

LEVEL: Grades 4-12

SUBJECTS: Science, Social Studies, Language Arts.

PROCESS: Through role playing, students examine various societal values related to archeological resources.

OBJECTIVES: The student will:

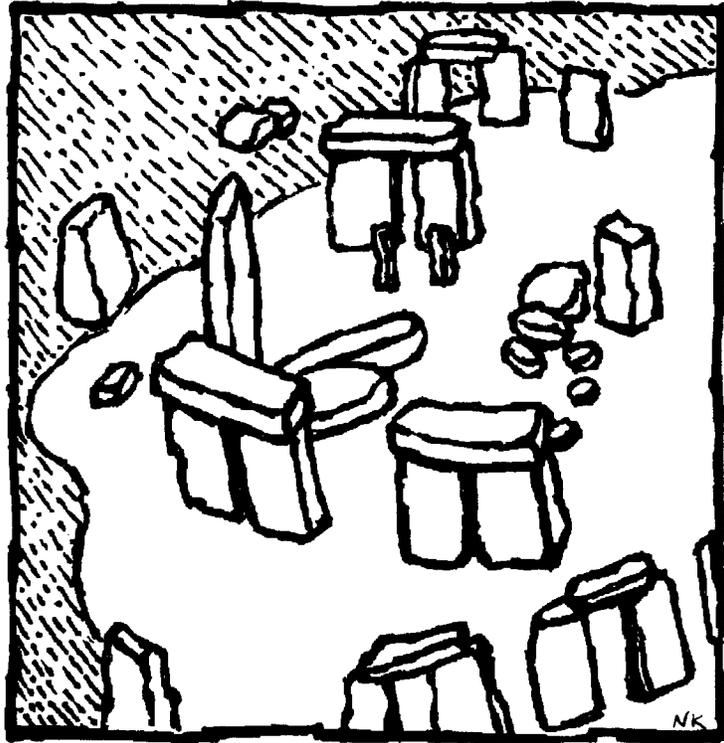
1. Debate the viewpoints of four different interest groups regarding an archaeological site and a road construction project.
2. List eight societal values concerned with archaeological sites.
3. Label various uses of an archaeological site as consumptive or non-consumptive.
4. Formulate his or her own decision about the proper course of action.

TIMEFRAME: One to two 45-minute periods.

SKILLS: Analyzing, debating, decision making, evaluating, problem solving, role playing, synthesizing, valuing, visualizing, writing.

MATERIALS: Writing materials, "The Road Showdown" for each student (attached).

VOCABULARY: Aesthetic, archaeological site, archaeologist, artifact.



THE LONG AND WINDING ROAD

OVERVIEW: Many people care about the past, and for many different reasons. Sites and artifacts (human-made objects) provide meaning on several levels. Using the example of Stonehenge in England, we can list some values people hold toward the past. Archaeologists (people who study history through items left by earlier peoples) value Stonehenge for its scientific potential. Many people appreciate its aesthetic (beauty) value. Druids, even today, believe Stonehenge has spiritual or religious significance. British people gather there every year to make social and political statements. The concessionaires and businesses around Stonehenge value it for its commercial and economic value. To some people, Stonehenge has an intrinsic value, that is, it has value just because it exists. To many Britons, Stonehenge also holds heritage or historical values.

We can examine these meanings by placing them in one of two

categories: consumptive and non-consumptive. Consumptive uses are those that "use up" or deplete the past-sites, artifacts, and the opportunity for knowing about other people and other times. Non-consumptive uses are those that do not deplete sites, artifacts, or the knowledge base.

To some people, places and things of the past are tangible reminders of their heritage and history. If a person explores the site by observation they are acting in a non-consumptive way. The thing or place will be there for them to experience again and for others to experience. If a person takes an arrowhead, pottery shard, or old bottle, or writes a name on the wall of a historic cabin or rock art panel, it is consuming the past and removing parts of it from others' experience.

Other consumptive actions include collecting artifacts to sell or trade and construction projects,

which include the destruction of the site by plowing and erecting buildings.

Non-consumptive uses include aesthetic, scientific, spiritual, or religious values. Sites and artifacts, when studied where they were left by their owners, provide data and scientific insight to archaeologists.

In a gray area between non-consumptive and consumptive use is site excavation by a qualified archaeologist. The use of the site is consumptive, since physically the site is no longer intact. It is non-consumptive in the sense that information gained from the site is through scientific excavation and becomes public knowledge.

Archaeology is a rapidly changing field. New scientific techniques are developed every year that allow us to learn more from sites and artifacts. Archaeologists have adopted the ethic of conservation, and laws concerning cultural resources also recognize that we need to wisely use sites in order to conserve them. There will not be any more of them, and an archaeologist has to have a good reason to "consume" a site by excavation.

Archaeologists and managers who make decisions about projects on public lands spend a lot of time and energy analyzing how sites and artifacts are to be conserved. The issues surrounding use of the past are complex and often strike at the core of personal values. Responsible citizenship means being knowledgeable about these issues and taking informed and thoughtful actions.

PROCEDURE:

PRE-ACTIVITY:

Photocopy "The Road Showdown" for each student.

ACTIVITY:

1. People often have conflicting ideas about what is the best use of a resource, and some uses prevent others. Ask:

-What are some examples of land uses that conflict with one another if done on or near the same property? (*Possibilities include wildlife (hunters versus wildlife watchers), rivers*

(dams and energy versus river running and fish habitat), and fields (farming or housing development).)

These same kinds of conflicts affect archaeological and historic sites and artifacts as well.

2. Divide the students into four groups: archaeologists, American Indians, business owners, and recreationists.

3. Distribute "The Road Showdown" copies to students. Ask them to read the story through the eyes of their assigned roles to adopt the viewpoint of that interest group. They will be arguing for their viewpoint to a manager who will make the final decision about the project. The manager can be the teacher, a student, or a panel of students.

4. Give students 10 to 15 minutes for discussion in their groups. Each group appoints a spokesperson to present their arguments. They propose solutions to the problem that they believe could meet the concerns of all parties, as well as their own.

5. Call a "town meeting" to order and establish two ground rules: (a) no interrupting another person, and (b) be brief and to the point with your arguments. Set a time limit on presentations.

6. Each group presents their desired outcome to the manager(s), supporting their goal with solid reasons. General discussion and rebuttal follows.

7. Summarize the discussions by asking each group to choose one or two words that describe the value with which their group is most concerned. Examples may be science, heritage, religion, money, progress, fun.

8. Discuss how each of these values and concerns has validity, and that there is no absolute right or wrong answer to the problem. Point out that being a responsible citizen means understanding all the viewpoints about an issue before making a decision or taking an action. The manager now decides what to do about the problems presented. Challenge the students to

think of other solutions to the problem that could meet everyone's concerns.

To CONCLUDE:

Students abandon their assigned roles and write what they would personally decide if they were the land manager, and why.

ASSESSMENT:

1. While in their groups, students list the societal values that their group holds towards the hypothetical archaeological site. Groups should also determine whether their desired use(s) of the site are consumptive or non-consumptive.

2. To assess the debate and the decision-making process, evaluate students on participation in their groups, the clarity and reasoning of their arguments, and the reasoning skill exhibited in their written decisions.

EXTENSION: Alter the scenario and interest groups to fit a local situation. Students write about the viewpoint of each of the interest groups.

CREDIT: Adapted from the "The Road Showdown," *Intrigue of the Past*, Bureau of Land Management.

THE ROAD SHOWDOWN

The highway department is building a road connecting your town to a new reservoir. Archaeologists are excavating a site that will then be destroyed because it is directly in the path of the new highway. They have used up all the money the highway department budgeted for the excavation, but the site is much larger and more complex than they could tell when they first started. They say that the site is of tremendous scientific value and could help answer many questions about your state's past. They need \$50,000 to finish the excavations.

Last week, the archaeologists uncovered some human burials. Following the law, they stopped excavating immediately and notified the nearby Indian tribe. Tribal leaders visited the site and told the archaeologists that the site included a cemetery of their ancestors and that it had significant religious and heritage values to the tribe. Their wishes are that the site be covered up and left in peace - no further excavation, no road over the site.

The local business owners are very concerned that the road will be delayed or not built at all. This affects their income significantly. If motorists aren't traveling through the town on their way to the reservoir, they won't be buying gasoline, food, or lodging.

Recreationists are also very concerned. Fishermen and women, motorboat enthusiasts, and water-skiers all have been waiting for years for the chance to use the new reservoir. Some have even bought expensive new boats and fishing tackle. They will have to travel 60 extra miles on a dirt road to get to the reservoir if the new highway isn't built.

