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The following lessons were created by **Judd Lefebber**, 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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The Continuing Lessons of Band Level Societies

Grade Level	11-12 Grade
Subjects	Sociology, Anthropology, or World History
Objectives	<p>By the end of this lesson/mini-unit, students will be able to</p> <ul style="list-style-type: none">• analyze hunter-gatherer artifacts to discern the salient aspects of hunter-gatherer and band level societies• describe the common characteristics of hunter-gatherer and band-level societies• explain four of the components of culture (subsistence pattern, social organization, settlement type, and ideology)• compare and contrast hunter-gatherer (band-level) social organizations, settlement type, and possible common ideologies to those of our current society
Standards	<p><u>WI Social Studies Standards</u></p> <p>E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples</p> <p>E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time</p> <p>E.12.6 Analyze the means by which and extent to which groups</p>

and institutions can influence people, events, and cultures in both historical and contemporary settings

- Duration** Two class periods (with several possible extensions that could make it part of a larger unit)
- Materials Needed**
- Pictures of a woven basket, a digging stick, a spear or bow and arrow, an animal-skin pouch or bag for each group of four
 - Picture of a hunter-gatherer man and woman
 - A short reading on hunter-gatherers
 - Students' artifacts from their lives
- Vocabulary**
- subsistence pattern** (how did they get their food?)
 - settlement type** (were they nomadic returning to favored sites or did they settle in year-round villages, towns, or cities?)
 - social organization** (who led, who educated, who ruled, was there large-scale war, who sent who to war, who built houses, who provided food, how were roles delegated, did someone have more power, etc.?)
 - egalitarian**
 - ideology** (what passed-down beliefs drove this system?)
- Background** High school students often have a hard time relating to and understanding past or distant cultures. However, they also often have particularly trenchant analyses of their own society. This lesson is an attempt to give students both an understanding of an earlier society—hunter-gatherers—and band level societal organization and a chance to express their insights about our own society, especially as compared to hunter-gatherer societies.
- Setting the Stage**
1. List on the board students' responses to the following: What are ways we could organize people around the world?
 2. Ask students, "What if I told you that we could predict most if not all of what is on the board by knowing one thing about their society, would you say that would be a particularly insightful way to categorize people? What if I told you that

how people get their food is one of those ways?”

3. Ask students what are different ways people have gotten their food throughout history and list their answers on the board. End this discussion, with the following list on the board:

- hunter-gather
- horticultural
- pastoral
- agrarian (agricultural)
- industrial
- post-industrial

Procedure

Working in groups of four, students will analyze pictures of artifacts from hunter-gatherers (a woven basket, a digging stick, a spear or bow and arrow, an animal-skin pouch or bag) to discern the how hunter-gatherers' technology and subsistence patterns affected their social organization, settlement type, and ideology. If needed, students can consult the attached questions to help them with their analysis. Show a picture of a woman with a gathering basket and digging stick and a man with hunting tools. Ask students to read a short excerpt on hunter-gatherers. On day two, students will bring in artifacts that represent salient aspects of their own lives and we will compare and contrast the hunter-gather social organization, settlement patterns, and possible common ideologies with the social organization, settlement type, and ideologies of our current society.

Closure

Students will write a reflection on what they learned using the following questions:

Evaluation

Students will write an individual reflection answering/in response to the following question(s): Are there any things that hunter-gatherers had as part of their lives that you think was successful for them as people? What are those things and why do you think they worked for them? Are there any things that hunter-gatherers had as part of or because of their social organization, settlement type, or ideology that you think we

could benefit from or wish we still had today?

Links/Extensions

1. Use students bringing in their own artifacts to springboard into the "It's in the Garbage" (Garbology) lesson on page 34 of *Intrigue of the Past*.
2. Use the comparing and contrasting of our society to hunter-gatherer/band level societies to springboard into a broader comparison and contrasting of cultures using the "Culture Everywhere" lesson on page 11 of *Intrigue of the Past*. A particularly handy resource for this comparison would be *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann and/or the images therein.
3. Ask probing questions to get students to figure out why the basket, digging stick, bow and arrow, animal-skin bag and/or spear shaft would all likely be gone if you were only able to find out about them by doing an archaeological dig. Use this as a springboard to the lesson "Stratigraphy and Cross-dating" on page 44 of *Intrigue of the Past* and to explaining why contemporary cultural anthropology helps give us a clearer picture of the past.
4. Explain how we know what we know using Tristan McKittrick's fabulous lesson "How do we know what happened in the past?: Ancient and Modern People of Wisconsin" from the 2011 NEH Institute.
(<http://www.uwlax.edu/mvac/PDFFiles/NEH2011/McKittrick.pdf>)
5. More fully explain bands, tribes, cities, states, and empires.
6. More fully explain and analyze horticultural, pastoral agricultural, industrial, and post-industrial societies.

Alternate Plans

1. As an alternate way to approach number 3 above, only show students a picture of a stone point and have them attempt to answer the questions below. Then show the students pictures

of the rest of the artifacts and see if knowing the other artifacts helps answer the questions. Further emphasize this point by doing the "Context" lesson from *Intrigue of the Past*, page 19. Discuss not only the points both of the activities make about the importance of context to artifact analysis but also the nature of interpretations of the past being hypotheses and needing to stay open to other interpretations and possibly being changed by more information/data.

2. Create a box of artifacts and pictures of artifacts from hunter-gatherer society and then use questions below. (The same could be done to explain horticultural, pastoral, agrarian, industrial, and post-industrial societies.

References

- *Digging and Discovery*, by Diane Holliday and Bobbie Malone
- *Intrigue of the Past*, by Shelly J. Smith, Jeanne M. Moe, Kelly A. Letts, and Danielle M. Patterson
- *Twelve Millenia* by James L. Theler and Robert F. Boszhardt
- *Sociology* by John J. Macionis

Student Handout

Questions to help with your analysis of the pictures if needed

1. How did people using these types of tools most likely get their food?
2. Getting food in this way, how many people do you think they could they support?
3. How long do you think it would take them to get their food each day?
4. What do you think a typical day would look like (what would be the typical tasks that people would do)?
5. Do you think tasks were divided (i.e., did different people do different things?) Who most likely did what?
6. Did they do the same thing all day or did they do a variety of things?
7. Where did they work and who did they work around?
8. Where did education take place and who most likely educated young people and how?
9. How would a person know what they could get for food versus what was harmful? Who would have taught that?
10. How would someone know they accomplished what they needed to accomplish? Do you think people would feel a sense of accomplishment or satisfaction or pride in their daily tasks? Why or why not?
11. Who made decisions for their lives?
12. How and when were social functions, such as the telling of their group's history or discussing the days events or upcoming decisions the group has to make, taken care of?
13. What did they probably do for entertainment and when and where did their entertainment take place? Who all participated?
14. Who controlled their religious practices and ideology?
15. How would one know one was an adult? Would ceremonies likely be involved?