



**Exploring the Past:
Archaeology in the Upper Mississippi River Valley
Expanded Study Plan and Readings
July 14–August 1, 2014**

updated: March 27, 2014

Daily Schedule:

Morning Sessions: 8:30–12:00

Lunch Break: 12:00–1:00

Afternoon Sessions: 1:00–4:30

Availability of Readings:

Class Text - At first Institute meeting participants will receive the following texts – *Twelve Millennia*, *Digging and Discovery* (student), *Digging and Discovery* (teacher), and *Intrigue of the Past*.

PDF on D2L - Some reading will be available on Desire2Learn (D2L) as pdf files.

Review in Class - Some materials will be available to review in class.

Available Online - Some materials are available online.

WEEK 1

Sunday, July 13:

- Participants arrive, check into dorms

Monday, July 14:

- Introduction to the Institute
- Welcome Reception (Lunch)
- Campus Tour
- Brainstorming Institute Big Ideas

Tuesday, July 15 (Lecture, Discussions, Activity/Case Study, Classroom Applications/Project Time):

- Archaeology: The Study of Past Cultures (Basic Concepts and Terms)
- Application: Introduction to Understanding Other Cultures (Amish Case Study)
- Introduction to Individual Projects and Classroom Application Ideas

Wednesday, July 16 (Field Trip):

- The Driftless Area and the Upper Mississippi Valley (Introduction to Past and Present Environment)

- The Dynamic Environment of a Driftless Area Valley
- Adaptive Strategies in the Driftless Area: Continuation of Amish Case Study

Thursday, July 17 (Lecture, Discussions, Laboratory, Classroom Applications/Project Time):

- Fundamentals of Archaeology
- Laboratory Experience #1: Artifact Identification and Analysis
- Exploration of Classroom Application Ideas

Friday, July 18 (Field Experience):

- Excavation Experience at the Cade Archaeological District, Bad Axe Valley
- Hands-on Experience with Archaeological Excavation Methods

Saturday, July 19:

- Optional Gathering at Instructor's Home in the Heart of the Bad Axe Valley

Readings for Week 1:

- **Required Readings:**
 - Elaine M. Davis, *How Students Understand the Past*, AltaMira Press, New York (2005), pp. 109–120. [PDF on D2L](#)
 - William M. Denevan, "The Pristine Myth: The Landscape of the Americas in 1492," *Annals of the American Association of Geographers*, Vol. 82 (1992), pp. 369-385. [PDF on D2L](#)
 - Donald B. Kraybill, *The Riddle of Amish Culture*, Johns Hopkins University Press, Baltimore (2001), pp. 1-26. [PDF on D2L](#)
 - Kathy Kuderer, *Down a Country Road with the Amish*, Brush Creek Publishing, Cashton, WI (2009), pp. 1-44. [PDF on D2L](#)
 - Bobbie Malone and Diane Holliday, *Digging and Discovery: Wisconsin Archaeology* (student text), State Historical Society of Wisconsin, Madison (2006), pp. 2-13. [Class Text](#)
 - Lawrence M. Martin, *The Physical Geography of Wisconsin*, University of Wisconsin Press, Madison (1965), pp. 141–182. [PDF on D2L](#)
 - T. Douglas Price and Gary Feinman, *Images of the Past*, 5th ed., McGraw-Hill, Boston (2006), pp. 1–33. [PDF on D2L](#)
 - James L. Theler and Robert F. Boszhardt, *Twelve Millennia: Archaeology of the Upper Mississippi River Valley*, University of Iowa Press, Iowa City (2003), pp. 1–51. [Class Text](#)
 - The Wisconsin Cartographers' Guild, *Wisconsin's Past and Present*, University of Wisconsin Press, Madison (1998), pp. 30–31, 36–37. [PDF on D2L](#)
 - Staff-compiled summary on local Amish communities.
- **Classroom Application Resources to Review:**
 - Elaine M. Davis, *How Students Understand the Past*, AltaMira Press, New York (2005), pp. 121–162. [PDF on D2L](#)
 - M. Elaine Davis and Marjorie Connolly (editors), *Windows into the Past: Crow Canyon Archaeological Center's Guide for Teachers*, Kendall Hunt, Dubuque, Iowa (2000). [Review in Class](#)
 - Bobbie Malone, *Digging and Discovery: Wisconsin Archaeology* (teacher guide), State Historical Society of Wisconsin, Madison (2000). [Class Text](#)
 - Mississippi Valley Archaeology Web site, online lesson plans and PowerPoint presentations, <http://www.uwlax.edu/mvac/Educators/LessonPlans.htm>. [Available Online](#)
 - National Association of State Archaeologists Web site, <http://archaeology.uiowa.edu/national-association-state-archaeologists>. [Available Online](#)

- Project Archaeology Web site, <http://projectarchaeology.org>. *Available Online*
- Amy Rosebrough and Bobbie Malone, *Water Panthers, Bears, and Thunderbirds: Exploring Wisconsin's Effigy Mounds*, Wisconsin Historical Society, Madison (2003). *Review in Class*
- Doris Seale and Beverly Slapin (editors), *Through Indian Eyes: The Native Experience in Books for Children*, Oyate, Berkeley, California (1998); also *A Broken Flute: The Native Experience in Books for Children*, AltaMira Press, Walnut Creek, California (2005). *Review in Class*
- Shelley J. Smith, Jeanne M. Moe, Kelly A. Letts, and Danielle M. Patterson, *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*, U.S. Department of the Interior, Bureau of Land Management (1993). *Class Text*
- Society for American Archaeology Web site, www.saa.org. *Available Online*
- **Supplemental Readings:**
 - Wendy Ashmore and Robert J. Sharer, *Discovering Our Past: A Brief Introduction to Archaeology*, Mayfield, Mountain View California (1996), pp. 1–24, 60–85. *PDF on D2L*
 - Leavelva Bradbury, *The Geography of Wisconsin*, Macmillan (1923), pp. 1-62. *PDF on D2L*
 - John A. Hostetler, *Amish Society*, Johns Hopkins University Press, Baltimore (1993). *Review in Class*
 - Brad Igou (compiler), *The Amish in Their Own Words*, Herald Press, Scottsdale, Pennsylvania (1999). *Review in Class*
 - Donald B. Kraybill, *The Riddle of Amish Culture*, Johns Hopkins University Press, Baltimore (2001), pp. 188-212, 213-237, 295-318. *PDF on D2L*
 - Mississippi Valley Archaeology Center educational Web site sections, Process of Archaeology (<http://www.uwlax.edu/mvac/Educators/primer.htm>) and Past Cultures (<http://www.uwlax.edu/mvac/Educators/PastCultures.htm>). *Available Online*
 - James M. Omernik, Shannen S. Chapman, Richard A. Lillie, and Robert T. Dumke, "Ecoregions of Wisconsin," *Transactions*, Vol. 88 (2000), pp. 77-103. *PDF on D2L*
 - Robert C. Ostergren and Thomas R. Vale (editors), *Wisconsin Land and Life*, University of Wisconsin Press, Madison (1997), pp. 49–64, 137–196, 197-220, 355–375, 410–423. *PDF on D2L*
 - Stanley A. Temple, "Surviving Where Ecosystems Meet: Ecotonal Animal Communities of Midwestern Oak Savannas and Woodland," *Transactions*, Vol. 86 (1998), pp. 206-221. *PDF on D2L*
 - H. Martin Wobst, "Boundary Conditions for Paleolithic Social Systems: A Simulation Approach," *American Antiquity*, Vol. 39 (1974), pp. 147–178. *PDF on D2L*
 - Additional readings available based on need and individual interest.

WEEK 2

Monday, July 21 (Laboratory, Lecture, Discussion, Classroom Applications/Project Time):

- Laboratory Experience #2: Processing Artifacts
- Hunter-Gatherer Adaptive Strategies and Life-ways
- Classroom Application Ideas and Individual Project Planning

Tuesday, July 22 (Lecture, DVD, Discussion, Laboratory, Classroom Applications/Project Time):

- Hunter-Gatherer Adaptive Strategies and Life-ways
- Laboratory Experience #3: Analysis
- Classroom Application Ideas and Individual Project Planning

Wednesday, July 23 (Activity/Case Study, Discussion, Laboratory, Classroom Applications/Project Time):

- Hunter-Gatherers in the Driftless Area (Case Study: Paleo-Indian and Archaic)

- Laboratory Experience #4: Interpreting Data
- Classroom Application Ideas and Individual Project Planning

Thursday, July 24 (Lecture, Discussion, Laboratory, Project Time):

- Peopling of the New World
- Laboratory Experience #5: Interpreting Ecofacts (Plant and Animal Remains)
- Classroom Application Ideas and Individual Project Planning

Friday, July 25 (Off-Campus Workshop, Lecture, Discussion):

- Technology Field Day: Demonstrations and Experimental Activities at the Cade Farm (including arrow-making and use of spear-thrower)
- Artifact Collecting: How Avocational and Professional Archaeologists Work Together

Saturday, July 26:

- Optional Gathering at Instructor's Home Overlooking the Bad Axe Valley

Readings for Week 2:

• **Required Readings:**

- Lewis R. Binford, *Constructing Frames of Reference: An Analytical Method for Archaeological Theory Building Using Hunter-Gatherer and Environmental Data Sets*, University of California Press, Berkeley (2001), pp. 434–464. [PDF on D2L](#)
- Lewis R. Binford, "Willow Smoke and Dogs' Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation," *American Antiquity*, Vol. 45 (1980), pp. 4-20. [PDF on D2L](#)
- R. Dale Guthrie, *The Nature of Paleolithic Art*, University of Chicago Press, Chicago (2005), sections on hunter-gatherers (pp. 209-250, 250-301). [PDF on D2L](#)
- Gary Haynes, *The Early Settlement of North America: The Clovis Era*, Cambridge University Press, Cambridge (2002), pp. 1–37, 81–96, 109-158, 239–273. [PDF on D2L](#)
- Bobbie Malone and Diane Holliday, *Digging and Discovery: Wisconsin Archaeology* (student text), State Historical Society of Wisconsin, Madison (2006), pp. 14-35. [Class Text](#)
- Paul S. Martin and Christine R. Szuter, "War Zones and Game Sinks in Lewis and Clark's West," *Conservation Biology*, Vol. 13 (1999), pp. 36–45. [PDF on D2L](#)
- George I. Quimby, "A Year with a Chippewa Family, 1764–1765," *Ethnohistory*, Vol. 9, No. 3 (1962), pp. 217–239. [PDF on D2L](#)
- James L. Theler and Robert F. Boszhardt, *Twelve Millennia: Archaeology of the Upper Mississippi River Valley*, University of Iowa Press, Iowa City (2003), pp. 53-95, 215-227. [Class Text](#)

• **Supplemental Readings:**

- George Frison, *Survival by Hunting: Prehistoric Human Predators and Animal Prey*, University of California Press, Berkeley (2004), pp. 1–61, 222–230. [PDF on D2L](#)
- Richard M. Gramly, "Deerskins and Hunting Territories: Competition for a Scarce Resource of the Northeastern Woodlands," *American Antiquity*, Vol. 42 (1977), pp. 601–605. [PDF on D2L](#)
- Charles Kay, "Are Ecosystems Structured from the Top Down or the Bottom Up?: A New Look at an Old Debate," *Wildlife Society Bulletin*, Vol. 26 (1998), pp. 484–498. [PDF on D2L](#)
- Robert L. Kelly, *The Foraging Spectrum: Diversity in Hunter-Gatherer-Lifeways*, Smithsonian Institution Press, Washington (1995), pp. 39-110. [PDF on D2L](#)
- Paul S. Martin and Christine R. Szuter, "After Overkill: Game Sinks and Overhunting in "Wild America"," Submitted to *Prehistoric Human Impact on the Environment: A Global Perspective*, Charles L. Redman, Steven R. James, Paul R. Fish and J. Daniel Rogers, editors (1995), pp. 1-45. [PDF on D2L](#)

- Richard Nelson, *Heart and Blood: Living with Deer in America*, Vintage Books, New York (1998), pp. 10–52. [PDF on D2L](#)
- Robert C. Ostergren and Thomas R. Vale (editors), *Wisconsin Land and Life*, University of Wisconsin Press, Madison (1997), pp. 331–350. [PDF on D2L](#)
- Arlie W. Schorger, “The White-Tailed Deer in Early Wisconsin,” *Transactions of the Wisconsin Academy of Sciences, Arts and Letters*, Vol. 42 (1953), pp. 197–247. [PDF on D2L](#)
- Additional readings available, based on individual need and interest.

WEEK 3

Monday, July 28 (Lecture, Discussion, Activity/Case Study, Project Time):

- Horticulturalists and Agriculturalists: Adaptive Strategies and Life-ways
- Horticulturalists and Agriculturalists in the Driftless Area (Case Study: Woodland and Oneota)
- Group/Individual Project Time

Tuesday, July 29 (Field Trip):

- Effigy Mounds National Monument and Pikes Peak State Park near McGregor, Iowa
- Battle of the Bad Axe (Black Hawk War of 1832)
- Native American Mounds at Genoa, Wisconsin

Wednesday, July 30 (Lecture, Discussion, Project Time):

- Euroamerican Contact and Settlement
- Closing the Circle: Adaptive Strategies into Modern Times
- Applicability of Course Content
- Group/Individual Project Time

Thursday, July 31 (Field Trip):

- What New Adaptive Strategies Are Evident in the Driftless Area?
- Archaeological Consequences of Modern Land Uses

Friday, August 1:

- Presentation of Teacher Projects
- Farewell Reception (Lunch)
- Project Conclusion
- Project Evaluation

Saturday, August 2:

- Participants Depart

Readings for Week 3:

- **Required Readings:**
 - Harold Hickerson, “The Virginia Deer and Intertribal Buffer Zones in the Upper Mississippi Valley,” in *Man, Cultures, and Animals: The Role of Animals in Human Ecological Adjustments*, edited by A. Leeds and A. Vayda, Pub. No. 78, American Association for the Advancement of Science,

- Edward Janus, *Creating Dairyland*, Wisconsin Historical Society Press, Madison (2011), pp. xiii-57. [PDF on D2L](#)
- Bobbie Malone and Diane Holliday, *Digging and Discovery: Wisconsin Archaeology* (student text), State Historical Society of Wisconsin, Madison (2006), pp. 36-64. [Class Text](#)
- Organic Valley web site, Why Organic? <http://www.organicvalley.coop/why-organic/overview/> and About Us <http://www.organicvalley.coop/about-us/overview/our-history/>. [Available Online](#)
- Sissel Schroeder, "Maize Productivity in the Eastern Woodlands and Great Plains of North America," *American Antiquity*, Vol. 64 (1999), pp. 499–516. [PDF on D2L](#)
- James L. Theler and Robert F. Boszhardt, *Twelve Millennia: Archaeology of the Upper Mississippi River Valley*, University of Iowa Press, Iowa City (2003), pp. 97-192. [Class Text](#)
- Gilbert L. Wilson, *Buffalo Bird Woman's Garden: Agriculture of the Hidatsa Indians*, Minnesota Historical Society Press, St. Paul (1987), pp.1–67. (Entire book available online <http://digital.library.upenn.edu/women/buffalo/garden/garden.html>, teacher curriculum available online <http://www.ohiohistory.org/resource/teachers/teachpag/bbwgarde.html>) [Available Online](#)
- **Additional Classroom Application Resources to Review:**
 - Brian Fagan, *Ancient North America: The Archaeology of a Continent*, 3rd ed. Thames and Hudson, New York (2000). [PDF on D2L](#)
 - Richard Townsend (editor), *Hero, Hawk, and Open Hand: American Indian Art of the Ancient Midwest and South*, Art Institute of Chicago (2004). [PDF on D2L](#)
- **Supplemental Readings:**
 - Robert Birmingham and Leslie Eisenberg, *Indian Mounds of Wisconsin*, University of Wisconsin Press, Madison (2000). [Review in Class](#)
 - Robert A. Birmingham and Lynne G. Goldstein, *Aztalan*, Wisconsin Historical Society Press, Madison (2005). [Review in Class](#)
 - Emanuel Drechsel, "Speaking "Indian" in Louisiana," *Natural History*, (1986), pp. 4, 6, 8, 10.
 - James P. Gallagher, Robert F. Boszhardt, Robert F. Sasso, and Katherine Stevenson, "Oneota Ridged Field Agriculture in Southwestern Wisconsin," *American Antiquity*, Vol. 50, No. 3 (1985), pp. 605-612.
 - Lynne Heasley, *A Thousand Pieces of Paradise, Landscape and Property in the Kickapoo Valley*, University of Wisconsin Press, Madison (2005). [Review in Class](#)
 - Patrick J. Jung, *The Black Hawk War of 1832*, University of Oklahoma Press, Norman (2007). [Review in Class](#)
 - Dennis Lenzendorf, *Effigy Mounds: A Guide to Effigy Mounds National Monument*, Effigy Mounds National Monument, Iowa (2000). [Review in Class](#)
 - Aldo Leopold, *A Sand County Almanac and Sketches Here and There*, Oxford University Press, New York (1949 and 1989). [Review in Class](#)
 - Charles L. Redman, *Human Impact on Ancient Environments*, The University of Arizona Press, Tuscon (1999). [Review in Class](#)
 - Bruce D. Smith, *The Emergence of Agriculture*, Scientific American Library, New York (1998), pp. 183-205. [PDF on D2L](#)
 - James L. Theler and Robert F. Boszhardt, "Collapse of Crucial Resources and Culture Change: A Model for the Woodland to Oneota Transformation in the Upper Midwest," *American Antiquity*, Vol. 71 (2006), pp. 433–472. [PDF on D2L](#)
 - The Wisconsin Cartographers' Guild, *Wisconsin's Past and Present*, University of Wisconsin Press, Madison (1998), pp. 2–5, 8–15, 38–45, 64–69. [PDF on D2L](#)
 - Additional readings available, based on individual need and interest.

OPTIONAL ACTIVITIES

- Project staff will provide information on regional educational opportunities (e.g., museums, libraries, parks, historic or archaeological sites) and exploration activities (e.g., riverboat cruise, scenic drives) that participants might want to pursue on their evenings or weekends.