obtains food from gathering nuts, berries and other wild plants
5	Excavate		E	Someone who obtains food from hunting wildlife
6	Artifacts		F	Dig up
7	Stone Age		G	A manmade heap of earth
8	Gatherer		H	A culture archaeologists refer to as builders of the mounds
9	Hopewell		I	People moving from one place to another
10	Hunter		J	A scientist who studies cultures from very long ago.

Extension Activity Two

Students will look at this map of the Hopewell Indian territory and list which states were home to the Hopewell culture



Resources

Art Park: Oak Hill Tour: Self-Guided Tour of Oak Hill and Richard's Marsh at <http://www.artpark.net/content/pages/oak-hill-tour>

Hopewell Culture at <http://www.historyforkids.org/learn/northamerica/before1500/history/hopewell.htm>

Lesson 2: Hopewell Native American Indians at http://www.piankeshawtrailsedu.org/Lesson_2.html

Lewiston Mound at http://en.wikipedia.org/wiki/Lewiston_Mound

Lewiston Mound - Lewiston, NY at <http://www.waymarking.com/waymarks/WM2Z57>

Lesson 2: Hopewell Native American Indians
at http://www.piankeshawtrailsedu.org/Lesson_2.html