

Teacher's Supplement



MAGAZINE ARTICLES

A Robbery Spurs Action	2
Expository Nonfiction	1270L
Not a New Phenomenon	4
Expository Nonfiction	1130L
What's with Mounds	6
Expository Nonfiction	1280L
Mighty Mounds	9
Expository Nonfiction	1140L
Elegant Fabrics	14
Expository Nonfiction	1290L
Wrapped for Eternity	18
Expository Nonfiction	1290L
A Spiro Snapshot	22
Expository Nonfiction	980L
Let's Drink.	26
Myth	1270L
Tracing Roots to Spiro.	30
Expository Nonfiction	1280L

**What's
with These
Mounds?**
Pg 6



Teachers' Guide for *DIG: Spiro... As a Window on the World*

Using This Guide	2
Common Core: Reading, Speaking & Listening, and Writing	3
Article Pages	4
Cross Text Connections with Multiple Articles	13
Mini-Unit	14
Printables.	17
Glossary	20
Online Resources	22



OVERVIEW

In this magazine, readers will learn about life at Spiro and how its burial practices compared to those of other world cultures.

DIG Spiro... As a Window on the World dives into the culture of Spiro through an examination of Spiroans daily life, the making and importance of various textiles, and cultural connections between the Spiroans and modern day Wichita and Caddo peoples.

ESSENTIAL QUESTION:

How does the availability of resources impact cultural development?

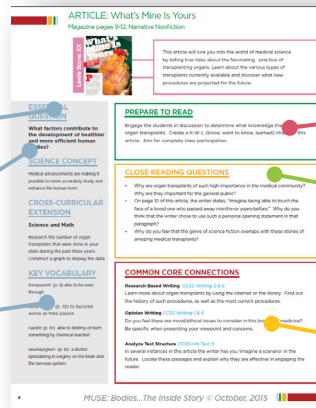


We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

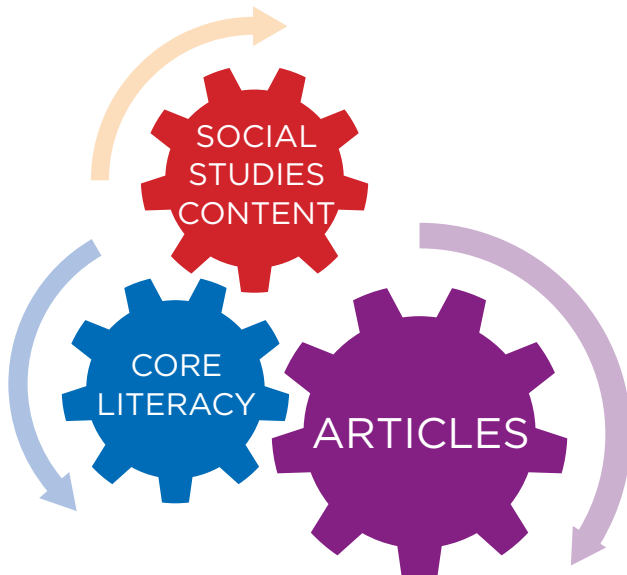
Essential Question
Content Concepts
*C3 Framework for Social Studies
State Standards*
Key Vocabulary
CCSS.Reading.4



Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach
reading and writing standards.
CCSS.Writing.1, 2, 3 & 6



TEACH A MINI-UNIT PAGES 14 - 16

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading InfoText.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author's Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

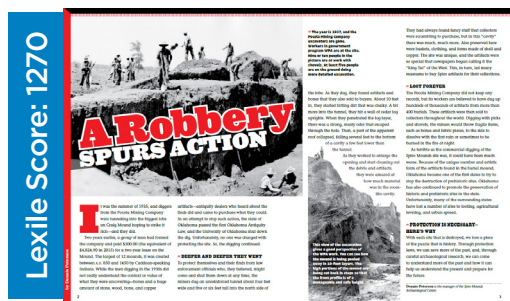
Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 14 – 16) as well as the **article pages** (pages 4 - 12) for ways to incorporate writing into your instruction



In the 1930s, the Pocola Mining Company dug up and sold or abandoned many artifacts found in Craig Mound, prompting Oklahoma to become the first state with a preservation law.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES CONCEPTS

We can learn about the past by examining evidence found at historical sites.

CROSS CURRICULAR EXTENSION

Social Studies

Research preservation laws in other states and federal laws. What prompted the legislatures to pass these laws? Have they been effective?

KEY VOCABULARY

fragile (p.3) easily broken or damaged activities by studying the bones, tools, etc., of ancient people

lobe (p.2) a curved or rounded part of something (such as a leaf or a part of the body)

unique (p.3) unlike anything else

PREPARE TO READ

Consider the title. How might a robbery spur action? What do the illustrations suggest about the robbery in this article? What actions might have been taken?

CLOSE READING QUESTIONS

- What prompted the men of the Pocola Mining Company to keep digging despite the new law? Why did they think they could get away with this?
- Which words in the article refer to emotions? Who is said to be expressing that emotion and why?
- Why was the “cavity” comparable to King Tut’s tomb?

COMMON CORE CONNECTIONS

Author’s Point of View *CCSS Info Text 6*

The author clearly states that “protection is necessary.” Locate other words and phrases in the text that demonstrate this point of view. How do these impact the tone of the article?

Draw Inferences *CCSS Info Text 1*

The miners threw some objects away. What criteria do you think they used to help them determine what to keep? Use details in the article to support your inferences.

Research-Based Writing *CCSS Writing 2 & 6*

Research the Works Progress Administration and its involvement at Spiro. Write an expository essay summarizing the role WPA played in preserving Spiro.

Lexile Score: 1130



Not a New PHENOMENON

The looting of artifacts from important historical sites has been a frequent phenomenon throughout history. Efforts to protect important sites from looting stretch from the ancient past to the present.

The looting of artifacts from important historical sites has been a frequent phenomenon throughout history. Efforts to protect important sites from looting stretch from the ancient past to the present.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES SCIENCE CONCEPT

We can learn about the past by examining evidence found at historical sites.

CROSS-CURRICULAR EXTENSION

English Language Arts

Research current archeological finds of historical importance. Write a letter to state or federal government agencies suggesting ways to protect future sites against looting.

KEY VOCABULARY

antiquity (p.4) the ancient past

sarcophagus (p. 5) a stone coffin typically associated with the ancient civilizations of Egypt, Rome, and Greece

PREPARE TO READ

Direct students to examine the photo in the article. Ask them, "What evidence do you see that suggests this tomb was looted?"

CLOSE READING QUESTIONS

- What methods did the ancient Egyptians use to help protect historical sites, such as tombs? Cite evidence from the article.
- What evidence suggests that looted Old Kingdom artifacts were traded or sold?
- The author writes that, "during the Second Intermediate Period, Egypt was ruled by foreign kings who had little connection to the religion and history of the country." What is the author's purpose for making this statement?

COMMON CORE CONNECTIONS

Explain Relationships *CCSS Info Text 3*

The author includes an inscription that was found on the tomb of a middle-class person. What does the inscription suggest about Egyptians' efforts to protect tombs with security forces?

Draw Inferences *CCSS Info Text 1*

The ancient Egyptians most likely provided security at royal tombs during the Old Kingdom. What does this suggest about the frequency of looting during that period?

Research-Based Writing *CCSS Writing 2 & 6*

Research artifacts that are known or suspected to have been stolen from royal Egyptian tombs and formulate a position on the following statement: Countless historical artifacts have gone missing from royal tombs, leaving us with limited ability to analyze Ancient Egyptian beliefs about the afterworld. Write an argument explaining your position.

ARTICLE: What's with Mounds?

Magazine pages 6 - 8, Expository Nonfiction



The mounds were an ancient mystery. Archaeologists and others studied them until they saw patterns in construction and could answer why they were created and by whom.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES CONCEPTS

Humans adapt the environment around them for cultural reasons.

CROSS-CURRICULAR EXTENSION

Art & Social Studies

Research the history and purpose of the Smithsonian Institution? Create a poster that communicates its story from its founding through today.

KEY VOCABULARY

evidence (p. 6) something which shows that something else exists or is true

justify (p. 7) to prove or show (something) to be just, right, or reasonable

patterns (p. 7) a repeated form or design especially that is used to decorate something

PREPARE TO READ

Show pictures of ancient mounds across North America. Hypothesize with students about what they might be and how they may have come to be. Students will read to discover the answers.

CLOSE READING QUESTIONS

- What might have been used to prove that the mounds were constructed by the ancestors of Native Americans? Use details from the article to support your answer.
- What was the primary purpose for the mound in the diagram on page 7? What details lead you to this conclusion?
- What factors may have led to Spiro becoming a treasure trove of artifacts? How might these factors have influenced the society?

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

Reread the section "Not All Alike." How did the type of mound relate to its shape or contents? How were mounds linked in meaning and usage?

Draw Inferences *CCSS Info Text 1*

Native American tribes understood what the mounds were but didn't pass this information on. Why might this have been the case?

Opinion Writing *CCSS Writing 3 & 6*

Write an opinion explaining why you think so many people were interested in discovering the truth about ancient mounds?



Burial mounds were created by many cultures worldwide. The article presents an overview of some mounds while looking at how wealth and power influenced their construction.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES SCIENCE CONCEPTS

Power and wealth influence social and cultural development.

CROSS-CURRICULAR EXTENSION

Math

Create a scaled model of one of the mounds mentioned in the article based on the description provided.

KEY VOCABULARY

stately (p.13) very impressive in appearance, manner, or size

theories (p.9) sets of ideas that is intended to explain facts or events

tumulus (p.10) an artificial hill or mound (as over a grave)

PREPARE TO READ

How do we bury our dead? Think aloud about burial customs in varied cultures.

CLOSE READING QUESTIONS

- The author inserts humorous asides into the text. Note examples of these. Why do you think the author does this?
- Different cultures use different terms to refer to the burial mounds. How many terms are in the article? Where does each come from?
- Using details from the text, describe features of a society that was capable of a mound-building project?

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

What is the relationship between the mounds and power? How did they demonstrate power and how did they protect the powerful?

Analyze Text Structure *CCSS Reading 5*

What do the section headings tell you about the article's structure? Would the headings still apply with a cause/effect or comparative structure? What new headings might apply?

Research-Based Writing *CCSS Writing 2 & 6*

Some of the labor force that built mounds may have been proud of the work while others were abused. Study each group, for example debtors, and evaluate the impact of social status on treatment.

ARTICLE: Elegant Fabrics

Magazine pages 14 - 17, Expository Nonfiction



Using materials from bison fur to plant fibers, Spiroan artisans wove and dyed many textiles. Some were decorative while others were practical.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES CONCEPTS

Historical artifacts provide clues about past cultures' social practices and interaction with their environment.

CROSS-CURRICULAR EXTENSION

Family and Consumer Sciences

Collect samples of textiles. Study the warp and weave of each. Determine the materials they are made from. Consider how each was manufactured.

KEY VOCABULARY

intriguing (p. 15) extremely interesting

manipulations (p. 15) movements to control (something) with your hands or by using a machine

technologies (p. 14) methods and knowledge applied in a particular area

PREPARE TO READ

Study the photographs and captions of textiles found at Spiro on pages 15, 16, and 17 with the students. Hypothesize with students about the potential uses of each textile.

CLOSE READING QUESTIONS

- What is the main idea of this text?
- What is a resist-dye technique and how is it similar to tie-dye?
- Why is it hard to judge the purpose of some of the fragments found? What evidence might help determine the purpose?

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

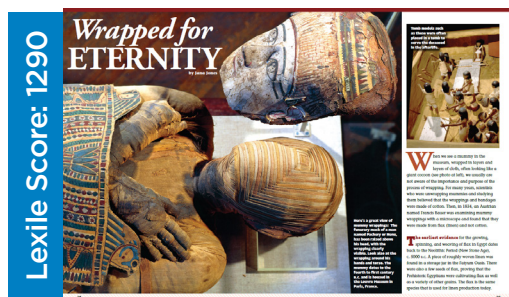
Compare the varied weaving and dying practices mentioned in the text. What steps were involved in each? Which do you think were hardest or required more work?

Explain Reasons and Evidence *CCSS Info Text 8*

What is the basis for the assertion that bison fur may have been used by the Spiroans? Consult the article for the evidence.

Writing Description *CCSS Writing 2*

Brainstorm adjectives that could be used to describe one of the textiles pictured. Write a clear description for a friend who hasn't seen the image and ask them to draw it. Compare the images.



“Wrapped for Eternity” discusses the funerary practice of mummification, including a look at some of the oldest mummies discovered.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES SCIENCE CONCEPTS

Culture influences the types of natural resources humans obtain from their environment.

CROSS-CURRICULAR EXTENSION

Science

Identify the steps and materials involved in mummification. Following the scientific method, design an experiment to test how well different materials preserve remains.

KEY VOCABULARY

astounding (p. 20) causing a feeling of great surprise or wonder

beliefs (p. 20) feelings of being sure that someone or something exists or that something is true

elite (p. 20) for the most successful or powerful group of people

PREPARE TO READ

Show photographs of mummies. Have students create a mind map to brainstorm what they know about the characteristics, purpose, and effects of mummification. Follow-up by asking students what they can infer about the relationship between mummification and ancient mound building.

CLOSE READING QUESTIONS

- According to the article, what purpose did resins serve in the mummification process? What might have been the result if resins weren't used?
- Why was flax important for mummification? What were its other uses? Cite evidence from the text to support your answer.
- What have scientists learned from modern excavations of older sites? Why is this significant?

COMMON CORE CONNECTIONS

Author's Point of View *CCSS Info Text 6*

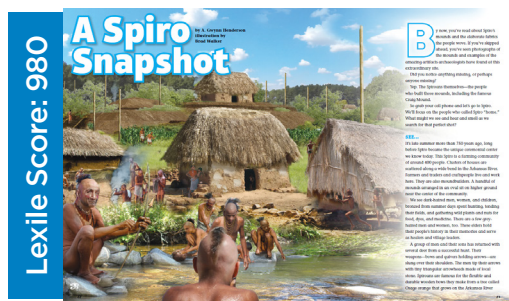
How does the author feel about mummification? Use examples from the text to highlight the author's opinion.

Explain Reasons and Evidence *CCSS Info Text 8*

The author makes a number of assertions that are not supported by information in the text. List these. Why should we believe this author?

Research-Based Writing *CCSS Writing 2 & 6*

Research Egyptian beliefs about the afterlife. How did these lead to the custom of mummification? Write an expository piece explaining the connection between their customs and beliefs.



Take a journey back to Spiro's beginnings. Discover how people lived and ate, what language they spoke and other characteristics of their daily life.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES CONCEPTS

Historical developments represent either change or continuity from the past.

CROSS-CURRICULAR EXTENSION

Family and Consumer Sciences

Create a recipe using only foods mentioned in the article.

KEY VOCABULARY

apprentices (p. 25) people who learn a job or skill by working for a fixed period of time for someone who is very good at that job or skill

distinctive (p. 25) having a quality or characteristic that makes a person or thing different from others

gorget (p. 24) an article of clothing that covered the throat.

PREPARE TO READ

Complete the first two sections of a KWL chart about Native American life before Columbus arrived.

CLOSE READING QUESTIONS

- Describe gender roles at Spiro. Why might tasks have been separated along gender lines?
- How might the scene presented differ in the winter or the rain?
- What natural resources allowed the Spiroans to prosper?
- What is the mood of this piece? How does the author achieve that mood?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

The author used the senses to create structure for this article. Why might the author have selected this structure? Is it effective? Which senses are missing?

Interpret Visual Information *CCSS Info Text 7*

Look at the artifacts pictured and their captions. Locate the features mentioned. Form your own hypotheses about the uses for any whose use is not included.

Narrative Writing *CCSS Writing 3 & 6*

You are a Spiroan. Write a letter to a trading partner detailing what your life is like. Include sensory information for all five senses.

ARTICLE: Let's Drink

Magazine pages 26 - 29, Expository Nonfiction



This article looks at four decorative cups from four different cultures. It discusses manufacture and religious significance of each.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES CONCEPTS

Cultures from diverse times and locations share certain characteristics.

CROSS-CURRICULAR EXTENSION

Art

Imagery can tell a story. Create your own symbols. Make up a story or use a well-known one. Decorate a paper cup to tell your story. Help others "read" it.

KEY VOCABULARY

fanciful (p. 29) coming from the imagination

represents (p. 27) to be a sign or symbol of (someone or something)

wrangling (p. 27) to argue angrily with someone

PREPARE TO READ

Model thinking about the types of resources we use to drink and why? Why are cups important? Look at the photos. What might make these cups special?

CLOSE READING QUESTIONS

- How was each cup made? Note specifics from the text.
- How did religious beliefs and available materials impact the design of each cup?
- Retell the Lycurgus myth using the images from the cup.

COMMON CORE CONNECTIONS

Discuss Relationships *CCSS Info Text 3*

The article discusses four cups. What do they have in common? How are they different?

Analyze Text Structure *CCSS Reading 5*

The author separated the text into four parts. How does this structure impact the information? Could the author have used a different structure? If so, which ones.

Narrative Writing *CCSS Writing 3 & 6*

Select the fanciest cup in your home. Imagine you have excavated it. What does it tell you about the people who owned it? Mimic the structure used in the article.

Lexile Score: 1280



The Caddo and Wichita peoples both trace their roots to Spiro.

ESSENTIAL QUESTION

How does the availability of resources impact cultural development?

SOCIAL STUDIES CONCEPTS

Personal identity is influenced by culture and history.

CROSS-CURRICULAR EXTENSION

Art & History

Research the origins of different cultures in a particular region. Then, create a "family tree," showing the connections between them.

KEY VOCABULARY

civic (p. 30) relating to citizenship or being a citizen

contested (p. 30) made the subject of an argument or a legal case

identity (p. 31) the qualities, beliefs, etc., that make a particular person or group different from others

PREPARE TO READ

Discuss what it means to trace one's roots. Ask students to share what they know about their own family histories.

CLOSE READING QUESTIONS

- What political events led Caddo to becoming important? How did changes in the political climate help cause the decline?
- What information does the text provide about the relationship between the Spiroans and the Wichitas?
- How does each group actively maintain its ties to the past?

COMMON CORE CONNECTIONS

Determine Meaning *CCSS Info Text 4*

"Spiro Mounds is a pre-historic primary document about our culture." What does the author mean by this? What evidence does she present for it?

Describe Relationships *CCSS Info Text 3*

What is the relationship between the Caddo and the Spiroan? What is the relationship between the Wichita and the Spiroan? Contrast these two relationships.

Narrative Writing *CCSS Writing 3 & 6*

Trace your own family roots. Write a narrative that describes different aspects of your ancestors' lives.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

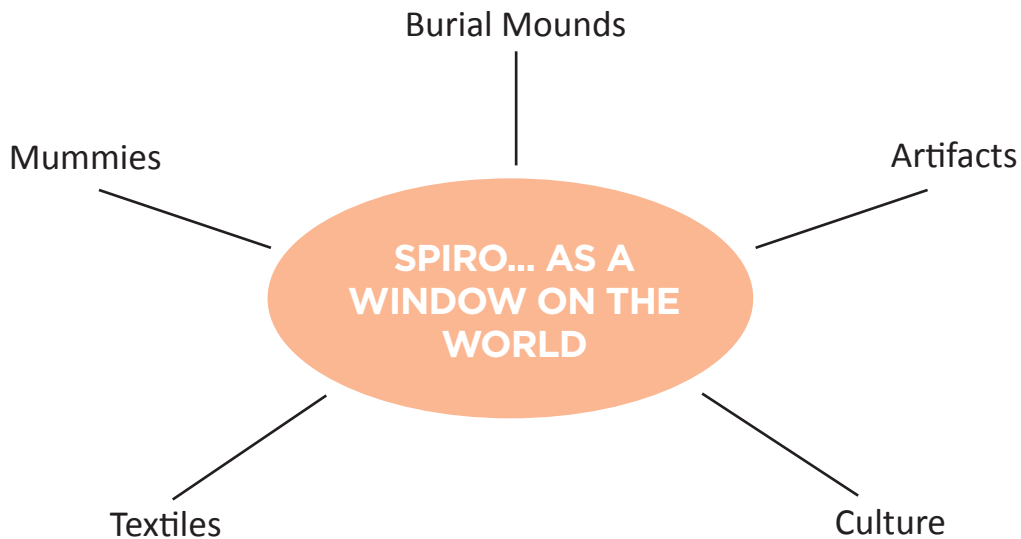
- Use information from several texts to compare burial customs in a variety of cultures. Which cultures built mounds? What made the mounds unique? What about cultures that didn't construct mounds?
- Look at the feature articles in this issue. Consider how they flow together. Why might the editors have chosen this order for the articles? How does information in one article provide needed background for the next? What other relationships do you notice? Record what connects articles and group them into connected sets.
- From textiles to drinking cups to mound building, each culture made use of a variety of human and natural resources. Study the articles to find examples of each. How did the available resources impact the development of culture?
- Study "Mighty Mounds," "A Spiro Snapshot," and "Tracing Roots to Spiro." Look for examples of how the political climate impacted the people.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Take a trip through time and discover how ancient cultures used the resources available to them. There are different types of resources. Some are natural. Some are manmade. Manpower is a resource in itself. But what resources did ancient peoples have and how did they use these resources? How did these resources affect the development of their culture? You and your students will go back in time to find out.

ENGAGE
**READ AND
COMPARE**
APPLY

ENGAGE: Engage students in a look at how natural resources impact culture and religion forming group identity. Students can page through the magazine and look at some of the artifacts pictured. You might also bring in objects from your own culture and religion and discuss how they were created and how they help form your identity. Consider the resources used to create each object. Create an idea or concept web to tap into background knowledge.



Share the essential question:

How does the availability of resources impact cultural development?



READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “What’s with Mounds” pages 6 - 8 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 6 of this guide. Students can read using their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they wonder. Refer to the Article Pages for summaries of each article within *Spiro...As a Window on the World*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 13 of this guide to compare texts using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS Informational Text.1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE: *CCSS Reading Info Text.2* Record the main ideas in the article. Note how these main ideas build on the main ideas from the focus article or other readings. How is your topic knowledge growing?

REVIEW GRAPHIC FEATURES: *CCSS Reading.7* Examine each graphic feature that accompanies your article. How does it show the use of resources? Which resources are used?



APPLY: A TRIP THROUGH TIME: ANCIENT RESOURCES

Ancient cultures did things differently. Modern technology wasn't one of their resources. What were? And how did the availability and use of those resources impact how they developed? Using the articles (See Article Pages 4-12), Mini-Unit Graphic Organizer (Page 17) and other sources (See Online Resources Page 22), groups of students will present the resources available and how they were used by different cultures.

GETTING STARTED: Divide students into three groups. Inform each group they will be researching the resources available to different historical cultures and then creating a final product to describe the resources and show how they were used. The means of presenting the information is up to the students and can include, but it not limited to, a chart, graphic display, or written report.

Group 1: Ancient Spiro

Members of this group will list resources available at Spiro. Describe available resources, how they were used, and what they meant to the Spiroans.

Articles in this magazine that support this topic include:

- A Spiro Snapshot
- Elegant Fabrics
- Let's Drink
- Reconstructing Baskets
- Analyzing Artifacts

Group 2: Ancient Egypt

Members of this group will list resources available in ancient Egypt. Describe available resources, how they were used, and what they meant to the Egyptians.

Articles in this magazine that support this topic include:

- Wrapped for Eternity
- Let's Drink

Group 3: Ancient China

Members of this group will list resources available in ancient China. Describe available resources, how they were used, and what they meant to the Chinese.

Articles in this magazine that support this topic include:

- Mighty Mounds
- Let's Drink

NAME: _____

Mini-Unit Graphic Organizer

Ancient Culture: _____

Time Travelers:

Resources	Users	Deeper Meanings

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:



antiquity the ancient past

*Yet even his tomb had been robbed, at least partially, in **antiquity**. (p.4)*

apprentices people who learn a job or skill by working for a fixed period of time for someone who is very good at that job or skill

*Drums and rattles accompany them. Is a ceremony taking place, or are master musicians teaching their young **apprentices**? (p. 25)*

astonishing causing a feeling of great surprise or wonder

*Modern excavations have unearthed many **astonishing** finds in cemetery HK43 at Hierakonpolis. (p. 20)*

beliefs feelings of being sure that someone or something exists or that something is true

*... they already had very strong **beliefs** about the need to preserve the body so that it would remain intact in the afterlife. (p. 20)*

civic relating to citizenship or being a citizen

*In the centuries that followed, communities came together in **civic** and ceremonial centers. (p. 30)*

contested made the subject of an argument or a legal case

*At the time, their homeland was **contested** by French, Spanish, Mexican, and United States governments. (p. 30)*

distinctive having a quality or characteristic that makes a person or thing different from others

*Spiroans trade their **distinctive** pottery with people near and far. (p. 25)*

elite for the most successful or powerful group of people

*In the **elite** cemetery HK6, even a baby elephant was wrapped up in a huge linen shroud. (p. 20)*

evidence something which shows that something else exists or is true

*As European settlers spread across America, they encountered mysterious earthworks, **evidence** of ancient constructions that dwarfed the towns those settlers were building. (p. 6)*

fanciful coming from the imagination

*The **fanciful** design on this “three-color” pottery cup features a mythical creature with a flower emerging from its mouth and curving up to form a handle. (p. 10)*

fragile easily broken or damaged

*Digging with picks and shovels, the miners would throw **fragile** items, such as bones and fabric pieces, to the side to dissolve with the first rain or sometimes to be burned in the fire at night. (p. 2)*

gorget an article of clothing that covered the throat.

*This marine shell **gorget** depicts a hand that has a circle and cross in the center. (p. 24)*

identity the qualities, beliefs, etc., that make a particular person or group different from others

*As you can imagine, understanding an ancient group’s **identity** is even more difficult. (p. 31)*

intriguing extremely interesting

*Probably one of the most **intriguing** of the latter is a type referred to as “lace.” (p. 15)*

justify to prove or show (something) to be just, right, or reasonable

*So, if Native Americans had indeed taken the lands away from their original owners—the mound builders—it made it easier for government officials to **justify** taking Native American land away from Native Americans. (p. 7)*

lobe a curved or rounded part of something (such as a leaf or a part of the body)

*It was the summer of 1935, and diggers from the Pocola Mining Company were tunneling into the biggest **lobe** on Craig Mound hoping to strike it rich—and they did. (p.2)*

manipulations movements to control (something) with your hands or by using a machine

*Using careful **manipulations** of the warps, these textiles were woven using a combination of techniques. (p. 15)*





patterns a repeated form or design especially that is used to decorate something

*The builders laid down one basket load at a time, to form colorful **patterns**. (p. 7)*

represents to be a sign or symbol of (someone or something)

*The band of zigzag lines above the petals **represents** the river—the Egyptian hieroglyph for “water” is a zigzag. (p. 27)*

sarcophagus a stone coffin typically associated with the ancient civilizations of Egypt, Rome, and Greece

*...the dead were put into heavy stone **sarcophagi** with lids that weighed tons. (p. 5)*

stately very impressive in appearance, manner, or size

*The Acropolis stands **stately** above, with a protective wall lower down the hill, thus making full use of the defensive value of high ground. (p. 13)*

technologies methods and knowledge applied in a particular area

*Study of these allows us to understand the sophisticated **technologies** used by the weavers. (p. 14)*

theories sets of ideas that is intended to explain facts or events

***Theories** abound as to how they did so. (p. 9)*

tumulus an artificial hill or mound (as over a grave); especially

*Inside this **tumulus** are five stone-lined rooms in which the bodies were laid out, following ceremonies that were conducted in a forecourt lined with massive sarsen stones. (p. 10)*

unique unlike anything else

*The site was **unique**, and the artifacts were so special that newspapers began calling it the “King Tut” of the West. (p. 3)*

wrangling to argue angrily with someone

*On the rim of the cup, a man is shown **wrangling** with a bull and a goat. (p. 27)*



Spiro at a Glance

- <http://www.scienceclarified.com/Ma-Mu/Mounds-Earthen.html>
An encyclopedia article defining earthen mounds and noting their variety and significance.
- www.nps.gov/nr
The website for the National Register of Historic Places.
- <http://www.spiromound.com/>
An overview of Spiro.

Tracing Roots to Spiro

- <http://www.aetn.org/programs/arkansassfirstpeople>
A PBS website for Arkansas educators that contains information about and video of the modern Caddo.
- <http://www.native-languages.org/home.htm>
This website contains information about the languages and cultures of various Native American tribes including the Caddo and Wichita. Links to further information are included.

Wrapped for Eternity

- <http://www.ancientegypt.co.uk/menu.html>
The British Museum has information on all aspects of ancient Egyptian life.
- <http://www.bbc.co.uk/history/ancient/egyptians/>
A BBC site which includes facts about ancient Egypt.

Mighty Mounds

- http://www.ducksters.com/history/china/ancient_china.php
A complete history of China for children, including the major dynasties and details about its people and culture.
- <http://www.ancientchina.co.uk/menu.html>
The British Museum presents ancient China.
- <http://www.theguardian.com/culture/2010/nov/11/ancient-world-china>
A Guardian article on culture in Ancient China and the impact it has on China today.