

**Exploring the Past: Archaeology
in the Upper Mississippi River Valley
Projected Study Plan and Readings, July 12–30, 2010**

Daily Schedule:

Morning Sessions: 8:30–12:00

Lunch Break: 12:00–1:00 (lunch on own; bring lunch on field trips and field days)

Afternoon Sessions: 1:00–4:30

WEEK 1

Sunday, July 11:

- Participants arrive, check into dorms

Monday, July 12:

- Introduction to the Institute
- Welcome Reception (Lunch)

Tuesday, July 13 (Lecture, Discussions, Exercise):

- Archaeology: The Study of Past Cultures (Basic Concepts and Terms)
- Application: Introduction to Understanding Other Cultures (Amish Case Study)

Wednesday, July 14 (Field Trip):

- The Driftless Area and the Upper Mississippi Valley (Introduction to Past and Present Environment)
- The Dynamic Environment of a Driftless Area Valley: The Bad Axe River Valley
- Adaptive Strategies in the Driftless Area: Continuation of Amish Case Study

Thursday, July 15 (Lecture, Discussions, Laboratory, Project Time):

- Fundamentals of Archaeology
- Artifact Identification and Analysis
- Group/Individual Project Time

Friday, July 16 (Field Experience):

- Excavation Experience at the Cade Archaeological District, Bad Axe Valley
- Hands-on Experience with Archaeological Excavation Methods

Readings for Week 1:

- **Required Readings:**
 - Elaine M. Davis, *How Students Understand the Past*, AltaMira Press, New York (2005), pp. 109–120.
 - Lawrence M. Martin, *The Physical Geography of Wisconsin*, University of Wisconsin Press, Madison (1965), pp. 141–182.
 - T. Douglas Price and Gary Feinman, *Images of the Past*, 5th ed., McGraw-Hill, Boston (2006), pp. 1–33.
 - James L. Theler and Robert F. Boszhardt, *Twelve Millennia: Archaeology of the Upper Mississippi River*

Valley, University of Iowa Press, Iowa City (2003), pp. 1–17.

- The Wisconsin Cartographers' Guild, *Wisconsin's Past and Present*, University of Wisconsin Press, Madison (1998), pp. 30–31, 36–37.
- Staff-compiled summary on local Amish communities.
- **Classroom Application Resources to Review:**
 - M. Elaine Davis and Marjorie Connolly (editors), *Windows into the Past: Crow Canyon Archaeological Center's Guide for Teachers*, Kendall Hunt, Dubuque, Iowa (2000).
 - Bobbie Malone, *Digging and Discovery: Wisconsin Archaeology* (teacher guide), State Historical Society of Wisconsin, Madison (2000).
 - Bobbie Malone and Diane Holliday, *Digging and Discovery: Wisconsin Archaeology* (student text), State Historical Society of Wisconsin, Madison (2006).
 - Mississippi Valley Archaeology Web site, online lesson plans and PowerPoint presentations, <http://www.uwlax.edu/mvac/Educators/LessonPlans.htm>.
 - Amy Rosebrough and Bobbie Malone, *Water Panthers, Bears, and Thunderbirds: Exploring Wisconsin's Effigy Mounds*, Wisconsin Historical Society, Madison (2003).
 - Doris Seale and Beverly Slapin (editors), *Through Indian Eyes: The Native Experience in Books for Children*, Oyate, Berkeley, California (1998); also *A Broken Flute: The Native Experience in Books for Children*, AltaMira Press, Walnut Creek, California (2005).
 - Shelley J. Smith, Jeanne M. Moe, Kelly A. Letts, and Danielle M. Patterson, *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*, U.S. Department of the Interior, Bureau of Land Management (1993).
 - Society for American Archaeology Web site, www.saa.org.

WEEK 2

Monday, July 19 (Laboratory, Workshop, Project Time):

- Archaeological Laboratory Experience
- Experimental Archaeology Experience
- Group Project Brainstorming

Tuesday, July 20 (Lecture, DVD, Discussion):

- Hunter-Gatherer Adaptive Strategies and Life-ways
- Video: *Cree Hunters of Mistassini*, with follow-up discussion

Wednesday, July 21 (Exercise, Discussion, Lecture, Laboratory):

- Hunter-Gatherers in the Driftless Area (Case Study: Paleo-Indian and Archaic)
- Interpreting Subsistence from Ecofacts (Plant and Animal Remains)
- Submit Plans for Individual Projects

Thursday, July 22 (Lecture, Discussion, Exercise, Project Time):

- Peopling of the New World (Inquiry-Based Exercise)
- Group/Individual Project Time

Friday, July 23 (Off-Campus Workshop, Lecture, Discussion):

- Technology Field Day: Demonstrations and Experimental Activities at the Cade Farm (including arrow-making and use of spear-thrower)

- Artifact Collecting: How Avocational and Professional Archaeologists Work Together

Readings for Week 2:

- **Required Readings:**
 - Lewis R. Binford, *Constructing Frames of Reference: An Analytical Method for Archaeological Theory Building Using Hunter-Gatherer and Environmental Data Sets*, University of California Press, Berkeley (2001), pp. 434–464.
 - R. Dale Guthrie, *The Nature of Paleolithic Art*, University of Chicago Press, Chicago (2005), sections on hunter-gatherers (pp. 228–267).
 - Gary Haynes, *The Early Settlement of North America: The Clovis Era*, Cambridge University Press, Cambridge (2002), pp. 1–37, 81–96, 239–273.
 - Paul S. Martin and Christine R. Szuter, “War Zones and Game Sinks in Lewis and Clark’s West,” *Conservation Biology*, Vol. 13 (1999), pp. 36–45.
 - George I. Quimby, “A Year with a Chippewa Family, 1764–1765,” *Ethnohistory*, Vol. 9, No. 3 (1962), pp. 217–239.

WEEK 3

Monday, July 26 (Lecture, Discussion, Exercise):

- Horticulturalists and Agriculturalists: Adaptive Strategies and Life-ways
- Horticulturalists and Agriculturalists in the Driftless Area (Case Study: Woodland and Oneota)
- Group/Individual Project Time

Tuesday, July 27 (Field Trip):

- Native American Mounds at Genoa, Wisconsin
- Effigy Mounds National Monument, McGregor, Iowa
- Rock Art at Larsen Cave
- Battle of the Bad Axe (Black Hawk War of 1832)

Wednesday, July 28 (Lecture, Discussion, Project Time):

- Euroamerican Contact and Settlement
- Closing the Circle: Adaptive Strategies into Modern Times
- Applicability of Course Content
- Group/Individual Project Time

Thursday, July 29 (Field Trip):

- What New Adaptive Strategies are Evident in the Driftless Area?
- Archaeological Consequences of Modern Land Uses

Friday, July 30:

- Presentation of Teacher Projects
- Farewell Reception (Lunch)
- Project Conclusion and Evaluation

Saturday, July 31:

- Participants Depart

Readings for Week 3:

- **Required Readings:**

- Roger Anderson, "Overview of Midwestern Oak Savannas," *Transactions of the Wisconsin Academy of Sciences, Arts and Letters*, Vol. 86 (1998), pp. 1–16.
- Harold Hickerson, "The Virginia Deer and Intertribal Buffer Zones in the Upper Mississippi Valley," in *Man, Cultures, and Animals: The Role of Animals in Human Ecological Adjustments*, edited by A. Leeds and A. Vayda, Pub. No. 78, American Association for the Advancement of Science, Washington, D.C., pp. 43–65.
- Sissel Schroeder, "Maize Productivity in the Eastern Woodlands and Great Plains of North America," *American Antiquity*, Vol. 64 (1999), pp. 499–516.
- Gilbert L. Wilson, *Buffalo Bird Woman's Garden: Agriculture of the Hidatsa Indians*, Minnesota Historical Society Press, St. Paul (1987), pp.1–61.

- **Additional Classroom Application Resources to Review:**

- Brian Fagan, *Ancient North America: The Archaeology of a Continent*, 3rd ed. Thames and Hudson, New York (2000).
 - Richard Townsend (editor), *Hero, Hawk, and Open Hand: American Indian Art of the Ancient Midwest and South*, Art Institute of Chicago (2004).

OPTIONAL ACTIVITIES

- Project staff will provide information on regional educational (e.g., museums, libraries, parks, historic or archaeological sites) and exploration (e.g., riverboat cruise, scenic drives) opportunities that participants might want to pursue on their evenings or weekends.