

**Raven Run Nature Sanctuary
and
Kentucky Archaeological Survey
Present**

**Hidden Histories:
Digging Into the Past at
Raven Run Nature Sanctuary**

**A Packet of
Pre-Visit Materials, Post-Visit Materials,
and List of Resources
for Educators**

**Lexington-Fayette Urban County Government
and
Kentucky Archaeological Survey
(jointly administered by the Kentucky Heritage Council and
the University of Kentucky's Department of Anthropology)**

Kentucky Archaeological Survey
Education Resource Series No. 17
Lexington

2009

ABOUT THIS PACKET

This packet was developed especially for you to use in your classroom before and after you visit the Prather Farmstead Site.

It includes an introduction to Raven Run Nature Sanctuary; a description of your on-site program; a brief history of the Prather Farmstead Site; and five lessons. Four pre-visit lessons target fundamental archaeological concepts your students will use during their visit: artifact; context; stratigraphy; and cross dating. The post-visit lesson focuses on raising student awareness about the need to protect our cultural heritage. A short list of teacher resources also is included.

Additional lessons that model for students how historical archaeologists use primary documents in their research, in particular, written documents and photographs, can be found at several websites. We recommend the following lessons as particularly relevant companions to the lessons included in this packet.

Historical Scene Investigation. Go to <http://web.wm.edu/hsi/cases.html> and click on the "March on Frankfort" Case File. In this lesson, students explore a series of oral history accounts that discuss the March on Frankfort, Kentucky in 1964. Students explore the evidence using a "detective's log" to help them analyze and chart findings from the sources. In the end, they are asked to answer the following question: Who will go down in history for the March on Frankfort?

Every Picture Tells a Story: Using Photographs to Study the Past at Riverside, The Farnsley-Moremeyn Landing. Go to <http://www.riverside-landing.org/storyactivity.htm> An old photograph of the house at Riverside, The Farnsley-Moremeyn Landing located southwest of Louisville, Kentucky provides the basis for discussing past lifeways and demonstrates the value of old photographs as primary documents.

WELCOME TO RAVEN RUN NATURE SANCTUARY

Raven Run is a unique nature sanctuary dedicated to preserving the natural beauty of the Kentucky River Palisades and early Kentucky history. Owned by the LFUCG Division of Parks, these 734 acres exist as both a nature sanctuary and an education-oriented recreational facility. The mission of Raven Run Nature Sanctuary is to provide a wide range of educational and exploration opportunities for all types of visitors while protecting the natural and cultural diversity and integrity of the Sanctuary. Raven Run strives to maintain an ideal balance between preservation, education, and passive recreation.

Over 10 miles of hiking trails provide access to streams, meadows, and woodlands that are characteristic of the area. Over 600 species of plants and 200 species of birds at the park allow visitors to become acquainted with and appreciate the natural world. The sanctuary also contains a wide variety of prehistoric and historical sites that offer the public the chance to gain first-hand knowledge of the cultural history of the Bluegrass.

HIDDEN HISTORIES: DIGGING INTO THE PAST AT RAVEN RUN NATURE SANCTUARY

Hidden Histories is a research and educational partnership between Raven Run Nature Sanctuary and the Kentucky Archaeological Survey (jointly sponsored by the University of Kentucky's Department of Anthropology and the Kentucky Heritage Council, the State Historic Preservation Office). The main focus of this partnership is to provide an educational component to the archaeological excavations that are being conducted near a 200-year old homestead, known as the Prather House, located within Raven Run Nature Sanctuary.

This program has several components to give your class an overall understanding of the ways people have interacted with and lived within Kentucky landscapes over the last 10,000 years, with particular emphasis on the 19th century history of the region. It also will bring science and history together as students learn not only about the history of Kentucky, but also the scientific methods that are used to sharpen our understanding of the past. Through a hands-on experience at an actual archaeological dig, students will learn why and how historical archaeologists study the past, the methods and tools historical archaeologists use in recovering artifacts, and the importance of preserving the past and protecting archaeological sites.

Your program will consist of two parts:

People and the Natural World: Prehistoric and Historical Relationships at Raven Run Nature Sanctuary

This hour-long tour of the Prather property and the surrounding fields and forest examines vegetation patterns, as well as physical remnants of human use of the landscape, to illustrate the many ways that people have interacted with the natural systems of Raven Run over the past several thousand years. Students will learn how people throughout history have changed natural landscapes, the different ways Native Americans lived in the Bluegrass over the last 10,000 years, how plant communities have changed as people, both Native American and European, have lived in the landscape, and how 18th century settlers established homesteads and developed farmland.

Two Hundred Years at the Prather Farmstead Site: Archaeological Exploration of A 19th Century Homestead

In this hour-long session, under the direction of professional archaeologists, students will participate in real archaeological research at the Prather Farmstead Site. This year, research activities are focused on exploring an area near the currently standing structure that may be the location of the kitchen, and two areas in the backyard where outbuildings may have been located. After a brief introduction to this season's research goals and the methods and tools historical archaeologists use in recovering artifacts, students will excavate in test units, screen soil for artifacts, take notes on their findings; and then reflect as a group on what they found and what it may tell them about the people who once lived at this site.

In addition to your two hours of programming, we will also present an informal "*Lunch with the Archaeologists*" session, where archaeologists will join your class as they eat lunch near the site to answer students' questions in an informal setting.

To help you prepare for your trip, please note the following:

- The program will begin at 10 am at the Prather House. A guide will meet your group in the parking lot to lead your students to the site. It would be best to arrive at 9:45 if possible.
- Your group will be split into two groups of 25 to allow for smaller group interactions.
- Your students will need to bring their lunches, which can be stored at the parking lot until the program ends. We have a vehicle that can transport your lunches to the site. Other vehicles will not be allowed to drive to the site.
- Please be aware and remind your students that Raven Run is a sanctuary and that all living and non-living components of the sanctuary are

protected. Collecting is not allowed during the walk (including picking flowers, catching insects, etc.). Students will be reminded, especially on the archaeological site, that they will be told what and when they will be able to touch items. One of the things we will be emphasizing during the tour is that this site is an actual scientific investigation, not just a demonstration. Very specific scientific procedures need to be followed to ensure we learn as much as we can about this homestead.

- We want this program to be as interactive as possible, so we greatly encourage students to ask questions and we will be using question and answer techniques during our programs to engage the students as much as possible.
- In our experience, we know that learning is greatly enhanced if students have been exposed to some or all of the pre-visit lessons before they attend the program.

We hope you enjoy your visit to Raven Run Nature Sanctuary and that your students gain a wide range of knowledge through this unique experience. If you have any questions or concerns, do not hesitate to contact Brian Perry at the Sanctuary at (859) 272-6105.

THE PRATHER FARMSTEAD SITE

The Prather Farmstead Site represents the domestic nucleus of a farm that began in the early nineteenth-century. The remains of an early nineteenth century brick house that was occupied by First Sergeant Baruch Prather, a former Revolutionary War soldier, and his family still stand there. The possible remains of outbuildings, represented as below-surface ruins, are present on the grounds immediately surrounding the house, and the Prather Family cemetery and King Family grave area also remain. The house and Prather Family cemetery are the focus of on-site public and school programs led by Raven Run Nature Sanctuary staff.

A Brief History of the Earliest Occupants

This is what we know about the Prather Farmstead Site based on documents and oral histories, and an architectural study of the building. Information from two different sources provides conflicting facts regarding the site's early history, although they agree on the date of the house's initial construction.

The first source indicates that the land on which the farmstead sits was originally surveyed in 1790 as part of a 3000-acre land grant given to Henry Bell for his military service in the French and Indian War. On June 28, 1800, Bell deeded 600 acres to Jesse Copher of Clark County, Kentucky for a price of 325 "pounds current money." Four years later, on June 19, 1804, Baruch Prather purchased 164 acres of land from Jesse Copher and his wife Elizabeth, "together with all & singular the houses, buildings, watercourses..." along Raven Creek for five shillings sterling. These land transactions suggest that Copher probably began construction of the house sometime after June 1800.

The second source states that Aaron Prather purchased the property, consisting of 200 acres, from James W. and Benjamin D. Johnson around 1804. Aaron Prather lists these children in his will, suggesting that the property he purchased was land they had inherited from their deceased father. Their father apparently had purchased the property from Evan Shelby (father of Governor Isaac Shelby), who had obtained it as a military land grant.

Bricks from Lexington were used in the construction of the 2 and one-half story brick house. The pattern of the brick on the front of the original house, called Flemish bond, was styled to show the wealthy nature of the home. Later, a brick addition to the house and a stone kitchen were built. The kitchen was made from stone gathered from a nearby quarry, and was finished around 1812. Iron braces were attached to the walls, following the New Madrid Earthquake in 1811-1812. The only way to be sure whether the kitchen was originally a detached summer kitchen or a later addition to the brick house addition is to

carefully investigate its connection to the brick addition, its foundation and floor, and the masonry of the brick wall as it rises above the roof of the kitchen.

An 1806 Fayette County tax list notes that Baruch Prather owned four slaves, one over the age of 16. This number had not changed at the time of his death in 1810. Thirty-four years later, at Sara Prather's death in 1844, she owned six slaves. A map of the farmstead and layout of the house sketched by Ken Prather in 1992 as described by Robert Irvine Prather (1823-1871) lists no specific area as a slave quarters. The Prather Family history mentions that the slave quarters were in the basement of the house.

The first person buried in the Prather Family cemetery was Ninian Claggett, a close friend of Baruch Prather, in 1805. Others laid to rest there include Mary Morrison in November 1805, Baruch Prather in December 1810, Ann "Nancy" Prather in June 1816, and Prather's wife, Sara Higgins, in January 1844.

A map dated 1861 shows that "R. I. Prather" (Robert Irvine) owned the site at that time; 1877 and 1891 maps show "Mrs. Prather" as the owner; and a 1904 map shows the "Prather heirs" as owners. Because little mention is given the Prathers in early newspapers and no mention of them is made in local histories, previous researchers have characterized them as a "simple farming family."

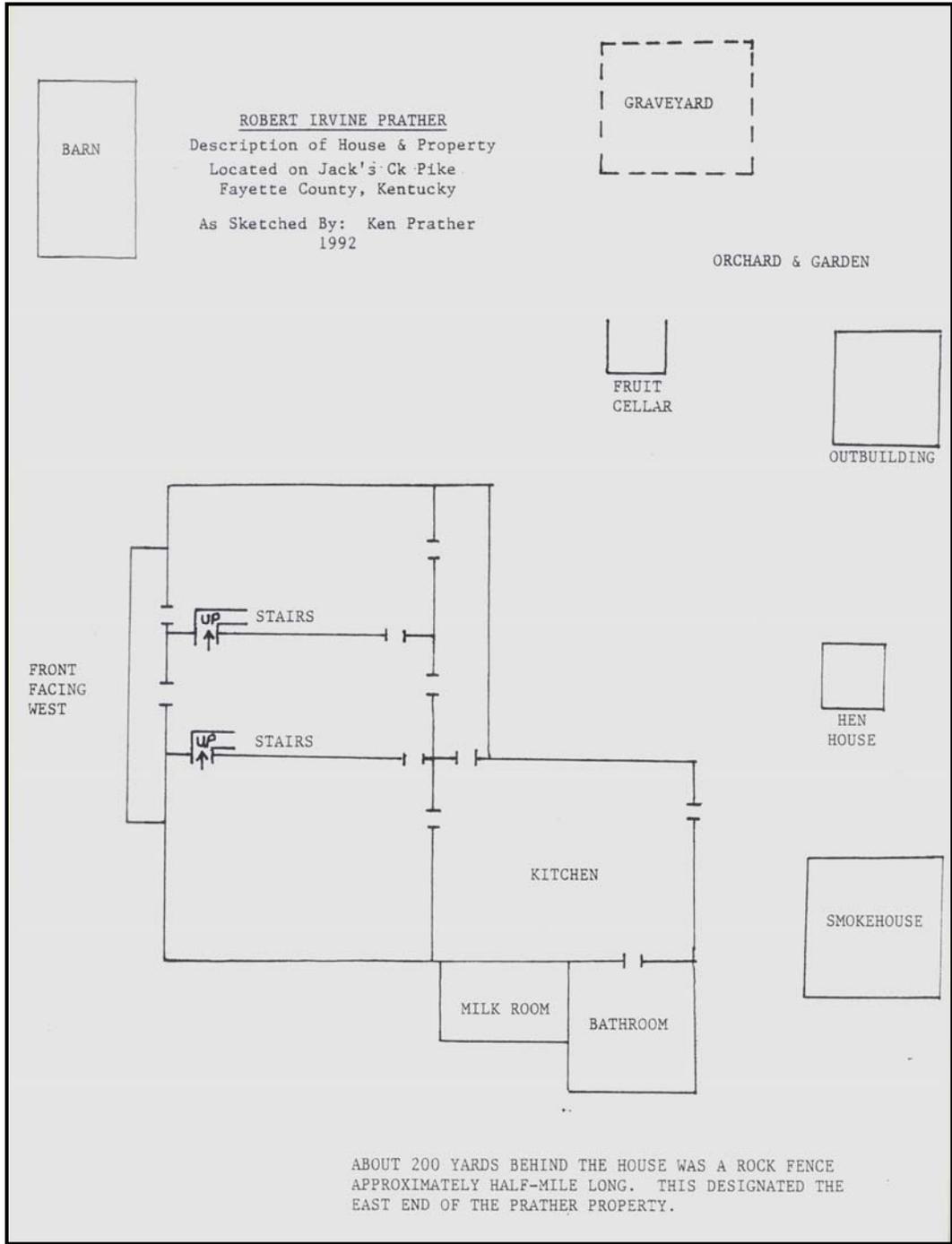
In the early 1800s, like many Kentucky slave owners, the Prathers and their slaves probably worked side by side. Thus, it is possible that the slaves were not buried in a separate cemetery. Instead, the Prathers' slaves, like those on similar small Kentucky farms, may have been buried in the family cemetery with little to no recognition beyond a field stone as a marker.

After the Prathers

The history of the Prather Farmstead Site is spotty after the turn of the last century. The King Family married into the Prather family, and the house was known for some time as the King House. A small burial area dedicated to the King Family is located on the south side of the house. The only identifiable grave is that of Lucy King, who was buried there in 1877.

Writing dating back to the late 1920s can be found on a wall in an upper bedroom of the house.

In 1978, the house was described and recorded by the Lexington-Fayette County Historical Commission for the Kentucky Heritage Council's historic resources inventory. At that time, Rex L. Machallon owned the site. In 1990, the Lexington-Fayette County Urban Government purchased the Prather Farmstead Site and 100 acres from Eula Reynolds and Rex L. McHatton.

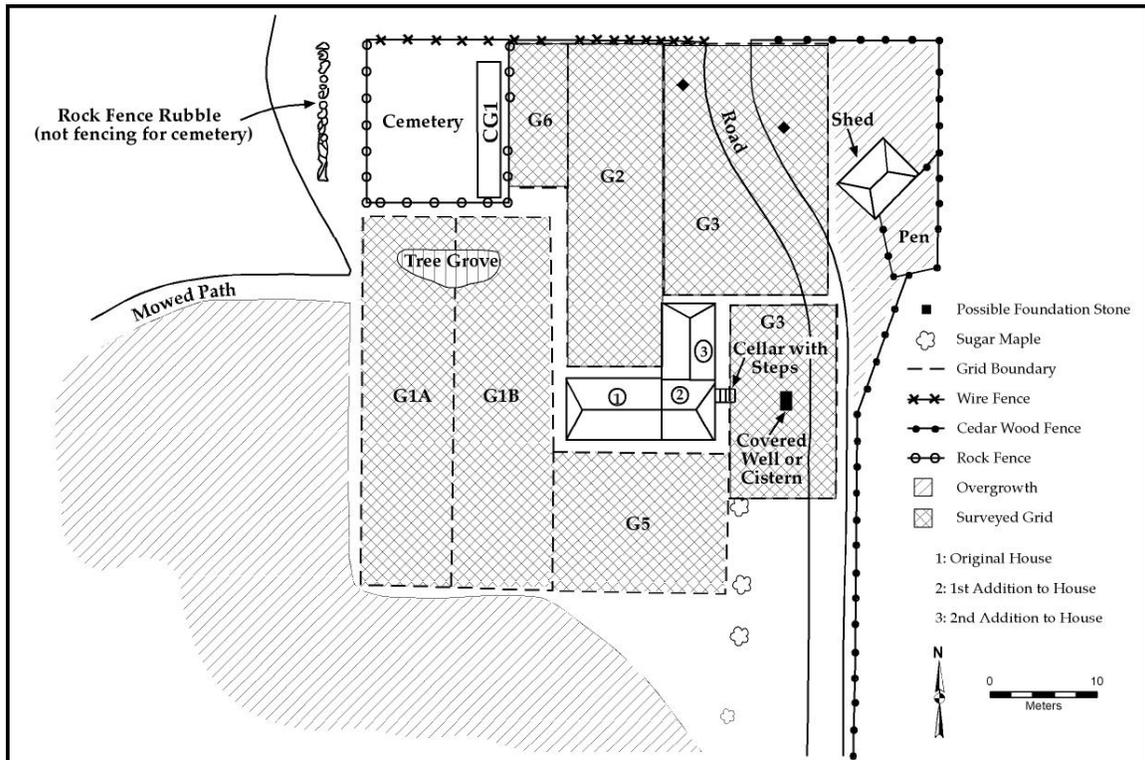


Sketch Map of the Prather House and the Property Immediately Surrounding It (this map is not to scale).

Archaeological Investigations in 2005

The purpose of the Kentucky Archaeological Survey's (KAS) investigations in 2005 was to determine if unmarked slave burials were situated near the Prather House. KAS archaeologists did a survey using ground-penetrating radar (GPR) to search for the graves. KAS archaeologists did a survey using ground-penetrating radar (GPR) to search for the graves.

GPR uses radar waves to measure the different reflection properties of soils below the surface of the ground. Radar waves sent into the ground, reflect off of buried discontinuities in their path, or *anomalies*, like rocks, graves, trash pits, or architectural features such as walls. Measuring the rate of reflection allows a GPR user to search for anomalies within a certain area. KAS archaeologists used a machine capable of finding objects approximately golf ball size down to a depth of up to 16.4 feet (5 meters), with an optimal depth range of 1.6 to 6.5 feet (50 centimeters to 2 meters). KAS archaeologists surveyed six areas with the GPR equipment that had a high potential for unmarked slave burials, plus an area in the existing cemetery to gather baseline data.



Map of the Prather Homestead Showing GPR Investigated Areas.

The GPR survey did not discover a slave cemetery in the vicinity of the Prather House. However, it did show anomalies in the Prather Family cemetery that may represent burials within its boundaries marked only by small, unshaped fieldstones.

The GPR survey also found anomalies in areas surrounding the house. These may represent the remains of extensions to the Prather House that are no longer standing (a covered porch, a milkroom, a kitchen and bathroom extension drawn on a sketch map); possible outbuildings that correspond to outbuildings identified on a sketch map of the Prather Farmstead (the fruit cellar, the smokehouse, a privy or outhouse); and a well or cistern.

While it is possible that one of these outbuildings was initially used to house enslaved African-Americans, oral tradition suggests that the family's slaves lived in the house cellar. Two finished rooms in the cellar have separate doorways, with what appears to be a ventilation system connected to the main house's chimney. This system would have allowed heat from the chimney to filter into the cellar. Rocks that still extend from the base of the northern and southern cellar walls may have served as supports for wooden benches or beds.

Archaeological Investigations in 2009

Your students will be helping KAS archaeologists as they carry out more focused research at the Prather Farmstead Site.

Despite the work KAS archaeologists carried out previously, we are at the very beginning of our research at this site. This year's fieldwork activities are an extension of the GPR investigations carried out in 2005 and can be considered a follow-up to those investigations.

We want to explore several of the anomalies the GPR survey identified. These include an area near the currently standing structure that may be the location of the kitchen, and two areas in the backyard where outbuildings may have been located. Our research goals are very basic, and focus on collecting the kinds of information all archaeological research projects target at this stage.

This year, we want to answer these questions:

1. what are the anomalies identified in the three targeted areas by the GPR survey?
2. when was the site occupied and for how long?
3. what kinds of activities took place in the three targeted areas?

Because you and your students will be working with us, we'd also like this field season to meet a series of educational goals. Through their exploration of the concepts targeted in the pre-visit in-class lessons in this packet and their

hands-on participation in the on-site activities (excavation and screening), we intend for this outdoor classroom experience to:

1. introduce students to the reasons why historical archaeologists study the past;
2. introduce students to how historical archaeologists learn about the past;
3. introduce students to the methods and tools historical archaeologists use in recovering artifacts; and
4. raise students' awareness about the importance of preserving the past and protecting archaeological sites.

WHAT IS ARCHAEOLOGY?

Archaeology is the scientific study of past human lifeways based on the analysis of material remains (artifacts and sites) that people left behind. Archaeology is a subdivision of Anthropology, a social science dedicated to the study of human culture.

Historical archaeology and prehistoric archaeology are two specialized sub-disciplines within the field of archaeology. Historical archaeologists study artifacts and sites, but also documents (for example, letters, deeds, wills, and photographs) written about/by the people they are studying. Unlike historical archaeologists, prehistoric archaeologists study a span of time when people did not leave any written documents; artifacts and sites are their only clues for studying about past lifeways. Whenever possible, prehistoric archaeologists study living communities to further understand past cultures.

ARCHAEOLOGICAL METHODS

Archaeologists use the scientific method to study the past by formulating research questions, and then using various strategies to collect and analyze data to answer them. Contrary to what most people think, archaeologists spend most of their time in the laboratory rather than in the field. They may devote two summers to collecting data in the field, but it may take them several years to complete the laboratory analysis and write up the results of their research.

Archaeologists know that by excavating a site, they will destroy part of it. Therefore, armed with meticulous recording techniques, archaeologists document in detail the location of everything they find. As they dig, they are careful to leave all artifacts -- glass, pottery fragments -- and any other evidence in place until all are carefully inspected and recorded. Dirt from each layer is

carefully sifted, using a fine-mesh screen, to recover smaller artifacts or artifact fragments. They put the artifacts in numbered bags before proceeding to the layers below. Samples of dirt are taken for *flotation*, a method used to recover tiny seeds or other plant remains and other small objects too small to recover from screens.

Back in the laboratory, archaeologists use their detailed records to analyze and interpret the artifacts and the patterns of artifact association, and then attempt to answer their research questions. Once they have analyzed the artifacts and written their report, archaeologists then *curate* or store all of their notes, maps, photographs, and artifacts at a museum facility for future research or display. Often they also will share their results with the public.

PRESERVING AND PROTECTING ARCHAEOLOGICAL SITES

Archaeological sites are disappearing at a frightening rate. The problem is so serious and so widespread that if sites continue to be destroyed at the present rate, there may be few left to preserve and study in the future.

Modern development (the construction of roads, homes, and factories; and ground disturbance that supports our needs for energy, water, and agricultural products) and natural forces (land erosion, and rising sea levels) make the loss of some sites unavoidable.

Looting and vandalism of archaeological sites, however, needlessly and senselessly destroy our cultural heritage. *Looters* have little interest in studying and understanding the past. They are treasure hunters interested in digging-up artifacts for financial gain or to add specimens to their own private collections. In order to find the few objects of their desire, they destroy priceless information about the people who lived at these places long ago. The acts of *vandals* who carve their initials alongside ancient rock art may seem more benign than the actions of looters, but the impact on our heritage is just as great.

Collectors walk farm fields or urban construction sites looking for specimens to add to their collections. If collectors do not catalogue their finds; draw maps showing the locations of the artifacts at the site and the location of the site on the landscape; and report site locations, they too, are guilty of destroying important information about our collective heritage.

So what should an interested person do to help preserve and protect Kentucky's archaeological sites for the future?

1. Read all you can about Kentucky's rich archaeological heritage.

2. Decide that archaeological sites are worth protecting; guard against disturbing the soil where sites are located; and make others aware of this.
3. If you must surface collect, record where you find artifacts and what other artifacts you found with them; draw maps showing the location of the site on the landscape; report the location of the site to the Office of State Archaeology in Lexington (phone 859.257-1944); and be sure to catalogue your collection.
4. Never dig at an archaeological site unless supervised by a professional archaeologist.
5. Discourage the buying, selling, and trading of artifacts. The market for artifacts encourages looting.
6. Report the locations of sites you know about to state and federal authorities, and also report to them any incidents of looting or site destruction.

WHY ARCHAEOLOGY AT RAVEN RUN?

The available historical documents do not provide us with much information about the people who once lived and worked at the Prather Farmstead Site. Little mention is made of the Prather family in early newspapers, and no mention of them is made in local histories. Slaves were part of the Prather Farmstead story, but no maps show where they lived.

Archaeology can provide some answers through the study of the material remains these people left behind. Excavations can find the remains of the slave quarters. Analysis of artifacts and their context of recovery can offer clues to how the Prathers and their slaves lived their lives: what they ate; what they wore; where they shopped; and their economic standing in long ago Fayette County society.

WHY INTEGRATE RAVEN RUN ARCHAEOLOGY INTO YOUR CLASSROOM?

Teachers will find studying archaeology in their classroom useful for a variety of reasons:

- First, archaeology promotes a sense of responsibility and stewardship for America's cultural heritage by raising awareness of the value of learning about and preserving the past.

- Second, archaeology is an innovative way of capturing students' attention. As humans, we all have an interest in our past. It gives meaning to our lives and helps us understand our individual and collective heritage. This curiosity can be channeled to teach a variety of topics in the social and natural sciences.
- Third, because of its integrative and interdisciplinary nature, archaeology can address many educational goals, such teaching scientific inquiry, problem solving, critical thinking, cooperative learning, and citizenship skills.

Portions of this section were adapted from *Exploring History In Your Own Backyard: the Ashland Estate. An Historical Archaeology Resource Guide for Elementary and Middle School Teachers (Grades 4-8)* by Cecilia Manosa. 2002. Kentucky Archaeological Survey, Education Resource Series No. 6. Kentucky Archaeological Survey, Lexington and *A Geophysical Survey of the Prather Property at Raven Run Nature Sanctuary, Fayette County, Kentucky* by Edward R. Henry. 2006. Report No. 139, Kentucky Archaeological Survey, Lexington.

PRE-VISIT LESSON 1

WHY IS THE PAST IMPORTANT?

Grade Level: 4-8

Time Required: 15-30 minutes

Curriculum Areas: science, social studies, and language arts

Students will:

- make sense of messages they listen to.
- write/speak to communicate ideas and information to an audience for a real purpose.
- identify, analyze, and use patterns to understand past and present events.
- interact effectively and work cooperatively.
- observe, analyze, and interpret human behaviors to better understand people and their relationships.
- use productive team membership skills.
- use creative thinking skills.

Materials

Students bring to class an object, photograph, or drawing of an object that represents their past.

Vocabulary

Archaeology: a method of studying past human cultures based on material evidence (artifacts and sites).

Archaeologist: a scientist who seeks to understand past human cultures through the careful study of artifacts and other evidence from archaeological sites.

Archaeological site: a place where human activities occurred and evidence of these activities was left.

Artifact: any object made, modified, or used by humans; usually this term refers to a portable item.

Culture: a set of learned beliefs, values, styles, and behaviors generally shared by members of a society or group.

Context: the relationship artifacts have to each other and the situation in which they are found.

History: the study of past events and cultures using written records, oral traditions, and archaeological evidence as sources of information.

Pre-Columbian: the period of human experience prior to written records; in the Americas, pre-Columbian refers to the period covering at least 12,000 years before Europeans and their writing systems arrived.

Background

Archaeological sites and *artifacts* can be messengers from the past. If we know how to read their messages, they can tell us about the people who made and used the artifacts and then left them behind. Although the owners of the artifacts and the inhabitants of the sites may have lived hundreds or even thousands of years ago, they undoubtedly had many of the same needs and concerns, hopes and fears, joys and sorrows that we have today.

These messengers from the past belong to everyone. Everyone has a right to know how the world came to be and to know his or her place in the world. Material traces and their *context* play a universal role in providing the links between the past, the present, and the future.

The link to the past is provided through scientific analysis as well as through traditional heritage values placed on archaeological sites and artifacts. For example, the Prather Farmstead Site provides a tangible link to Kentucky history. Scientists called *archaeologists* study the artifacts and the buildings that the Prather family and their descendants left behind to learn more about nineteenth century farm life. Similarly, the *Pre-Columbian* sites throughout Kentucky represent different episodes in the lives of American Indian communities on this land. For example, archaeological work in western and southern Kentucky shows that farming communities built planned villages and towns there, which were often fortified, between A.D. 900 and 1600.

Setting the Stage

This lesson will help students begin to discover why we study the past. Assign students to bring an object (artifact) or photograph from home that tells something about their own or their families' past. If the object cannot be brought to class, a drawing or description will suffice.

Procedure

1. Share background information and vocabulary.
2. Working in groups of 3 to 4, students tell one another what the object conveys about their past.

3. In a class discussion, ask the following questions:
 - Is it important for you to know about your past? Why or why not?
 - Is it important to know about the human past? Why or why not?
 - Humans have lived in Kentucky for at least 12,000 years. Is it important to know about their lives? Why or why not?
4. What can we learn from the past? Have the students brainstorm ideas. Some answers might include: how humans lived in the past and why their lifeways changed over time.

Closure

Emphasize that the students' past and their families' past is important; that their past helps define who they are. Ask each student to spend five minutes writing an explanation of the artifact he or she brought to share. The students should include in the narrative why the artifact is important to his or her family history and tell why it is important to know about the past.

Extension

Repeat this lesson again at the close of your Raven Run archaeology experience to demonstrate that students have broadened their understanding of archaeology and the past.

This activity was adapted from *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades* by Shelley J. Smith, Jeanne M. Moe, Kelly A. Letts, and Danielle M. Paterson. 1993. Bureau of Land Management, U.S. Department of the Interior, Washington, D.C., pp. 9-10; and in this form was adapted from *Exploring History In Your Own Backyard: the Ashland Estate. An Historical Archaeology Resource Guide for Elementary and Middle School Teachers (Grades 4-8)* by Cecilia Manosa. 2002. Kentucky Archaeological Survey, Education Resource Series No. 6. Kentucky Archaeological Survey, Lexington.

PRE-VISIT LESSON 2 WHAT CAN ARTIFACTS TELL US?

Grade Level: 4-8

Time Required: About 60 minutes

Curriculum Areas: science, social studies, and language arts

Students will:

- make interpretations about each other using "artifacts" related to their own lives
- consider how archaeologists use artifacts to make inferences about past peoples

Materials

8 "artifacts" from each student
A paper bag for each student
Laboratory Record Form for each student
Worksheet for each student
Pencils
Metric rulers

Setting the Stage

Historical archaeologists collect information, draw inferences from, and interpret the past from a variety of sources: "things" or artifacts; architecture; oral history; and written documents like diaries, maps, paintings, and photographs. Artifacts are the particular expertise of historical archaeologists. Artifacts hold information concerning people and the way they lived both now and in the past.

Procedure

1. Give each of your students a paper bag. Ask them to bring eight personal items to school that could provide someone with clues as to who they are (these items could relate to hobbies, family, their age, town, school, etc.); in short any things that might describe who they are. Stress that there should be **no names or identification** on any of the items.

2. Collect the bags, assigning a number to each bag keyed to a list of the students' names. This number is the Site Number.

3. Divide the group into pairs of students or have the students work alone. Assign a "site" (i.e., bag) to each student, making sure they do not get their own "site". Hand out the Laboratory Record Forms, pencils, rulers, and Worksheets.

Ask the students to remove the artifacts from the "site" bag and record, or analyze, each item, writing their observations on the Laboratory Record Form. Then ask each student to describe the owner of their "site" from an examination of the data they have collected on the "artifacts".

4. Students may fill-out the Worksheet regarding the owner's interests/hobbies, family, age, hometown, etc. or they could report the results of their analysis to the class. Have each student tell the class what was in their bag, whose bag they think it is, and why.

5. As a group, discuss the results. Some questions to consider:

- Were all of the "artifacts" correctly analyzed? Why or why not?
- Were there some questions on the Worksheet the students couldn't answer? Why?
- How might the use of interviews or documents help their "analysis"?
- Ask students to explain the process of inference they used to reach their conclusions. Why were they successful in some instances and unsuccessful in others?

Closure

Discuss the strengths and weaknesses of trying to describe people in the past/someone of today from their "artifacts". What insights did the students gain from this archaeological experience?

Extension

Incorporate oral history techniques into discovering facts about the partner. As before, ask each student to fill the paper bag with items that relate to them. As the bags are turned in, mark a code on each bag and by the student's name on a list. This will keep the bag's owner anonymous.

Arrange the contents in front of each bag on a table, and divide the group into pairs of students. Provide each student with a list of questions to ask their partner or brainstorm questions as a group. Using the information from the interview, ask the students to identify their partner's paper bag.

This activity adapted from "Story in a Bag: An Archaeological Lesson for Grades 3-6" by Carol Ellick, *Archaeology and Public Education Newsletter*, 1(1), 1990 and "Icebreaker" by Martha Williams, 1995.

WORKSHEET

Name:

"Site" owner's age:

What artifact or artifacts lead you to make this conclusion?

"Site" owner's sex:

What artifact or artifacts lead you to make this conclusion?

What kinds of interests or hobbies does the "site" owner of these artifacts have?

Where in the world is this "site"?

Is the "site" owner's family rich, poor, or somewhere in-between?

PRE-VISIT LESSON 3 CONTEXT

Grade Level: 4-8

Time Required: 30 to 60 minutes

Curriculum Areas: science, social studies, and language arts

Students will:

- use a game and a discussion to demonstrate the importance of artifacts in context for learning about past peoples.

Materials

Index cards

"Context" activity sheet for each student or team.

Vocabulary

Context: the relationship artifacts have to each other and the situation in which they are found.

Background

The things that people own can tell something about the person. The objects a person has chosen to have can indicate the person's age, gender, and interests. For example, a baseball bat and a football helmet in someone's bedroom suggests that the owner likes sports. Posters of pets and a collection of stuffed animals could mean that the person is an animal lover. The objects (artifacts) can only tell a complete story if they are found together, where their owners left them (in context).

Archaeologists rely on the objects that people made (artifacts) and where they left them (context) to learn the story of past peoples. Think of a prehistoric pottery bowl, beautifully painted. It has a very different meaning if it is found at a prehistoric site in a grave than if it is found full of corn in an ancient storage room. Its meaning changes further if it is found in someone's modern living room - the bowl has now lost its original context and all connection with its prehistoric owners. It has become only a thing, no longer a messenger from the past.

Archaeologists preserve the context of artifacts they recover from sites by recording the location of everything they find. The artifact and its context provide more information to the archaeologist than could the artifact alone. When context is lost, information is lost.

Setting the Stage

1. Ask the students: If I had never met you and walked into your bedroom, what would I know about you from the things you have there? Would I know if you were a boy or a girl? Would I know what your interests are? Would I know if you share your room?
2. Think of something in your bedroom that is very special to you. How does that object tell something about you, along with everything else in your room? Everything together tells about you because it is in context. You have selected certain things to have, and these things tell about you when they are all found together.
3. Now imagine that your special object has been taken from you and is found in the city park. How does this change what could be known about you? When it is removed from your room, the object alone tells nothing, and your room is now missing an important piece of information about you. Context has been disturbed, and information about you is now lost.

Procedure

The importance of context in archaeology can be demonstrated by The Game of Context.

1. Tell the students they are going to play a game requiring that they think like archaeologists. Divide the class into groups of 5 to 6 students, and assign each group a different number. Give each student an index card and pencil.

As a group, they are to choose a room or type of building such as a hospital operating room, a kitchen, or a hardware store. They decide what objects (artifacts) in the room make it distinctive; then each student writes the name of one clue object (or draws a picture of the object) on his or her card, for a total of 5 to 6 clues per group. Be sure the other groups do not hear the correct answers. Each card also has the group number written on its back side (or each group may have a different color of index card). Ask the students to stack their cards up; remove one card from the stack; and pass the stack on to the next group.

2. The next group examines the stack of cards and tries to infer the function of each place. The stack of cards is then passed to the next group. Each time, before the stack of cards is passed, a student removes one card and place it off to the side so it does not get mixed up with the other sets of cards. Repeat this procedues until every group has seen every stack and tried to infer the function of each place.

3. Once every group has seen every stack of cards, the teacher reviews each group's stack, asking how many groups correctly guessed the rooms' functions.
4. Ask: Is it possible to know the function of the room now? Is one object taken out of context (like a card removed at random) able to give as accurate a picture as are all of the objects in their place of origin? This demonstrates that removing artifacts from a site removes them from their context and makes it very difficult to get a complete understanding of past people.

Closure

Artifacts in context are the basis for all understanding about prehistoric people. Archaeology is a science of context. Imagine that an archaeologist finds your classroom a thousand years from now. Make a statement about how artifacts in the context of your classroom will enable the archaeologist to learn about your class.

Evaluation

Have the students complete the "Context" activity sheet.

Context Activity Sheet Answers

1. List could include items such as ruffled curtains, posters, collections of dolls or model cars, certain types of clothing, photographs, other art work, the colors of furnishings, the number of beds and dressers, souvenirs.
2. The listed items could indicate the student's sex, age, interests, places they have visited, their dreams and hopes, hobbies, amount of allowance, habits, and whether or not they shared their room.
3. Since these things are out of context, they tell nothing about their owner. In fact, it cannot be established if the artifacts once belonged together, so the story of their owner cannot be learned.
4. Artifacts and their context provide the evidence archaeologists need to learn about the past. If clues are removed or moved, information about the past is lost forever.

This activity was adapted from *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades* by Shelley J. Smith, Jeanne M. Moe, Kelly A. Letts, and Danielle M. Paterson. 1993. Bureau of Land Management, U.S. Department of the Interior, Washington, D.C., pp. 19-21.

CONTEXT ACTIVITY SHEET

Name:

1. List ten things in your bedroom that would tell about you. Imagine the things on your list to be clues for an archaeologist.
2. Imagine an archaeologist finds your ten items. What might he/she know about you?
3. All of the things in your bedroom are in context. What could be learned about you if the things in your bedroom were scattered all over town?
4. Why is it important to leave artifacts in place at archaeological sites

PRE-VISIT LESSON 4 STRATIGRAPHY AND CROSS DATING

2.

Grade Level: 4-8

Time Required: 15-30 minutes

Curriculum Areas: science

Students will:

- Interpret archaeological strata using the law of superposition
- Apply cross-dating to determine the age of other artifacts

Materials

Five books of any size

"Site Near Richfield" activity sheet for each student

"Cross-dating" activity sheet for each student

Vocabulary

Cross-dating: the principle that a diagnostic artifact dated at one archaeological site will be of the same approximate age when found elsewhere.

Diagnostic artifact: an item that is indicative of a particular time and/or cultural group; a computer would be a diagnostic artifact of the modern age.

Spatial: concerned with space.

Strata: many layers of earth.

Stratigraphy: the arrangement of layers of earth representing different geologic events.

Stratum: one layer of earth.

Temporal: concerned with time.

Background

Natural materials such as rocks, soil, and plant and animal remains occur on the earth's surface and can accumulate in layers. Each layer or *stratum* may

be distinguished by its physical characteristics: color, texture, and structure. Similarly, materials of human origin also are deposited onto the earth's surface. In archaeological sites, natural and human generated materials occur together in layers. These layers, called *strata*, form a record of past events that archaeologists analyze and interpret.

The materials deposited first are the oldest and are always found at the bottom of a given stratigraphic section. The most recently deposited materials are the youngest and are always at the top. This concept is known as the **Law of Superposition**. It always applies except when some type of disturbance has occurred.

Strata in archaeological sites provide archaeologists with temporal and spatial information. All of the artifacts in a given stratum will be of approximately the same age, while those in strata above or below will be younger or older, respectively.

Cross-dating can indirectly establish a date for artifacts and sites. Artifacts such as stone points and pottery were made in distinctive styles through time. A modern analogy is automobiles: one would not mistake the style of a car made in the 1920s with one made in 2009. If an arrow point was found in association with a hearth that was radiocarbon dated to be 500 years old, it is assumed that the arrow point is the same age. When that style of arrow point is found at another site, the archaeologist would assign the site and the arrow point an age of approximately 500 years. Often cross-dating is the only method archaeologists have to determine the age of sites.

Most sites represent a single occupation. It is much more rare for a site to contain evidence of repeated occupations. Stratified sites can show culture change over time and have the potential to give clues about the relationship one group of people had to those who came before or after them. Because of their great information potential, and their rarity, archaeologists regard stratified sites as particularly important.

When an archaeological site is vandalized or artifacts are removed, knowledge about past cultures is lost forever. Damage to stratigraphy by unauthorized digging destroys the information that could be obtained under controlled scientific excavation. The removal of diagnostic artifacts from a site often removes all possibility of determining the site's age. If you see anyone digging in an archaeological site or taking artifacts, report them to law enforcement authorities.

Setting the Stage

Stack five books on a table. Tell the students that the books were placed in their positions one at a time. Ask them which one was placed last? This illustrates the Law of Superposition.

Now have the students imagine how thick the dust would be on a table if no one dusted it for 100 years. Each book represents a layer of sediment built up in a similar fashion for hundreds or even thousands of years.

Procedure

1. Using the "Site Near Richfield" activity sheet as a guide, draw a layer near the bottom of the blackboard. Show how artifacts are deposited as people live on top of the layer. Then a new layer of sediments is deposited on top of that, by natural processes or by another group of people leaving different types of artifacts. This happens several times until the stratigraphy is built up to present-day levels.
2. Distribute the "Site Near Richfield" activity sheets to the students. Have students answer the questions using the information on the stratigraphy drawing.
3. The artifacts on the "Site Near Richfield" activity sheet have been dated based on the age of the stratum in which they are found. If you found similar artifacts elsewhere, would you know approximately how old they are? Yes. This concept is known as *cross-dating*. An artifact type that has been dated in one place can be dated when found elsewhere.
4. Give the "Cross-dating" activity sheet to the students. Ask them to imagine that Richfield is a town ten miles away from their town. Have them determine the approximate age of the artifacts based on the information from the "Site Near Richfield" activity sheet.
5. Ask the students if they would be able to study the stratigraphy of a site if the strata had already been mixed up by illegal digging. If someone took an arrow point, what kind of information would he or she have removed from the site?

Closure

Summarize how archaeologists use stratigraphy and cross-dating to study archaeological sites.

Evaluation

The students turn in their activity sheets for evaluation.

Extension

Take a field trip and examine the stratigraphy of road cuts. Measure and draw the layers on graph paper. Describe the strata by comparing differences in color and texture and other observable characteristics.

Visit the Prather Farmstead Site outdoor classroom and follow the same procedure.

Site Near Richfield Activity Sheet Answers

1. modern Americans
2. settlers
3. ancient farmers
4. early hunters
5. 4
6. 1

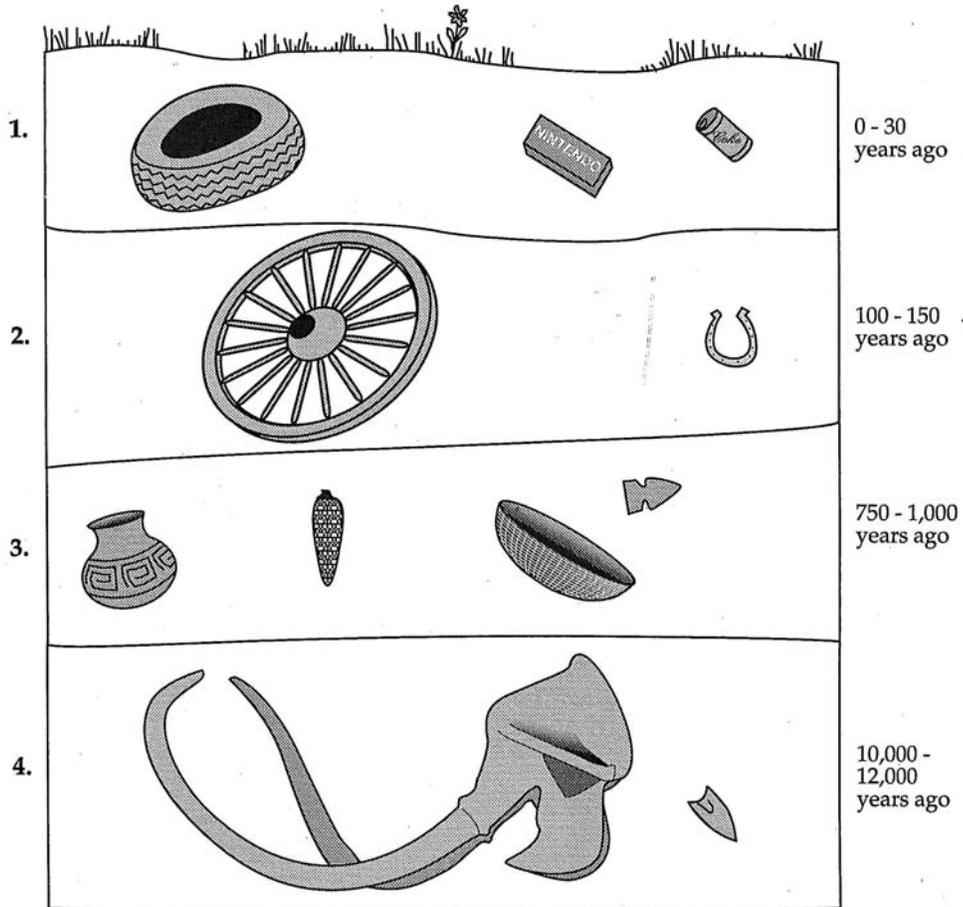
Cross-dating Activity Sheet Answers

1. 10,000 to 12,000 years ago
2. 750 to 1,000 years ago
3. 100 to 150 years ago
4. 750 to 1,000 years ago

This activity was adapted from *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades* by Shelley J. Smith, Jeanne M. Moe, Kelly A. Letts, and Danielle M. Paterson. 1993. Bureau of Land Management, U.S. Department of the Interior, Washington, D.C., pp. 49-52.

Site Near Richfield

Name: _____



Who left these artifacts?

1. _____

2. _____

3. _____

4. _____

5. Which people came first? _____

6. Which people came last? _____

Cross-dating

Name: _____

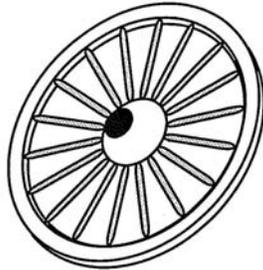
An archaeologist found these artifacts near your town. What is their approximate age?



1. _____



2. _____



3. _____



4. _____

POST-VISIT LESSON ARTIFACT ETHICS

Grade Level: 4-8

Time Required: One to three 45-minute periods

Curriculum Areas: social studies and language arts

Students will:

- make sense of things they read, observe, listen to.
- recognize how tensions and conflict can develop between and among individuals, groups, and institutions.
- analyze strategies and ways to achieve conflict resolution.
- use critical thinking skills.
- use a decision making process.

Materials:

Dilemma cards (copy the sheet, laminate, and cut apart).

“Kentucky Laws Pertaining to Archaeological Sites” handout

“Federal Laws Pertaining to Archaeology” handout

Background

Our nation’s archaeological sites are being destroyed at an alarming rate. As a result, scientific information is being destroyed, places where people lived long ago are being aesthetically compromised, and all Americans are losing an important part of their collective heritage. This activity encourages students to examine personal beliefs and feelings concerning the protection of archaeological sites and artifacts, to decide what action they would take in difficult situations, and to suggest solutions to the widespread problem of archaeological resource destruction. There are no “right” or “wrong” answers except where laws apply.

Federal antiquities preservation laws specify that it is illegal to collect, deface, injure, or excavate sites and artifacts older than 100 years on public land. Public land includes lands administered by any federal agency, such as the Bureau of Land Management, National Park Service, Forest Service, Bureau of Reclamation, and the Fish and Wildlife Service. Professional archaeologists are granted permits by federal and state agencies in order to conduct archaeological fieldwork.

Unlike some states, Kentucky does not have any state laws that directly mirror federal laws dealing with the protection and preservation of archaeological sites. However, the *Kentucky Antiquities Act* does provide some protection for

sites on public lands; statues applying to grave robbing can be used to protect prehistoric grave sites; and the act that created the Kentucky Heritage Council goes on record for preserving archaeological sites.

People enjoying recreation out-of-doors sometimes discover an archaeological site or artifact. By law, the artifact is to be left in place, and the site left undisturbed. Discoveries of rare or remarkable artifacts and sites should be reported to the federal or state land-managing agency, or, in the case of private lands, to a local archaeologist or to the State Historic Preservation Office (In Kentucky, write/call the Kentucky Heritage Council, 300 Washington Street, Frankfort, Kentucky, 40601, 502/564-6661. You can also contact them through their website at: <http://www.heritage.ky.gov>

Some people who collect artifacts and loot sites are engaged in other illegal activities, are armed with weapons, and should be considered dangerous. Students should never approach someone they see collecting artifacts or looting sites. The best thing to do is to record information about the people - their physical description, what they were seen doing, the license number of their vehicle - and immediately report them to law enforcement authorities. The Archaeological Resources Protection Act provides for rewards to people whose information leads to the arrest and conviction of individuals disturbing sites.

Setting the Stage

1. Ask students: Have you ever been in a situation when you were not sure of the right way to behave or respond? For example, your best friend has his hair cut in a style you think is very unattractive. What do you tell your friend when he asks if you like the way it looks? Or, your best friend shows you a video game she has stolen from another friend's house. What do you say to your friend? Do you report the incident to someone? If so, to whom?
2. Explain that the following activity will require decision-making about difficult situations. As they share solutions to the following dilemmas, students should be prepared to give reasons for their decisions.

Procedure

1. Copy the dilemma sheets, laminate and cut them apart. (Students could also create their own Dilemma Cards, with each student responsible for one dilemma).
2. Read one of the Dilemma Cards aloud to the entire class. Without group discussion, ask the class to write a paragraph or two about how they feel about the dilemma, and what they would do about it. Have them keep their papers for their own values clarification so they can compare their

answers before and after the discussion (often values change once there is group discussion and others' perspectives are introduced).

Another approach to doing this activity is to have the students turn in their papers (without names) and write several of their dilemma solutions on the blackboard until you have listed many strategies and viewpoints.

3. Have the students discuss the pros and cons of each solution and perhaps come to a class consensus. This activity can help students clarify their values, while demonstrating that there are many perspectives on any issue. Ask the students to reconsider what they had originally written. Have their values changed after listening to other viewpoints?
4. Divide the class into groups of 4 to 5 students and give each group one of the Dilemma Cards. Have the students discuss the dilemma as a group and decide how they would solve the problem. If students create a solution they think is better than the ones listed, allow them to share this solution. Allow 15 minutes for their discussion. Choose a spokesperson for each group to report back to the class as a whole. Students should describe their group's dilemma, their decision, and their reasons for taking the actions or positions they did. Were they able to all agree on what they would do?
5. Ask students if they had enough information upon which to base their decisions. Ask them if their opinion changed once they heard different points of view.

Closure

Ask students to share their overall position concerning the protection of archaeological resources. Or, ask them to create a symbol, story, poem, drawing or song that summarizes their opinion.

Evaluation

Evaluate student participation in the dilemma discussions and the closure activities.

This activity was adapted from *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades* by Shelley J. Smith, Jeanne M. Moe, Kelly A. Letts, and Danielle M. Paterson. 1993. Bureau of Land Management, U.S. Department of the Interior, Washington, D.C., pp. 108-113; and *Saving a Kentucky Time Capsule. A Companion Guide for Intermediate and Middle School Social Studies and Science Teachers* by Judy Sizemore. 2002. Kentucky Archaeology. Episode Three. Kentucky Heritage Council. Video Education Series, Frankfort, pp. 32-35 and in this form was adapted from *Exploring History In Your Own Backyard: the Ashland Estate. An Historical Archaeology Resource Guide for Elementary and Middle School Teachers (Grades 4-8)* by Cecilia Manosa. 2002. Kentucky Archaeological Survey, Education Resource Series No. 6. Kentucky Archaeological Survey, Lexington.

DILEMMA 1

You and your family are visiting a rock art site at a national park when you see two young men spray painting over the rock art. What should you do?

- Do nothing, mind your own business.
- Ask the young men if they realize that they are breaking the law.
- Make a citizen's arrest.
- Wait until they leave and then try to wipe the paint off.
- Leave and report the incident to a park ranger.
- Other.

DILEMMA 2

You and your friends are exploring the mouth of a cave in the national forest and discover some arrowheads. You remember that it is illegal to remove artifacts from federal land, but your friends argue that it won't matter and no one will ever know. They pocket the arrowheads. What do you do?

- Take some yourself.
- Dig around to see what else you can find.
- Try to convince your friends to leave the artifacts where they are.
- Say nothing to your friends but report their actions to the police.
- Say nothing about your friends' actions but inform the national forest district office about the site.
- Other.

DILEMMA 3

A friend of your family offers to sell you some artifacts. He says that they came from an old privy behind an important historic house, where a famous politician once lived in the 1800s. What do you do?

- Buy the artifacts.
- Buy the artifacts and take them to the police as evidence.
- Refuse to buy any artifacts but say nothing.
- Refuse to buy any artifacts and mention that you feel it is wrong to dig sites if you are not a professional archaeologist.
- Refuse to buy any artifacts and mention that it is illegal to sell artifacts.
- Other.

DILEMMA 4

You are on a scout trip to visit an old pioneer fort, owned and managed by the Kentucky State Parks. While touring the fort, your friends notice that there are artifacts on the ground. What do you do?

- Act as though you saw nothing; let your friends take the artifacts home.
- Pick up just one artifact as a souvenir.
- Do nothing, knowing that you were obeying the law by not taking anything.
- Find another scout troop.
- Report your finding to the fort's administration.
- Leave the artifacts where you found them and contact the Kentucky Heritage Council.
- Other.

KENTUCKY LAWS PERTAINING TO ARCHAEOLOGICAL SITES

Here are brief summaries of the Kentucky state laws that pertain to archaeological sites. You may find the complete text of these laws at this web address: <http://www.lrc.state.ky.us/krs/titles.htm>. Search first on the chapter number (the first three numbers) and then by section (the numbers after the “.”).

KRS 164.705 - KRS 164.735; KRS 164.990

This is known as the *Kentucky Antiquities Act*, which was created in 1962. It makes it public policy to preserve archaeological sites and objects of antiquity and to limit archaeological work (exploration, excavation, and collection) to qualified persons and institutions. It prohibits the willful damage or destruction of archaeological sites on lands owned or leased by the state, state agencies, counties, or municipalities, and requires a permit from the University of Kentucky's Department of Anthropology to explore or excavate archaeological sites on these lands. It requires anyone who discovers a site to report it to the Department. It is a felony to violate the sections of the *Kentucky Antiquities Act* prohibiting the willful destruction of archaeological sites and requiring permits to excavate.

KRS 171.3801 - KRS 171.395

These statutes formally created the Kentucky Heritage Council, the state agency whose purpose it is to preserve and protect all meaningful vestiges of Kentucky's heritage, including archaeological sites. The Council maintains an inventory of all archaeological sites recorded in the state, and maintains lists of sites with state or national significance. The director is the State Historic Preservation Officer, a role created by the 1966 National Historic Preservation Act. Thus, the Council administrates the activities related to this act, most importantly for archaeological sites, the National Register of Historic Places and the review and oversight responsibilities that ensure compliance with federal cultural resource management laws and regulations.

KRS 433.870 - 433.885

The *Kentucky Cave Protection Act* makes it illegal, among other things, to disturb or damage cave surfaces or materials found inside caves, including archaeological remains. Archaeological investigations inside caves cannot be conducted without a permit from the State Archaeologist, and must be carried out under the supervision of the State Archaeologist and the Kentucky Heritage Council. It is a misdemeanor to violate sections of this Act.

Various KRS Statutes (e.g., **KRS 525.110; KRS 525.120; KRS 213.110; KRS 72.020**)

A variety of statutes related to grave robbing provide a measure of protection for Native American burials because they do not make a distinction on the basis of grave age or presence of a marker. Some statutes make it a felony or a misdemeanor to commit criminal mischief and theft by unlawful taking; to desecrate venerated objects (intentionally disturb human remains or the objects buried with the remains); or to abuse a corpse. If human remains are encountered, removal and transit permits must be obtained, and a coroner must be notified before the remains are removed.

FEDERAL LAWS PERTAINING TO ARCHAEOLOGY

Antiquities Act of 1906. This law protected cultural materials found on public lands and was intended to stop the destruction of prehistoric sites and artifacts in the West. It also set-up a way for responsible archaeologists to excavate important sites.

Historic Sites Act of 1935. This act authorized several programs to be carried out under the National Park Service. Under this law, sites that have exceptional value for commemorating or illustrating U.S. history can be protected as National Historic Landmarks.

National Historic Preservation Act (NHPA) of 1966. At the time of this law's passage, more archaeological sites and historic buildings were being destroyed by rapid economic development than by pothunting and vandalism. This landmark piece of legislation extends the protection of the federal government to historic resources at the state and local levels. The act provides for federal grants to state and territorial historic preservation agencies, and its passage led to the establishment of the National Register of Historic Places. The National Register includes not only national historic landmarks, but also sites, objects, buildings, and districts (collections of structures) that are significant in American history, architecture, archaeology, and culture. Since the mid-1970s, all construction on federal lands or that uses federal funds requires an archaeological survey to find out if archaeological sites will be damaged by the construction, and how the information from the sites can be recorded before that happens.

Archaeological Resources Protection Act (ARPA) of 1979. This law gives more protection to archaeological resources on public and Indian lands and encourages the sharing of information gathered from these sites. It also toughens penalties for the unauthorized excavation of or damage to archaeological sites, and controls the sale of artifacts.

Native American Graves Protection and Repatriation Act (NAGPRA) of 1990. Archaeologists exploring the past sometimes come upon the bones and other remains of human beings. Prehistoric remains found in archaeological sites in the United States are the remains of Native American peoples. Contemporary Native Americans have raised concerns that the burial grounds of their tribes should not be disturbed, any more than the cemeteries of other groups. Most American Indians believe that the remains of their ancestors should not be stored or displayed in museums, but should be reburied according to the traditions and religious beliefs of their tribes. NAGPRA protects Native American grave sites on lands managed by the federal government. The law requires thousands of federally funded museums and agencies to inventory their holdings of human remains, grave goods, sacred objects, and other items important to Native American cultures. The museums and agencies must tell the tribes about the sacred and cultural items in their collections, and return the objects to the tribes that claim them.

Adapted from the Boy Scouts of America *Archaeology Merit Badge Book*, pp. 26-29.

List of Resources

Selected resources for teaching about Kentucky prehistoric and historic archaeology are found on the following pages.

Available from the Kentucky Archaeological Survey. 1020-A Export Street, Lexington, KY, 40506-9854. Phone 859/257-1944. www.heritage.ky.gov/kas/

Kentucky Archaeological Survey, Education Series. A series of short booklets written for the general public on Kentucky archaeological sites and topics (two of which you have received in this packet). Grade: 9-12. Cost: single copies available free to teachers for classroom use. Prices vary between \$3.00 and \$5.00; discounts are available for 25 or more.

Prehistoric Kentucky Cave Art. Provides background information on the age, function, and kinds of Kentucky cave art, and includes a list of resources for teachers and lesson plans. 27 p. Grade: 2-12. Cost: Free.

Native Peoples, Continuing Lifeways Teacher Resource Packet. This resource contains an array of materials about Kentucky prehistory and American Indians. It includes a Teachers' Guide to the *Kentucky Before Boone* poster (which you have received in this packet). Each also contains classroom applications, lists of available resource materials and persons; places to visit; and teaching/assessment strategies prepared by teachers keyed to particular KERA outcomes. 156 p. Grade: K-12. Cost: \$5.00.

Available from the Kentucky Heritage Council. 300 Washington Street, Frankfort, KY 40601. Phone: 502/564-6661. www.heritage.ky.gov

Kentucky Archaeology Series (6-24 min.) VHS. Each episode examines a unique aspect of the Commonwealth's archaeology with a blend of interviews, artifacts, rare archival images and video of ancient American Indian sites in Kentucky. Cost: \$10.00 per volume, plus \$4.00 S&H. Visit The Archaeology Channel's streaming media website www.archaeologychannel.org/ to preview the episodes: *Ancient Fires at Cliff Palace Pond* (10:30 min.); *The Adena People: Moundbuilders of Kentucky* (6:00 min.); *Saving a Kentucky Time Capsule* (9:00 min.); and *WPA Archaeology: Legacy of an Era* (24 min.).

Available from The University Press of Kentucky. 663 S. Limestone Street, Lexington, KY, 40508-4008. Phone 859/257-2951 or 1-800-839-6855 (ask about education discounts). www.kentuckypress.com/

Kentucky Archaeology. Presents the prehistoric and historic archaeology of Kentucky in a format for the general public. Well-illustrated with drawings, maps, and photographs. 289 p. Grade: high school. Cost: \$32.00

Our Kentucky: A Study of the Bluegrass State. Inspired by a high school teacher's request for a textbook about Kentucky history, Chapter 2, "The Ancient Past," presents an overview of Kentucky prehistory from hunting and gathering cultures to farming cultures. Grade: high school. Cost: \$35.00.

Rock Art of Kentucky. This book describes 72 of Kentucky's petroglyphs (pictures pecked into stone) and pictographs (pictures painted on stone) in words, line drawings, and in black and white photographs. 289 p. Grade: high school. Cost: \$29.95.

Available from KET, the Kentucky Network. Tape Duplication, 600 Cooper Drive, Lexington, KY 40502-2296. Phone: 1-800/945-9167. Fax orders to 1-859/258-7399. KET will take purchase orders, checks, money orders, VISA or MasterCard. www.ket.org

Program 609 in the Kentucky Life Series (7 min.) VHS. This program, part of the popular television series, profiles the award-winning Building Blocks of History program at Riverside, The Farnsley-Moremen Landing in Louisville. School children experience historical archaeology first-hand, as they work side-by-side with Kentucky Archaeological Survey archaeologists who are researching early 1800s farm life. Cost each: \$10.00 + 3.95 shipping to teachers.

Resources from Other Places

Archaeology: Boy Scouts of America Merit Badge Series (1997). A complete, yet concise, source of information about archaeology. Chapters define archaeology, describe the history of archaeology, discuss the step-by-step process of how archaeology is done from initial research through sharing findings with others, and discuss careers in archaeology. Available from your local Boy Scout council office or from Boy Scouts of America, Direct Mail Center, P.O. Box 909 Pineville, NC 28134-0909 or call 1-800-323-0732. 92 p. Grade: 4-12. Cost: \$3.00.

Archaeology in the Classroom: A Resource Guide for Teachers and Parents. An extensive resource guide to archaeological curriculum materials, books, films, museum programs, educator training, and archaeological excavations. Indexed by grade level, local state resources, and thematic focus. Also included are supplemental bibliographies and resource lists of related archaeology organizations. David Brown Book Company. 140 p. Grade: 1-12. Cost: \$9.98.

Intrigue of the Past: A Teachers Activity Guide for Fourth Through Seventh Grades. Excellent lessons that may be used in their entirety or as supplemental material. Consists of 28 classroom-tested lessons supporting social studies, science, art, language arts, and math curricula using archaeology as the focus. Available from Project Archaeology, 2-128 Wilson Hall, Montana State University, Bozeman, MT, 59717. Phone: 406/994-6925. 146 p. Grade: 4-7. Cost: \$15.00.

Investigating Artifacts: Making Masks, Creating Myths, Exploring Middens, a Teacher Guide from GEMS (Great Explorations in Math and Science). Interweaves three activities that integrate science and the humanities and introduces the essential elements of anthropology and archaeology. Mainly North American examples are used. GEMS, Lawrence Hall of Science, University of California at Berkeley, Berkeley, CA 94720. ISBN 0-912511-82-6. 110 p. Grade: K-6. Cost: \$12.50.

Web Resources

The web page for the *Kentucky Historical Society* includes information, activities, lesson plans and a pre-visit teacher's guide. Go to www.history.ky.gov/, click on "Teachers and Students"; then click on "Publications", and then on "A Kentucky Journey" Teacher's Guide. It's in .pdf format.

The "Early Kentucky" episode in the Resource Guide for *KET's series "Kentucky's Story"* includes information, activities, and lesson plans: www.ket.org/education/guides/kystory.pdf

At *Mammoth Cave's* web site (www.nps.gov/macal/) you can learn about prehistoric and historic use of the cave and about the archaeology that has been conducted there.

The *National Park Service's* home page on the Web, called History and Culture, features specific and focused information on a variety of topics, using images, photographs, maps, and essays. Its *Archaeology and Ethnology Program* lists several relevant sections for educators, including "For the Public" (with sections titled explore, learn [distance learning, suggested books, magazines, and videos], participate, teacher resources [places to find lesson plans], fieldwork opportunities, and career guide). The "Distance Learning" section contains on-line courses. (www.cr.nps.gov/history/archeology/sitemap.htm)

You'll find an assortment of resources at the *Society for American Archaeology's* Archaeology for the Public pages (www.saa.org/public/home/home.html).

Teaching With Historic Places (www.cr.nps.gov/nr/twhp/). These 12-14 page booklets use primary sources, maps, and charts associated with sites listed on the National register of Historic Places to investigate history, geography, social studies, and literature. On the web, teachers can browse the lessons by theme, time period, or location. One lesson plan is focused on a prehistoric Kentucky site: Mammoth Cave National Park in Edmonson County.

Books For Kids

Archaeologists Dig For Clues by Kate Duke (1997). It discusses the purposes, techniques, and findings of archaeology. The story is about kids (and their pets)

participating in an archaeologist-led excavation at a 6,000-year old Archaic village in the Midwest. The reader experiences everything about what it is like to be an archaeologist. The perfect book for introducing archaeology to children. Harper-Collins Children's Books. 32 p. Grade: 2-5. Cost: \$4.95.

I Can Be An Archaeologist by Robert B. Pickering (1987). This book introduces in simple text archaeological terms and concepts with lots of good color pictures. Includes a short glossary of archaeological terms. Chicago Press. Grade: elementary. Cost: \$3.95.

Kentuckians Before Boone by A. Gwynn Henderson (1992). Kentucky Humanities Council's New Books for New Readers Series. Follows one Indian family's life during late summer and early fall of 1585 in central Kentucky. Based on archaeological, ethnohistoric, and historic information about central and eastern Kentucky's village farming peoples known as the Fort Ancient people. The University Press of Kentucky. 64 p. Grade: elementary. Cost: \$5.95.

The Magic School Bus Shows and Tells: A Book about Archaeology by Joanna Cole and Bruce Degen (1997). Students formulate hypotheses about the function of an artifact, then in the Magic School Bus, explore the veracity of their hypotheses. Scholastic, Inc. ISBN 0-590-92242-4. 30 p. Paperback. Grade: elementary. Cost: \$3.50.