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The following lessons were created by **Steven M. Hammerman, NBCT**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

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How do we know?

Grade Level	6 - 8
Subjects	M/S World History, M/S Civics, M/S US History
Objectives	Students will understand that all civilizations include the same themes throughout history. Economics, Politics, and Social/Cultural impacts can be found from the earliest of mankind through their own lives. The question students will be able to answer is, “how do we know,” what happened in history by using artifacts, primary and secondary sources.
Standards	<u>FL NGSSS</u> SS.8.A.1.1: Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. SS.8.A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources. SS.8.A.1.4: Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. SS.8.A.1.6: Compare interpretations of key events and issues throughout

American History.

SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

Duration	Two class periods of approximately 54 minutes each		
Materials	Pen/pencil, Cornell style note-paper, artifact examples (pictures, replica or actual), multiple primary source documents (minimum three recommended), secondary source documents (minimum three recommended), handouts		
Vocabulary	Archeology Culture Inference Portable Society	Artifacts Distribution Non-portable Production	Consumption Economics Politics Scarcity
Background	Economics, Politics, and Social/Cultural are a part of all civilization and cultures in (pre)history. We can use the acronym PERSIA: Politics, Economics, Religion, Social, Intellectual, and Artistic, to understand people and the choices that they make throughout time. In order to understand the PERSIA of a people(s), we use three sources to gather our information: artifacts through archeology, primary source documents, and secondary source documents. It is the proper use and interpretation of these pieces of history and the context in which they are created that will answer the questions of history that we ask.		
Setting the Stage	On the board when students enter, pose the question, “In 20 years, how will we know you existed in this class today?”		
Procedure	<p>Part 1 (Day 1, 15 minutes) - After posing the “setting the stage” question, allow a five minute class discussion allowing students to answer. Post answers on the board. Students will then be supplied with copies, replicas or actual artifacts, primary and secondary source documents. Explain to students that it is the combination of the sources that will allow us to know they existed within that classroom 20 years from now.</p> <p>Part 2 (Day 1, 40 minutes) – Introduce to students the Themes in History. Students will need a sheet of pre-prepared Cornell Note style paper and a writing instrument. Using the “Themes in History” Prezi presentation, students will learn and discuss the concepts of society, culture, economics, politics, and scarcity. Students are to take Cornell notes during</p>		

presentation. Since this note format will be relatively new to the students, be sure to check as you go.

Part 3 (Day 2, 54 minutes) – Review with students the concept of PERSIA orally and clarify any questions that may arise. Then, rephrase the question of, “how will we know they existed in class twenty years from now?” Do not allow for response. Distribute to each of the students one example of artifacts, primary and secondary source documents appropriate to the subject area (try to use a variety of objects and document types that are not related.) Tell the students to take a minute and examine what it is they have. Ask the students, “Who has an example of an artifact?” Have students respond and describe what it is they have and if they know what it means and where/when it is from. Continue the same with the primary and secondary source documents.

Ask the students, “What story does these objects and documents tell us?” Allow students to respond. Distribute to each student a copy of, “How Do We Know” handout to keep and take notes upon. Reading the headings, have students review the material. Using visual projection, post a copy of, “What is History?” and review with the students. Continue through the sourcing questions. Answer any questions. Next, have students return to, “How Do We Know”, going through different example of the different sources continually referring to the objects and documents on the students table. Discuss with students the concept of individually, these items tell us very little, but collectively, they tell a story. Answer any questions.

Closure

Rephrase to students the original question, “In twenty years, how will we know that you existed in class?” Allow students to respond orally.

Evaluation

Quiz (10 Points, short response):

- 1) Define P.E.R.S.I.A with a brief description. (1 point each)
- 2) What is an artifact? (1 point)
- 3) What is the difference between a primary and secondary source document? (1 point)
- 4) Give a brief explanation on how we use artifacts and primary/secondary sources. (2 points)

Links/Extension

Themes in History Prezi presentation:

http://prezi.com/am6hptjtgmr/Themes-of-us-history/?auth_key=7af9b7d495268937315a077c28cb8e5257561abf

Cornell Note Style Paper:

<http://hammermanshistory.com/WP/wp-content/uploads/2011/08/Cornell-Notes-formatted-paper-College-Ruled.pdf>

What is History? Handout:

<http://hammermanshistory.com/WP/wp-content/uploads/2011/08/What-is-History-handout.pdf>

How Do We Know? Reference guide: see below

References

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"What is a Primary Source?" Princeton University. Princeton University, n.d. Web. 25 July 2012.

<http://www.princeton.edu/~refdesk/primary2.html>.

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Attachments

See attached: How Do We Know

How Do We Know?

History is an account of the past
Pre-History is the past before written record

History differs depending on one's perspective

We rely on evidence to shape the stories of the past

We must question each piece of evidence for reliability

Any single piece of evidence is insufficient

We must refer to multiple pieces of evidence in order to build a plausible account

Context is the relationship between objects and/or documents that paints a story

Who created it? Why was it created? When was it created?

Is this source believable? Why? Why not?

What else was going on at the time this was created?

What was it like to be alive at this time?

What would the culture or event around the creation of the item(s) look like from the eyes of someone who lived back then?

Culture - Learned beliefs, values and behaviors shared amongst a group within a society including the things they make and the way they live

Artifacts/Archeology

Archeology - Interpreting past human cultures through the study of artifacts and sites. It relies upon the use of scientific method.

Artifacts - an item made or modified by humans

An artifact on its own cannot tell us the story of those that created it. It is the combination of artifacts that clue us to the culture in which it comes from.

Archeology is based on observation and inference. The more information (data) gathered, the better the context and guess that we can make.

History based on archeology is ever-changing with the increase of data.

Examples of Artifacts

Remains - burial (mounds), natural disaster (Pompeii), animal

Portable - Pottery, spear points, scrapers, furniture, clothing

Non-portable - features that include storage pits, hearths, house basins, wells, structures

Primary Source Documents

Primary Source Documents - Original documents and objects which were created/witnessed at the time of history. Primary source documents are first-hand accounts.

Primary documents are actual recording of events without interpretation. However, we must view these documents in proper context. Using sourcing questions, even basic ones like *who, what, where, when & why*, is necessary to give these documents a point-of-view.

History should be viewed from the eyes of those that lived it using the information that they have left. A single document is not enough to give a clear history. It is the combination of documents/stories/data and the authors point of view that gives first-hand perspective to events of the past.

Examples of Primary Source Documents

Original Documents (excepts or translations acceptable)- Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records, photos

Creative Works - Poetry, drama, novels, music, art

Secondary Source Documents

Secondary Source Documents - The accounts or interpretations of events created by someone without firsthand experience.

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them.

A document can be both primary and secondary. The determining factor is the question that these documents are trying to answer.

Secondary sources are valuable, however, the further a source moves away from the original source, the person may be influenced by others' accounts as well as books, movies or political influence involving the events in question. It is important to use the sourcing questions to check the validity and point of view of the source.

Examples of Secondary Source Documents

Publications - Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias, photos

Oral History - Family stories/traditional tales