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The following lessons were created by **Jonathan Morton**, 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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Exploring Our Past through Anthropology and Archaeology

Grade Level	5th — 8th (Scaled to the appropriate level)
Subjects	Social Studies (U.S. or World History)
Objectives	Upon successful completion of the lessons, students will be able to: <ol style="list-style-type: none">1. Describe the Biological and Social differences between humans and other animals, specifically mammals.2. Analyze the components of Culture.3. Explain what factors of Anthropology help us construct hypotheses about past cultures.4. Identify human cultures using the framework of Band, Tribe, Chiefdom, State, and Empire.5. Express the connection between Anthropology, Archaeology and human history.

Standards (Oregon)

Historical Knowledge

8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.

Historical Thinking

8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History (World History).

8.8. Evaluate information from a variety of sources and perspectives. (Artifacts?)

Social Science Analysis

8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.

Duration 5-10 (55 min) class periods

- Depending on depth and individual class progress
- (275-550 min total)

Materials/Supplies

1. Handouts adapted from Exploring the Past: Archaeology in the Upper Mississippi River Valley. (See references)
2. Computer with Internet access.
3. Constructing a culture activity handout. (See references)

Vocabulary

Possible vocabulary depending on depth:

Anthropology, Cultural Anthropology, Biological (or Physical) Anthropology, Linguistics, Archaeology, Ethnography, Culture, Artifacts, Cultural "Norms", Dynamic, Band Society, Tribal Society, Chiefdom Society, State Society, Empire, Lithic, Flake, Point, Chert, Environment, Arable, Technology, Subsistence Pattern, Settlement Type, Social organization, Ideology, Beringia Walk Model, Bipedal, Egalitarian, Stratified, Protohistory, Habitation, Ritual, Hypothesis, Feature, Site, Excavation, Context, Sampling, Radiocarbon Dating, Dendrochronology, Tree Rings, Subsistence, Patrilineal, Patrilocal, Migration, Atlatl.

Background

A teacher needs to know:

Anthropology:

- The basic framework for Culture and Biological Anthropology.

- The Biological and Social differences between humans and mammals.
- The theoretical framework for studying human society.

Archaeology:

- Theories on the settlement of the Americas by Paleo-Indians and the development of cultures during the Archaic period.
- 5 tasks of Archaeology
- Scientific Method
- Components of Culture

Students may have prior knowledge that will accelerate the lesson, however no background information is necessary.

Setting the Stage

How have we developed our knowledge of past cultures?

Show film clips from "Cree Hunters of Mistassini" (edited to appropriate grade level) as a launching point that is an example of a hunting and gathering culture, which is typically polar different from the students' own culture.

Procedure

Lesson One:

Anticipatory Set

- "Cree Hunters of Mistassini" clip
- Discussion about noticeable differences between their own culture and that of the Cree.

Body

- Biological aspects of differences between Humans and Mammals
 - Bipedal- frees hands for use,
 - Brains- size, Frontal Cortex development, long range planning apparent with tool retention.
 - Reproduction Traits- hidden estrus cycle, few offspring with long maturation requiring a "Home Base" (if many offspring desired).
- Social aspects of differences between Humans and Mammals

- Religion
- Special reverence for the dead (burials & burial rites)
- Communication styles
 - Abstract
 - Language (subtle biological differences allow for subtle and complex forms of communication)
 - Complex forms of Art especially in groups (Music, Art, Literature, Etc.)

Closure

- Why do these differences occur?
 - Environment
 - Isolation - forced or chosen
 - Traditions - taught from parent/adult to child

Lesson Two:

Anticipatory Set

- Referring back to the Cree culture, initiate a discussion using the question "What is the definition of culture and what are the factors of the Cree culture that we can identify?"
- Definitions of culture:
 - Learned guidelines for human behavior.
 - The dynamic system of shared meanings learned from society for interacting with the social and natural environment.

Body

- Components of Culture
 - Environment
 - Technology
 - Survival Patterns
 - Settlement Type
 - Social Organization
 - Ideology
- Required parts to all Societies/People
 - Structure - interrelated systems
 - Behavior - acts and artifacts

- Patterned Behavior - traditions
- Learned Behavior - external (from our society not genetics)
- Idealism - established shared understanding
- Adaptation - necessity for culture to be dynamic in order to survive

Closure

- "What factors of culture can we identify in your culture"?

Lesson Three:

Anticipatory Set

- "What is Scientific Method"?

Body

- Cultural Anthropology - study of individual societies and their structures
- Biological (Medical) Anthropology - study of boney and soft tissue
- Linguistics - study of languages
- Archaeology - study of ancient/past human cultures through material remains
 - Very long time perspective
 - Concern with comparing and contrasting cross-culturally
 - All-inclusive study of humans (the whole picture)
 - Organization of cultures
 - Order - resulting through cultural values that are influenced by environment

Closure

- "Are scientific hypothesis facts or opinions?"

Lesson Four:

Anticipatory Set

- "What kind of society do we have"?

Body

- Band Level Society (Cree)
 - Hunters and Gatherers
 - Resource located

- Mobile community
- Small imprint
- Small groups (Micro Band)
 - 15-50 people
 - 2-4 families that are related
- No formal leadership (Egalitarian)
- Problems
 - Family conflicts and availability of mates
- Macro Band
 - Meet in large groups seasonally (200-800 people)
 - Relieves family friction and locates mates
 - Important ceremonial activities (Burials)
- Tribe Level Society (Hopi, Ho-chunk)
 - Based on agriculture
 - Larger populations - Hundreds
 - Permanent location (Arable land)
 - Land and water rights held
 - Leadership chosen out of individuals carrying a certain name.
 - Villages top out at 100-120 people
 - Rituals
 - Ex: crop fertility performed by leadership
 - Clans related by lineages
- Chiefdoms (Hawaiians)
 - Typically 1000's of people
 - Typically based on agriculture
 - Hereditary inequality
 - Leaders are seen as divine
 - Stratified (chiefly group and common group)
 - Town surrounded by villages
 - Villages provide tribute (resources) to town (2-Tier)
 - Chief could be male or female
 - Created by threat to Tribe
- State Level Society (Mesopotamia, Egypt)

- 10,000's of people
- Complex bureaucracy
- Codified laws
 - Enforced by the State
- City - Village - Hamlet (3-Tier)
- Levy of taxes, Recruited labor,
- Permanent Military, Police
- Created by threat to Chiefdom
- Empire Society (Romans, Inca)
 - Collection of States created by expansion through integration of other States

Closure

- "What drives the evolution and size of the society?"
 - Food
 - Water
 - Humans (not needed by Bands)

Lesson Five:

Anticipatory Set

- Do we have examples of these societies in our local history?

Body

- Context
 - What is it? (Location in space and time)
 - Item from home context activity
- Field Trip to a local Pioneer cemetery to collect artifact information off of headstones OR Design a culture in class activity

Closure

- "What hypothesis can we make from the information we gathered or the cultures we created"?

Closure

How do these cultural factors apply to our culture and what artifacts might be found that explain our culture?

Evaluation

Students will write an essay expressing a hypothesis based upon limited information from a created culture or information gathered.

Links/Extension

- ❖ Science (Biology, Botany, Physical, Etc.)
- ❖ Religion Studies
- ❖ Language Arts

References

1. Intrigue of the Past (Teacher's Activity Guide) U.S. Dept. of Interior B.L.M.
2. Twelve Millennium, Jim Theler. (For teacher background)
3. Digging and Discovery: Wisconsin Archaeology, (student text, teacher's guide and Student Materials).
4. Images of the Past 5th Edition
5. Knapping products and materials. (Bi-face, form, points, shards)

Links

<http://www.isuma.tv/lo/en/the-national-film-board-of-canada/cree-hunters-ofmistassini>

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

<http://www.nature-watch.com/>

<http://www.pbs.org/wgbh/nova/tech/meet-kennewick-man.html>