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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:	To Protect and Preserve
Submitted by:	Danielle Renz
Grade Level:	4-6
Subjects:	Social Studies, Language Arts
Objectives:	1. Students will learn about the impact of war on the Iraqi National Museum 2. Students will discuss the importance of protecting artifacts of cultural heritage. 3. Students will write letters to the Milwaukee Public Museum to show support for funding for the protection of the museum and its artifact collections.
Duration:	45-60 minutes
Materials:	-“History At Risk” article from Dig, February 2005, Vol.7, Number 2 -Articles or information about the status of the Milwaukee Public Museum
Vocabulary:	-Artifact - any object made or used by humans. -Cultural heritage - set of beliefs or traditions passed down from generation to generation. -Looting - illegally removing or stealing artifacts.
Background:	Many people care about the past and the artifacts that have been discovered that teach about the past. There are also many people who choose to buy and sell artifacts of cultural heritage. Some people illegally dig and remove artifacts from archaeological sites in order to sell them for money. Some simply do not feel it is important to protect and preserve artifacts of cultural heritage because it costs money. This lesson will provide an example for each.
Setting the Stage:	Ask students to discuss what they know about the war in Iraq. Use the

following questions to help guide the discussion.

- Where is Iraq? Describe what is happening in Iraq.
- How might the war in Iraq affect the people who live there?
- How might the war in Iraq affect the land and buildings?
- How might the war affect the cultural history of Iraq?

Procedure:	1. Read “History At Risk” article with students. Ask students to discuss how the war in Iraq has affected the cultural history of Iraq (archaeological sites looted, museum artifacts stolen and/or destroyed). Ask students to discuss the importance of protecting and preserving artifacts of cultural heritage. 2. Organize students into small groups (3-4). 3. Provide students with information about the Milwaukee Public Museum and the plans to close it down due to lack of funding. 4. Ask students to discuss how closing the museum might affect them and their families. List ideas on board. 5. Students will work in groups to write a letter of support to the Milwaukee Public Museum. Letters should include reasons why students value the museum and its collections of artifacts.
Closure:	Ask students to discuss their feelings about protecting artifacts of cultural heritage in our country and other countries. Ask students to suggest ways that they can support the protection of artifacts.
Evaluation:	Read student letters to check understanding of the importance of protecting artifacts of cultural heritage.
Links/Extensions:	1. Archaeology Magazine’s links to articles that focus on the cultural crisis in -Iraq: http://www.archaeology.org/online/features/iraq/ 2. The Global Heritage Fund: http://www.globalheritagefund.org/home.html 3. <u>Intrigue of the Past</u> – Lesson 20: “Protecting Our Past” 4. <u>Intrigue of the Past</u> - Lesson 22: “Artifact Ethics”
References:	Milwaukee Journal Sentinel for archived articles about the museum http://www.jsonline.com