



Perspectives on the Past: Analyzing Artifacts

<b><u>Group Members</u></b>	Alicia DeMaio, Adriana Espinosa, Kim Golden, Erica Kennedy, Jalissa King
<b><u>Essential Question(s)</u></b>	Why is it important to have multiple perspectives when studying the past?  How do we know what we know?  Why is it important to understand perspective and bias?
<b><u>Standards</u></b>	<u>CCSS.ELA-Colorado</u> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.2.1)  <u>CCSS. Social Studies-Colorado</u> 1. Ask questions and discuss ideas taken from primary and secondary sources.  <u>Colorado State Standards-High School Social Studies</u>

	<p>Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.</p> <p>Readers critically analyze the structures of texts, evaluate claims and perspectives, synthesize information, and make meaning of complex concepts</p> <p>Writers demonstrate and expand their understanding by researching, engaging in the writing process, and crafting authentic argumentative and informative texts.</p> <p>Readers critically analyze the structures of texts, evaluate claims and perspectives, synthesize information, and make meaning of complex concepts.</p> <p><u>Minnesota State Standard 8.4.20.1</u>  20. Historical Sources and Evidence:  Investigate a variety of historical sources by  a) analyzing primary and secondary sources;  b) identifying perspectives and narratives that are absent from the available sources; c)  interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p><u>New Mexico Social Studies Seventh Grade</u>  7.26 Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.  7.37. Identify what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions.  7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.</p>
<p><b><u>Skills Assessed</u></b></p>	<p>Analyzing primary and secondary sources.</p> <p>Thinking critically about perspectives.</p> <p>Developing in-depth research questions.</p> <p>Comparing sources</p> <p>Continuity and Change Over Time</p> <p>Communication-discussing with peers</p> <p>Reading comprehension</p>

<b><u>Timeframe</u></b>	3-4 class periods (depending on class length)
<b><u>Lesson Tasks</u></b>	<ol style="list-style-type: none"> <li>1) Hook: Tell students in advance to bring in an object that is important to them. Put students in pairs and have them switch objects with one another. Give students 30 seconds to create a story about that object (without any insight from one other). Then have students reflect on how accurate the description of their object was. Ask students how it feels to have someone else tell their story without their input. Allow time to discuss as a class.</li> <li>2) Go over essential questions and goals of the lesson. Explain each station to students. Each station has an artifact and both Western and indigenous perspectives about the artifact/theme of that station. Have students watch the following <a href="#">video</a> (<i>Ways of Knowing: How Native Perspectives Enrich our Understanding of the Past</i>) together as a class.</li> <li>3) Students will move around to each station in groups-first discussing the object and posing questions to one another. Then students will analyze sources from the Western perspective and Indigenous perspective. Students will create discussion questions about each station (students will have previous practice with writing questions).</li> <li>4) Come back together as a class and discuss what we can learn about Pueblo culture from the various stations. Discuss the importance of using multiple perspectives to understand each artifact.</li> <li>5) Full class discussion about activity. Students will be in a large circle and will answer the discussion questions below. {Need to link these} Students will also have a chance to pose their own discussion questions to the rest of class.</li> <li>6) Discuss the presenter’s opinion in the videos and contrast them.</li> <li>7) Make observations.</li> <li>8) Extension: Now have students find an artifact (using resources given by the teacher) and sources to go with the artifact. Then task students with creating a “museum inscription” for their artifact. Compile an online class museum. (Another version of this activity could be to have students evaluate whether a current museum label adequately includes both Indigenous and archaeological perspectives and have them edit the label to include what they think is missing. This could be a group or individual activity).</li> </ol>
<b><u>Resources</u></b> (add links only)	<p><a href="#">Worksheet for Stations</a></p> <p>Station 1: <a href="#">Chocolate Cylinders</a></p> <p>Station 2: <a href="#">Beads/Turquoise</a></p>

Station 3: [Sandals/Bone Tools](#)

Station 4: [Ceremonial Headdress](#)

Station 5: [Kiva](#)

Station 6: [Pottery](#)

### **Wrap Up Discussion Questions**

1. Think about the future. What types of objects are in your life that archaeologists might encounter that would be important to who you are? Pick one of them. How would you want your story to be told when they are analyzing that object?
2. What is the most surprising thing that you learned about the Ancestral Pueblo from the artifacts that we analyzed?
3. What are some of the differences that you noticed between the perspectives of the indigenous scholars and the archaeologists?
4. Were your observations and conclusions accurate? How did learning more about the artifact from archaeologists and indigenous scholars help you understand the artifacts better?
5. Are there important stories that have been passed down from generation to generation in your family? If so, how does it relate to your personal identity?
6. Why is it important to study both continuity *and* change when studying the past?
7. How do we know what we know about the past? Whom do we believe and when should we be skeptical?
8. Consider how it would feel to have your object reside permanently in a place far away from you, claimed by someone else. Archaeology involves removing items from their ancestral home, which is contrary to Pueblo belief. What are some ethical issues involved with this method? How do you think they can be addressed?
9. In Pueblo culture, some areas of knowledge are considered restricted, only available to members of the community who are perceived as ready to receive said knowledge. How might this be an act of self-preservation, considering the history of colonization and displacement that the Pueblo faced? Do you think this practice would conflict with archaeologists' goals to incorporate indigenous perspectives in their work? Why or why not?

a. Supplemental reading for this discussion question:  
[Pueblo Secrecy: Result of Intrusions](#)

**Formative and Summative Assessments**

Formative: Assess students as they move through stations and participate in discussion.

Summative: Extension activity

- Resources for finding artifacts:
  - [Chaco Culture NHP](#)
  - [National Museum of the American Indian](#) (Smithsonian)

**Post-Unit Reflection**  
(Complete this after the unit is taught)  
Were EOs achieved? Was the timeline limiting or too much? What went well, what needs work?

[To be completed by educator after unit is taught]