

CHAPTER 2: EVIDENCE FROM THE PAST

Learning Targets





- I can summarize how the earliest Minnesotans lived and how they became more modern.
- I can explain how archaeologists learn about what life was like before written history.
- I can explain how the land and climate of MN have changed over time.

DIRECTIONS

Read Chapter 2 (pages 11 - 21) and complete the following:

VOCABULARY

Define PETROGLYPH	Draw a PETROGLYPH
Define ELDER	Define ARCHEOLOGIST
Define PERSPECTIVE	List two (2) examples of something that could affect a person's perspective:
Define: ORAL HISTORY	
Define: ARTIFACT	Draw an example of an artifact
Define: SCIENTIFIC METHOD	List the steps of the scientific method 1. 2. 3. 4
Define: HYPOTHESIS	

Introduction (pg. 12 – 13)

1. Glaciers long ago helped for today's landscape in Minnesota. As glaciers melted, they formed thousands of _____ (name a physical feature).

Messages from the Past (pg. 14-15) and Petroglyphs Video:

2. Think about the petroglyphs that you saw in the book or the video. Write three (3) things you learned about petroglyphs.
 - a.
 - b.
 - c.

One Way of Knowing: Oral History (pg. 17-18)

3. What are four possible meanings for the hand petroglyphs at Jeffers, according to oral histories?
 - a.
 - b.
 - c.
 - d.

Another Way of Knowing: Archaeology (pg. 18 – 19)

4. Read about the archaeological experiment on page 19. What outcome did these archeologists predict? (Another way to think of this is "what was the hypothesis?")
-

5. Did the hypothesis turn out to be correct? _____

Learning From Each Other (pg. 20)

6. When it comes to the Jeffers Petroglyphs, what is one thing archeologists and American Indian elders agree on? _____

Gold Civics Box: The Government Protects Burial Mounds (pg. 21)

7. This box tells about both Minnesota and U.S. laws that protect burial mounds built by American Indian people long ago. What is one thing that museums today must do, as a result of these laws? _____

