



Activity 4

A Virtual Hike with Archaeologists!

Overview: Students will follow a virtual hike led by archaeologists, in order to understand how scientific methods are used in uncovering our past and the stories our public lands hold for us.

Outcome

Students will participate in a discovering and discussing what makes cultural resources significant for the past and present communities to which they belong. Students will understand the importance of visiting historic and prehistoric cultural sites with respect. Exploring these places is encouraged. We are the stewards of our land heritage. The stories of our land and the people who have relied on it for centuries have evolved over time, but some of the artifacts that teach us about these stories are still out there; discoverable on our public lands; lands which can serve as a living museum.

Standards

1st – Geography – Give examples of how people use and interrelate with Earth's resources

2nd – History - Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

2nd – History – Identify history as the story of the past preserved in various sources

Materials

chart paper, Google earth tour – follow the URL below, BLM Dominguez-Escalante National Conservation Area Brochures

Procedure

Activity Four

Ask students: Why are archaeological sites and their artifacts important to communities?

Explain to students that archaeologists have to use scientific methods in order to find the clues or artifacts they use to help tell a story about what happened at a place long ago. Tell students that they are going to practice their science/archaeology skills today.

1. Ask students: What skills do you think archaeologists have? (observation, patience, math for measuring, technology for GPS documenting, map reading for navigating to and from sites, good readers-they do a lot of research) Chart responses

Virtual Tour

Tell students that your class is going on a virtual hike.

Ask students to list ways that hikers should behave when on the trail – guide them towards Leave No Trace Principles (respect wildlife, leave what you find, use your eyes not your hands, be considerate of other visitors etc)

Teachers will click through a Google Earth tour – a photo story-map that documents and interprets a hiking trail through Big Dominguez Canyon. Along the trail, visitors to the wilderness area will encounter several examples of historic and pre-historic cultural resource areas.

1. The 3-D tour plays best through Firefox or latest version of internet explorer – if you don't have these downloaded Google Chrome will work, but won't play the best 3-D version.
2. Follow the link to the presentation provided here:



<https://tourbuilder.withgoogle.com/builder#play/ahJzfm3ZWltdG91cmJ1aWxkZXJyEQsSBFRvdXIYqICAI5P7qAsM>

3. Please click through the images and use the narrated slides on the sides of the images to lead students on a trip through the canyon.

After touring through the canyon, share with students that they are encouraged to visit these places with their families. Tell students that these places with archaeological artifacts are very important to people of the past, the present, and to people of the future.

Ask students: What are some of the ways we can show respect when we visit historic and pre-historic sites?

The following link was mentioned in the photo tour and has video resources about Visiting With Respect

<http://www.friendsofcedar mesa.org/visit-with-respect-video-series/#teach>

Teacher will connect students back to the essential question at close of program:

What stories do artifacts tell?

What significance do artifacts hold for communities of the past and present?

Ideas for Extension



Use the 1989 Rambo interview from the Daily Sentinel as a primary resource

Create a list of items you would take with you if you and your family were on a journey west to become homesteaders (see “What to Take” worksheet)

Students bring in artifacts from their own lives, and share the significance of these items. Classmates can make inferences about what these items mean to the student presenting.

Follow instruction on from the Irrigation worksheet, and have students practice making irrigation systems – like pioneers of the Grand Valley did.

Have students write letters back east from the perspective of a pioneer kid who just moved out west with their family.