



Mississippi Valley Archaeology Center
1725 State Street
La Crosse, Wisconsin 54601
Phone: 608-785-6473
Web site: <http://www.uwlax.edu/mvac/>

This lesson was created by a teacher participating in a Wisconsin ESEA Improving Teacher Quality grant entitled Inquiry Based Technology-Mediated Teacher Professional Development and Application.

Title:	Preserve is the Word
Submitted by:	Robin Hosemann and Andrea Christopherson
Grade Level:	5-8
Subjects:	Language Arts, Science, Social Studies
Objectives:	1. Preservation and conservation are related but different. 2. Stewardship involves preservation and conservation. 3. There are rules and laws governing behavior in state parks. 4. Ethics involves serious decision-making and personal choices. 5. Public service announcements can be a useful tool in educating the public about important issues.
WI Standard:s	-Language Arts B.8.1, C.8.1, C. 8.2, C.8.3, D.8.1, D.8.2, E.8.1.E.8.3, E.8.4, E.8.5, F.8.1, -Science B.8.5, C.8.4, -Social Studies B.8.12
Duration:	Five class blocks
Materials/Supplies:	Digital video recorder, tapes, Internet access, editing software, Journal from Wyalusing Trip
Vocabulary:	PSA (Public Service Announcement), persuasive message
Background:	1. Teachers should have background knowledge of the process of archaeology and preservation issues. Students will have visited mounds, and had a basic introduction to the four pre-European cultures of Wisconsin. Students will have already viewed and discussed teachers' field school scrapbooks and interactive web page. 2. Students will have learned the basics of preservation in previous lesson. They will have studied public speaking in a previous lesson.

Setting the Stage:	Students will be shown a tape of several student-produced or real world PSAs. A discussion of the techniques of persuasion will follow.
Procedure:	1. Students will brainstorm a list of archaeological ethical questions (with some strategic prompting from teachers). Questions might include: Why support MVAC? Why report vandalism of sites? Why report and share artifacts with local agencies? 2. In teams, students will select a question/issue and design a 3-minute (maximum) PSA to persuade the public to agree with their idea. Students will conduct research or interviews with experts to be certain their message is accurate. Scripts must be completed and practiced, and students must assemble their own props and visuals. 3. Class will develop a rubric to judge the persuasiveness of the message and overall quality of the segment. 4. Segments will be taped and aired on in-house network, and shown during parent-teacher conferences.
Closure:	Students will survey other students in the school (6-12) on their reactions to the PSAs, and report on the survey results in the Middle School newsletter.
Evaluation:	PSAs will be evaluated by rubrics.
Links/Extension:	1. This lesson directly follows a preservation lesson. It will prepare students for handling archeological dilemmas with integrity. 2. This lesson prepares students for using the video equipment and editing bay for future projects in all classes.