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This lesson was created by a teacher participating in the Eisenhower Professional Development Project/Elementary and Secondary Education Act Title II grant entitled *Using Archaeology as an Integrated Gateway to Teacher Professional Development*.

Title: What Is It?

Submitted by: Jerry Schwarz

Having grown up just a few miles away from the fallen down remains of Summit, I enjoyed developing this lesson from a very personal level. Many of the people pictured in the article are ancestors of childhood friends and relatives that lived in the area.

I would have preferred to take a longer period of time, perhaps as much as a week's worth of lessons to truly develop a better background of understanding concerning why people settled in this area. I would focus on current small communities such as Leon and Angleo, as well as those that have all but disappeared such as Summit and Random. I would attempt to show the types of tools/artifacts that were used by the surrounding communities 100 years ago through the occupations and trades that were common then.

I found that my fifth grade students were better able to do a scale drawing of the artifacts and to work at a much faster rate than the fourth grade students. This is a skill that is obviously covered in the later half of fourth grade and must be addressed before attempting this lesson

Both the fourth and fifth grade students did a good job of measuring and describing the artifact that they were given. I was surprised at how little background the children had to infer the use of the objects. Unless I gave them direct hints as to the artifact's use very few students were able to make an accurate determination on the use of the artifact.

I think most of the children gained a greater respect for how people lived in the area just a little over one hundred years ago and perhaps a greater appreciation for the history of the area!

Grade Level:	4 and up
Subjects:	Social Studies, history, science
Objectives:	The student should be able to use records and photographs to interpret information and make logical inferences from them
WI Standards:	Math A.4.2, A.4.5, D.4.3, D.4.4 English/Language Arts B.4.1 Social Studies B.4.1
Duration:	Two sessions of 45 minutes each
Materials:	1. A book or books of local history. I used <i>The Pictorial History of Monroe County</i> , Monroe County, Wisconsin: Pictorial History 1976 / compiled by the Monroe County Wisconsin Bicentennial Committee, Chairperson: Mrs. Robert Habelman.-- Tomah, WI : Tomah Journal Printing Co, 1976. 416 p. : ill. And Overheads or slides prepared from it. 2. Artifacts that reflect the history of the area. 3. A diagram/interpretation sheet
Vocabulary:	Artifact This may vary as to the area that is being researched.
Background:	The teacher should become familiar with the area that is being researched by the students. It may be necessary to explain specialized vocabulary. For example, if you are using logging items you might want to discuss with the students some tools used by the loggers such as a 'cant hook' or if discussing farming it might be necessary to explain the use of cow bells by farmers to locate the cattle.
Setting the Stage:	Share illustrations of the area where the artifacts were taken. Point out possible clues to the occupations of the people, their possible diet, or any other clues that will help the students infer information from the pictures.
Procedure:	1. Prepare a slide show (overheads, In Focus, Power Point, etc...) showing the area that you are researching for background knowledge. 2. Distribute books or articles on the history of the area. 3. Hand out artifacts to the students to be measured and diagramed. 4. Have students write a short paper in which they infer the use of the artifact and explaining why they feel this. Explain that their inference of the use of the object is not what is as important as the reasoning behind their inference. 5. If time allows have the students do additional research on the area or a community similar to the one you used in class.

- Closure: The students will have completed the artifact analysis paper. Share with the students what you understand the use of the artifact to have been. Explain again that their inference of the use of the object is not what is as important as the reasoning behind their inference.
- Evaluation: Student papers will be scored on the accuracy of their diagram and the rational of their inference
- Links: *-Intrigue of the Past*: Lessons: 6, 7, 11  
-Other subject areas include local history.  
-Other units might include scale drawing and reading diagrams in mathematics.  
-Local historians could be called upon to share what they know about the area in question.
- Extension: Art class - involve classes where the student designs a "What is It?" using any variety of media.
- References: *The Pictorial History of Monroe County*, Monroe County, Wisconsin: Pictorial History 1976 / compiled by the Monroe County Wisconsin Bicentennial Committee, Chairperson: Mrs. Robert Habelman.-- Tomah, WI : Tomah Journal Printing Co, 1976. 416 p. : ill.

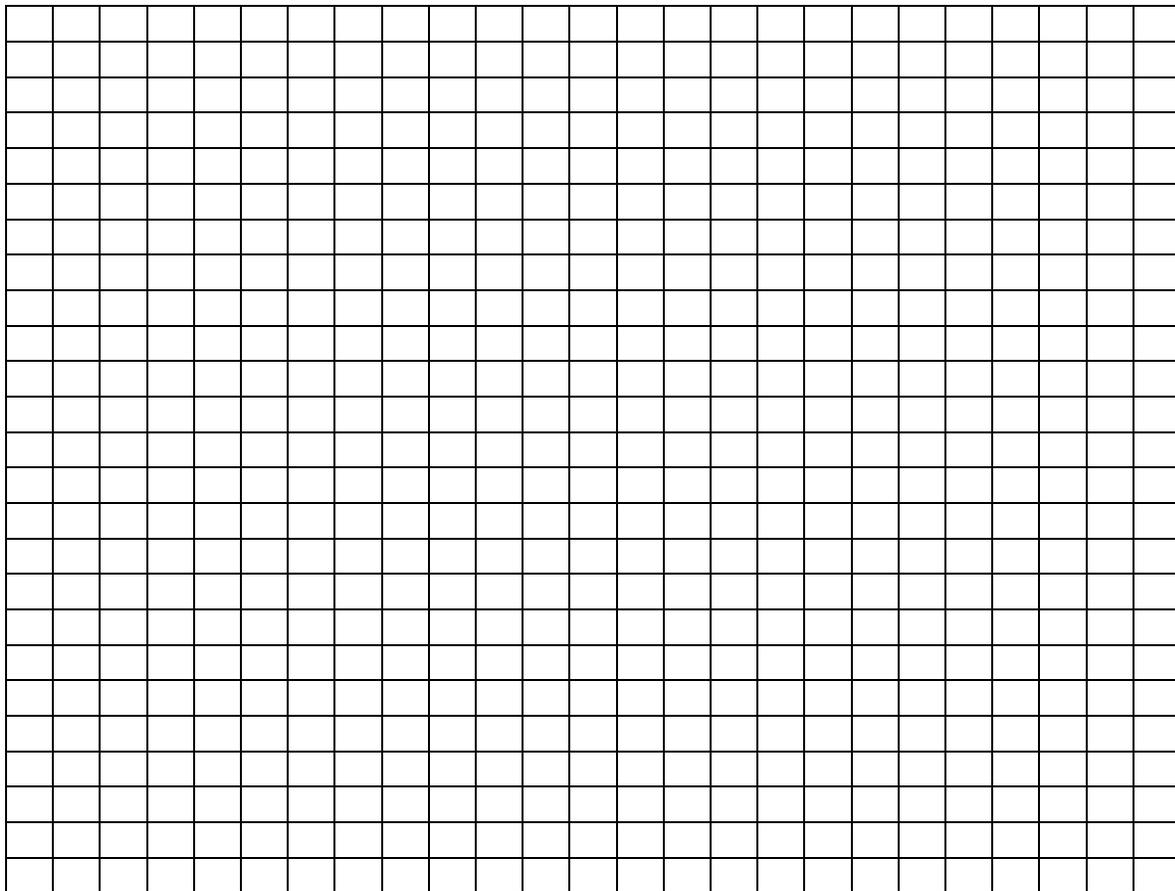
# Artifact Analysis and Interpretation

Name:

Date:

Measurement of Artifact	Physical Description of Artifact (Composition, Color, Condition)

Drawing of Object: 1 Square =



Possible use of artifact: (Explain why you think this.)

## Summit Site

Unit:

Level:

Date:

Observations:

List the artifacts found:

Choose what you think is the most interesting artifact and sketch it here.

Record the measurements (use cm) below:

Describe the artifact:(color, texture, material it is made of, etc.)

Inferences

What do you think this artifact is?

How could this artifact have gotten here?

What could this artifact tell us about the people who once lived here?