

LEVEL: Grades 4-12

SUBJECTS: Social Studies,
Language Arts, Speech.

PROCESS: Through analyzing
and discussing dilemmas, stu-
dents examine their own values
and beliefs about archaeological
site protection.

OBJECTIVES: The student will:

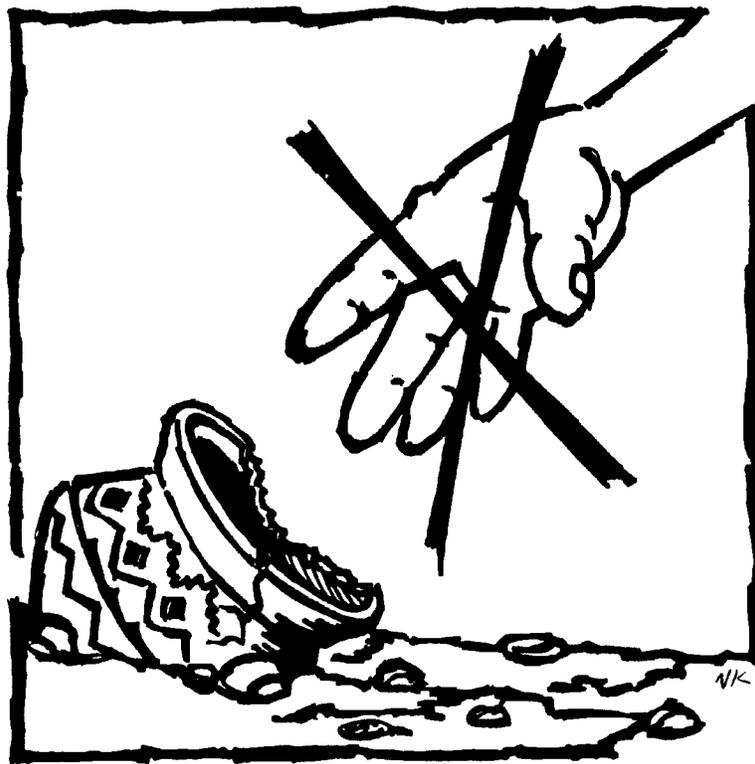
1. State the conduct required by the Archaeological Resources Protection Act of 1979.
2. Evaluate possible actions they might take regarding site and artifact protection.

TIMEFRAME: One to three 45-
minute periods.

SKILLS: Analyzing, applying,
decision making, debating, dis-
cussing, (drawing), evaluating,
interpreting, listening, problem
solving, public speaking, reading,
synthesizing, valuing, working in
small groups, writing.

MATERIALS: Pens or pencils,
writing paper, "Dilemma Cards"
(attached).

VOCABULARY: Archaeological
site, archaeological resource,
archaeologist, artifact.



DO YOU DIG IT?

OVERVIEW: (See overview
for "Long and Winding Road")

Federal and state laws demand severe penalties for those who disturb and destroy sites more than 100 years old. The Archaeological Resources Protection Act (ARPA) was passed in 1979 and prohibits unauthorized digging and collecting of archaeological resources, including pottery, basketry, bottles, coins, arrowheads, tools, structures, pithouses, rock art, graves, and human skeletons. No person may sell or buy any archaeological resource that was illegally acquired. Penalties for those convicted of violating ARPA are:

-First Offense: \$100,000 fine and one year in jail. If the cost of repairing the damage exceeds \$500, the offender may receive a fine of \$250,000 and spend two years in jail.

-Second Offense: \$250,000 fine and five years in jail.

-Vehicles and other equipment used in breaking this law may be confiscated.

ARPA offers rewards to people who supply information leading to the arrest and conviction of ARPA violators.

ARPA applies to all public lands, including those administered by the U.S. Forest Service, Bureau of Land Management, the military, Fish and Wildlife Service, and the National Park Service.

Statutes similar to ARPA have been passed in most states and apply to most state lands. State laws often also apply to the digging of archaeological sites on private lands. People should check with state government to determine what laws apply to state and private lands where they live. Archaeologists conducting approved field work are granted permits by federal and state agencies.

People recreating in the out-of-doors frequently 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 land managing agency, or, in the case of private lands, to a local agency archaeologist or state agency.

Some people collecting artifacts and excavating sites are engaged in an illegal market, are armed with weapons, and must be considered dangerous. Students should never approach someone they see collecting artifacts or excavating sites. The best thing to do is to record information about the people: their physical descriptions, their activities, the license numbers of their vehicles. This information should be immediately reported to law enforcement.

PROCEDURE:

PRE-ACTIVITY:

1. Photocopy the "Dilemma Cards" and glue each dilemma on an index card. Other dilemmas could be written that are more specific to problems in your area. (Students could also create "Dilemma Cards," with each student responsible for one dilemma.) You may want to laminate your cards.

2. Ask:

-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 or her hair cut in a style you think is very unattractive. What do you tell your friend when he or she asks if you like the way it looks? Or, your best friend shows you a video game he or she has stolen from another friend's house. What do you say to your friend? Do you report the incident to someone? If so, whom?

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.

ACTIVITY:

1. Read one of the "Dilemma Cards" aloud to the 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. (Often values change once there is group discussion and other perspectives are introduced).

Another approach to 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.

2. Have 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?

3. Now, divide the class into groups of four to five 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 about 15 minutes for their discussion. Choose a spokesperson for each group to report to the class the group's decision and their reasons for taking the actions or positions they did. Were they able to all agree on what they would do?

4. Ask the students if they felt they had enough information upon which to base their decisions. Ask them if their opinions changed once they heard different points of view.

TO CONCLUDE:

5. Ask the 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.

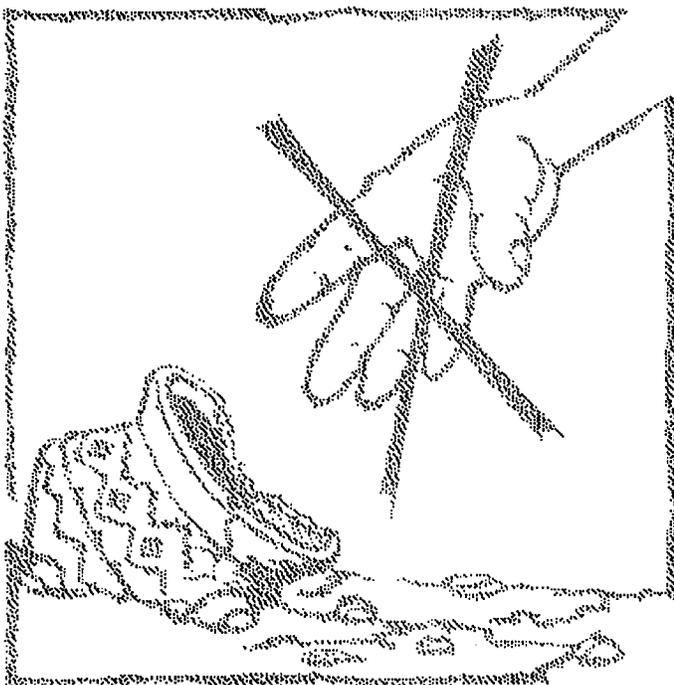
ASSESSMENT: Each student is assigned a dilemma. They each write a short paragraph on the positive and negative effects of all the options listed for that dilemma, indicating what additional information, if any, is needed in order to make a responsible and informed decision.

Finally, students identify which decision is the most appropriate and responsible, explaining their reasoning.

EXTENSIONS:

1. Divide the students into groups as above, but this time give each group the same dilemma. Discuss the ways the different groups addressed the same issue.
2. Use the "Dilemma Cards" for a debate.
3. Ask students to role play one of the "Dilemma Cards" and their solution to the dilemma.

CREDIT: Modified from "Artifact Ethics," *Intrigue of the Past*, Bureau of Land Management.



Dilemma 1

You are on a camping trip in a national park with some of your friends and your family. Your parents stop the car in the parking lot to visit a famous rock art site. You and your friends are walking up to the rock art when you pass a man and a woman carrying a large bag. As you continue walking, you can see the large sandstone wall covered with rock art. You look closer, and see that there are fresh red spray paint signatures covering several of the rock art figures. The paint is still dripping down the wall as you arrive. What do you do?

-Run back to the man and woman and tell them it is against the law to damage rock art.

-Do nothing; mind your own business.

-Get their license plate number, description of the car and the people. Then report them immediately to the national park ranger.

-Use some of the wet paint to write your name too. After all, the settlers and Native Americans wrote their names and symbols on rocks.

-Call the police back home.

-Have your parents make a citizen's arrest of the man and the woman.

-Other:

Dilemma 2

You are on a scouting trip to a national forest to visit an old historic ghost town. Your scout leader takes you into an old building where there are a lot of relics laying around including bits and pieces of pottery. Your teacher has informed you that historic places are protected by the law and that you should take nothing, but your scout leader is picking up several pieces of pottery and some of the other artifacts. Several of the scouts are doing the same thing. When you tell the leader what your teacher said about not taking artifacts, the leader answers by saying, "Taking little things like broken pottery doesn't count." What do you do?

-Act as though you saw nothing; let them take the pottery pieces home.

-Pick up just one piece of pottery as a souvenir.

-Do nothing, knowing that you were obeying the law by not taking anything.

-Find another scout troop.

-Ask your parents to report the scout leader to the Forest Service.

-Ask a professional archaeologist to come and talk to your scout troop.

-Other:

Dilemma 3

You are a judge on a case where a man has been charged with pothunting and selling Anasazi artifacts through an illegal market. He has been unemployed and is using the money to buy food for his family. What do you do?

-Put him in prison for nine months.

-Fine him \$5,000.

-Release him with a warning.

-Inform him that there are social services to help him support his family, so that he does not have to destroy the irreplaceable past. Also fine him.

-Sentence him to 100 hours of community service, requiring him to give talks to schools about the importance of protecting archaeological sites.

-Other:

Dilemma 4

You are an archaeologist excavating sites in an area that is going to be the site of a hazardous waste incinerator. Your excavation team has just started uncovering what appears to be a large American Indian burial site. You know that local Indian tribes would be upset to learn that the graves of their ancestors are being disturbed. They may want to halt or attempt to delay construction of the incinerator. What do you and your team do?

-Decide to break the law and continue to dig the site. Then wait until the site is excavated to tell the Indian tribes about the burials.

-Stop excavating immediately and report the site to the local tribe.

-Continue excavating but ignore the burials and don't record them.

-Stop the excavation and recommend that the site somehow be preserved.

-Resign so you won't have to get involved.

-Other:

Dilemma 5

You are an amateur archaeologist aware that the reservoir from construction of a large dam will eventually cover an entire canyon containing many Fremont Indian sites. One of your friends asks you if you want to go to the canyon and retrieve just a few artifacts because, after all, if you don't, the artifacts will just be buried under water. What do you do?

-Go and get just one or two artifacts in the canyon. Maybe the law does not apply to areas that are going to be destroyed anyway.

-Don't go with your friend, and if your friend goes, anonymously report him or her to the law.

-Refuse to go and tell your friend that it is against the law.

-Let him or her go and get a few things for you.

-Organize a local group of amateur archaeologists to work with professional archaeologists so that more information can be recovered before the reservoir is flooded.

-Other:

Dilemma 6

You are a county sheriff and live in a small town. You suspect several people are pothunting on federal land and are illegally selling artifacts. These people claim that they found the artifacts on their own property, and that it is legal to sell them. What do you do?

-Try to follow these people and catch them in the act.

-Call in federal agents from another town to investigate these people because many of them are your neighbors.

-Don't do anything unless you catch them in the act because it is your hunch against their word.

-Try and get them involved in amateur archaeology organizations and classes so they will understand the importance of preserving sites on private and public lands.

-Other:

Dilemma 7

You are hiking in a remote section of a BLM wilderness area and discover a large Anasazi pot that is wedged in between two rocks. What do you do?

-Try to remove the pot and take it back to the BLM office.

-Leave the pot where you found it, photograph it, carefully record on a map where you found it, and turn your information over to BLM.

-Leave the pot there, and don't tell anyone about it or its location.

-Remove the pot, hide it in your car, and take it home.

-Other:

Dilemma 8

You are visiting a state park that is a historic ranch site with several rock buildings partially intact. There is a large sign by the ruins saying: "These walls are very fragile! Do not take anything, and do not walk on or go into the ruins." You are eating your lunch when a family arrives and ignores the sign. Kids are walking on top of the ruins and are picking up glass fragments and old nails and putting them in their pockets. What do you do?

-Ask the family politely if they have read the sign.

-Ignore them; it is really none of your business.

-Tell them they are breaking the law.

-Say nothing and try to hike out first to find a ranger and report them.

-Other: