



Mississippi Valley Archaeology Center
1725 State Street
La Crosse, Wisconsin 54601
Phone: 608-785-6473
Web site: <http://www.uwlax.edu/mvac/>



The following lessons were created by **Carl Sieracki**, 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.

Patterns in Human Behavior and Ethics of Artifacts

Grade Level: 10-12

Subjects: World History

Objectives:

Students will understand how history is made up of patterns of behavior that do not really change throughout human history. In addition, students will learn to be reflective and respectful of historical records wherever they are encountered in order to formulate interpretations and preserve them for future interpretation.

Standards: Wisconsin Model Academic Standards B 12.1, B 12.2, B 12.4

Duration: 2 days

Materials/Supplies:

Computer with projector, PowerPoint presentation, BBC Horizon Iceman (1993)

Vocabulary: Forensics, Historical context, artifacts,

Background:

History is made up of consistent patterns of human behavior that can be applied to similar situations, be they prehistoric or current. It is by finding these patterns that historical interpretation is developed. Students need to understand how the integrity of historical situations gives us a context that is utilized to glean

information from sites. These patterns combine with artifacts to establish accuracy through historical context. It is only through "complete" sites that we are able to formulate logical and thoughtful interpretations of history which begin to approach truth.

Setting the Stage: Zombie Apocalypse discussion

Procedure:

1. Students will be "hooked" into evaluating human behavior through a scenario of the "Zombie Apocalypse." They are confronted with being a parent who is accosted by zombies.
2. They must decide behaviors that offer best outcomes. First and foremost, defend the baby, even at risk of personal injury or loss of property/purse; Second, Flee to safe area; Third, Get armed; Fourth, hide; Fifth, survive/die.
3. Discuss how you will be identified without ID or personal technology. What if they lost even basics; clothes, keys, lip balm? What if you were just a rotted corpse?
4. Discuss what CSI does? Forensic pathology.
5. Introduce the Iceman. What can be done?
6. Show film Iceman (1993) (23 min)
7. Discuss problems of ID and potential benefits.
8. Discuss extraction procedures
9. Discuss Context
10. What is to be learned from him? What if artifacts were missing/taken?
11. What about your body? What about local archeological sites?

Closure:

Have the class discuss the way historians/archeologists/anthropologists study

artifacts to develop interpretations. How did Otzi die? How do you know?

Evaluation:

Students write an evaluation of the death of the Iceman and back their speculation up with evidence derived from the artifacts presented. Have them speculate further as to how Otzi could be used in the future to tell us more.

References:

BBC Horizon: Iceman (1993)

<http://www.youtube.com/watch?v=yku1fKGuroI&feature=related>

Iceman - Hunt for a Killer - Ancient Civilizations

<http://www.youtube.com/watch?v=HebECm9QQrQ>

The Iceman: Murder

<http://www.youtube.com/watch?v=vbj1de435Sg&feature=related>

<http://video.google.com/videoplay?docid=1849889667776048429>

Iceman Died From Head Trauma, Not Arrow <http://www.washingtonpost.com/wp-dyn/content/article/2007/08/29/AR2007082900688.html>

Preservation of 5300 year old red blood cells in the Iceman

<http://rsif.royalsocietypublishing.org/content/early/2012/04/26/rsif.2012.0174>

Last Hours of the Iceman

<http://ngm.nationalgeographic.com/2007/07/iceman/hall-text>

Radiologic proof for the Iceman's cause of death (ca. 5'300 BP)

<http://www.sciencedirect.com/science/article/pii/S0305440307000039>