

Miranda Ley
Humanities: Native Americans of Texas

First Period-Introduction: Archaeology, Artifacts, Exploration, and Inferences

Day One

Experiential opening:

Artifact exploration: Students pass around reproduction of flint knapped axe head and speculate as to its purpose.

Key Skills

Observation
Organizing Research
Interpreting Maps and Timelines

Drawing Inferences and Conclusions
Critical Thinking
Sequencing

Common vocabulary/concept important to whole group endeavor:

Artifact
Midden/Sheet Midden
Cache
Observation
Inference

Key questions/Key concepts:

How do we learn about people who didn't leave a written history?
What can we infer from artifacts and other material remains?

Resources:

Maps/Statistics/Data:

[Ethnolinguistic Groups of Pre-Columbian Texas](#)
[Map of Caddo Confederation Tribes](#)
[The Paleoindian Database of the Americas Maps](#)
<https://www.texasbeyondhistory.net/spotlights/geomt-morphomet/geomt-morphomet.html>

Readings:

Texas Indians Myths and Legions by Jane Archer

Walking the Choctaw Road: Stories From Red People Memory by Tim Tingle

Timelines:

[Ancient Pre-Colombian History](#)

Second Period-Practice: Archaeology, Artifacts, Exploration, and Inferences

Group Research Activities:

Day 2

Map Study: Follow the Arrow. Arrowheads and stone tools vary from group to group, depending on who makes them because of how technique is passed down. How did archaeologists and geologists trace migration patterns using similarities and differences in stone tools. An examination of Pre-Clovis and Clovis Societies through a mapped database of where Pre-Clovis and Clovis points have been discovered. Students look at how the points are concentrated to make inferences about human migration patterns through North America

Day 3-4

Artifact Inference Activity- Students work in groups to observe a collection of artifacts. Once they record their observations, they infer who might have owned these objects and what their story might be.

Group Exploration: Observation and Inference with the Classroom “midden.”

As a class, examine and observe the contents of the trash can. Observe and record what you see. What can we infer about the population from the trash and other things that are left behind?

Individual/Group Research: Students work individually or collaboratively to examine the contents of 5 boxes.

- 5 Boxes with unique series of artifacts
- Artifact log sheet (prepared Graphic Organizer)

ARTIFACT LOG

Can you think and work like an ARCHAEOLOGIST?

Directions: You will first take on the role of an archaeologist. You will analyze some primary source artifacts found at the discovery site. From these artifacts, can you determine what kind of person he was? What time period he lived during?

Lot #	Description of the artifact. What does it look like? What material is it made from?	Write your hypothesis describing what you believe the artifacts purpose or use was.
1		
2		

Third Period-Assessment: Archaeology, Artifacts, Exploration, and Inferences

Seminar Discussion/Debates:

- “*Who Owns the Past?*”: *The Kennewick Man/Ancient One debate film*
http://www.snagfilms.com/films/title/who_owns_the_past

Written:

- Historical fiction narrative about a character or artifact constructed from the *Artifact Inference Activity*. Tell the story of a collection of artifacts: Who was their owner? How did they come to be where they are?