



Mississippi Valley Archaeology Center
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The following lessons were created by **Bart Shindelar**, 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.

Any views, findings, conclusions or recommendations expressed in this publication do not necessarily represent those of the National Endowment for the Humanities.

Artifact Timeline Activity

Grade Level	8th
Subjects	American History
Objectives	<p>Students will be able to match artifacts with their relative time period and place them in the correct order on a timeline.</p> <p>Students will be able to explain basic facts about these artifacts.</p>
Standards	<p>Iowa Core Curriculum Social Studies Standards 6-8</p> <p>Understand the role of innovation on the development and interaction of societies.</p> <p>Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.</p>
Duration	Two class periods (45 minutes)
Materials/Supplies	Pictures or replica artifacts, text book, digital and print research resources
Vocabulary	artifacts, archaeologist, Folsom point, Clovis point, atlatl

Background	In the preceding lesson students will learn about the fact that many people lived in the Americas prior to Columbus. We will discuss the theories about how they got here.
Setting the Stage	Students will be given the following question: "How do we learn about the people that lived before written history?" We will discuss this question as an introduction to the artifact timeline
Procedure	Students will be divided into groups of 3 or 4. Each group will be given a picture of an artifact or a replica artifact. Their task will be to research this artifact and report back to the class. Their written research should answer the who, what where, why, and when of their artifact. They will give this report to the rest of the class and then using the when from their research, they will place their picture card or artifact on a yarn timeline that is hanging in the room. When placing items on the timeline the students will use the earliest time that the artifact is believed to be in the Americas.
Closure	The class will discuss what we can learn from these artifacts, how they are related, and what questions do they create.
Evaluation	Free-write about what we learned from this lesson.
Links/Extension	The timeline can serve as a springboard for a discussion on how and why cultures change. Students could also make physical representations of the artifacts as an extension of this lesson.
References	MVAC website http://www.uwlax.edu/mvac/
Attachments	Instruction sheet with example of image.

Artifact Identification

Directions: Research the above image and answer the five questions about the image. You should write a 2-3 paragraph summary of your findings. You will report your findings to the rest of the class and then place your image on the yarn timeline that extends around the room. You should place it on the timeline according to the earliest time that it appeared in North America.

Add image here

Image 1:

1. What?
2. When?
3. Who?
4. Where?
5. Why?