Can Buried Secrets Truly Solve the Mysteries of the Past?

http://www.hettwer.com/green-sahara---archeology/

Supporting Questions

1. What artifacts, related to Ozti, were discovered?
2. What do the artifacts tell us about prehistoric man?
3. How have the theories regarding Otzi's death changed over time?

Can Buried Secrets Truly Solve the Mysteries of the Past?	
Inquiry Standard	SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.
Staging the Compelling Question	Students will complete the “Paper Bag” exercise.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What artifacts, related to Ozti, were discovered?	What do the artifacts tell us about prehistoric man?	How have the theories regarding Otzi’s death changed over time?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Complete a chart that would catalog the different artifacts and findings from the discovery scene.	Students will write an informative paragraph explaining what life was like for prehistoric man.	Students will write an informative paragraph discussing the evolution of one theory about how Otzi died and explain how that theory has changed over time.
Featured Sources	**Featured Sources**	**Featured Sources**
Source A: Otzi's Gear Source B: Otzi Body	Source A: Pastoral Societies	Source A: Theories of Otzi's Death

Summative Performance Task	**ARGUMENT** Students will craft an argumentative product to defend whether artifacts can or can not solve the mysteries of the past.
	EXTENSION Students will take their argument and create a mini-documentary.
Taking Informed Action	**UNDERSTAND** To understand, students will investigate the district student handbook. Students will discuss what rules or regulations are not needed any more because of changing perspectives on culture and social issues in their community. **ASSESS** To assess, students will list one possible revision in the district’s student handbook. **ACTION** To act, students will write a proposal and petition it to be signed by their peers. Students will then present the proposal to the appropriate district administration and/or Board of Education.

Overview

Inquiry Description

This inquiry will provide the students an opportunity to explore artifacts from the past and explain how and why people's perspectives have changed over time.

The inquiry opens with the compelling question "Can Buried Secrets Truly Solve Mysteries From The Past? " which will enable students to examine artifacts from the past and determine how and why people's perspectives change. The three supporting questions, the formative performance tasks, and the featured sources are designed to build students' reasoning as they grapple with the compelling question.

The first supporting question will lead students into an inquiry journey while identifying a variety of ancient artifacts. Students will analyze different scholarly sources to gather evidence and determine what we can learn from artifacts left behind.

The second supporting question will lead students deeper into the meaning of each artifact that was discovered at the burial site of Otzi. Students will examine each artifact and the body to interpret what the purpose of the artifact was for Otzi, and decide if that artifact can provide clues as to how this prehistoric man lived. Students will also read an informational source about what a typical life of man was like in a pastoral society.

The third supporting question will lead students through the different academic theories that have been presented since the beginning of Otzi's discovery to modern day. Students will examine four different theories of death, but choose one to analyze from the beginning. Students will read informational sources to answer why historians have changed their perspectives of his death over time.

Structure

The formative performance tasks, that will be assigned, were chosen to help students identify their strengths and weakness and help teachers monitor the progress of students. The formative performance tasks will help lead to the summative performance task by gradually building up to an argumentative product. The three formative performance tasks will focus on creating claims, evidence, and reasoning for their argument. The sources, that have been chosen for this inquiry, are a mix of primary and secondary sources. They were selected based by the credibility of the source.

Staging the Compelling Question	
Compelling Question	Can Buried Secrets Truly Solve the Mysteries of the Past?

Staging the compelling question

Students will bring a brown paper bag with three items that describe them as a person and/or how they live. They will share their paper bag with a partner. Their partner will analyze the objects and conclude what these objects say about that person and what these objects do not tell about a person. Then, students will have a discussion with their partners about their answers and what the objects really mean to the person who brought them.

Supporting Question 1	
Supporting Question	What artifacts, related to Ozti, were discovered?
Formative Performance Task	Complete a chart that would catalog the different artifacts and findings from the discovery scene.
Featured Sources	• **Source A**: Otzi's Gear • **Source B**: Otzi Body

In September 1991, two German tourists, climbing at 10,530 ft on the Otztal Alps along the Austrian-Italian border discovered an approximately 4,000 year old mummified body. This supporting question will take students through the discovery of Otzi, the Iceman, and help students to identify and examine the different artifacts, including the actual body, that were found at the scene of the discovery site.

Formative Performance Task

For this first formative performance task, students will list the different artifacts or findings as the archeologist found in 1991. Teachers need to help students think about what makes an artifact important to archaeologists. The task for students to complete a chart with a catalog of the artifacts and description of findings on/in Otzi's body.

Supporting Question 1	
Featured Source A	Otzi's Gear

http://www.vintagehikingdepot.com/blog/2013/03/otz..

Supporting Question 1	
Featured Source B	Otzi Body

Excerpt

http://imgur.com/gallery/eza61

Source:
http://imgur.com/gallery/eza61

Supporting Question 2	
Supporting Question	What do the artifacts tell us about prehistoric man?
Formative Performance Task	Students will write an informative paragraph explaining what life was like for prehistoric man.
Featured Sources	• **Source A**: Pastoral Societies

After discovering Otzi, the Iceman, archaeologists had to tell a story about who Otzi was and why he ended up in the Otztal Alps frozen at 10,000 ft. Students will take the list of artifacts and examination of the body and explain what those artifacts might say about Otzi's life. In this supporting question students will explore the artifacts and the autopsy of Otzi and make sense of what each of these artifacts mean to the investigation of the death of Otzi.

Formative Performance Task

For this formative performance task, students will write a paragraph in which you explain what life was like for prehistoric man. Students will support their explanation with evidence from the text. Teachers need to help students think about what are these artifacts and what these artifacts mean to Otzi's story of his death.

Supporting Question 2	
Featured Source A	Pastoral Societies

Excerpt

The Origins of Pastoralism

In the grasslands and highlands of Eurasia, the dry climate and poorer soil made it hard to make a living from growing crops. In these regions, small groups developed a lifestyle based on keeping flocks and herds of animals. These groups became the first pastoralists.

Animals, particularly sheep and cattle, require large amounts of grazing land to feed on, and need to be regularly moved from place to place to find fresh pastures. A pastoral economy therefore demands much more land than one based on crop-growing, and supports a smaller population. Most pastoral societies, therefore, consist of small groups which tend to follow a nomadic or semi-nomadic way of life. In many cases, there is an annual cycle of grazing the herds in cooler, mountain pastures during the summer and bringing them down to warmer grasslands in winter.

Clans and tribes

Nomadic societies are based on small groups made up of extended families, or clans, moving their herds from place to place. A number of these clans form a tribe. The clans of a tribe gather in one location – perhaps once a year – to trade with one another and deal with matters concerning the entire tribe. They then disperse again to their various areas.

For nomads, control of resources, particularly watering places and good pasture land, was important. Each tribe and, within this, each clan, claimed access to certain lands; and if this access was denied, fighting resulted. When a fight arose between two clans of the same tribe, the tribal elders would try to deal with it. They often failed to

prevent low-level hostilities and violent vendettas lasting several generations. If a fight between two or more tribes arose, tribal warfare would result.

The Steppes, huge plains that stretch from Eastern Europe to Asia, saw frequent clashes between tribes as one sought to expand its pasture lands at the expense of another, which often spilled over as raids into the territories of neighboring farming peoples. This situation gave rise to a culture which stressed warlike qualities as well as a ruthless will to achieve advantage by whatever means. Cunning and trickery were part of the nomad's stock in trade, side by side with open-hearted generosity and hospitality.

Source:
https://www.timemaps.com/encyclopedia/pastoralists..

Supporting Question 3	
Supporting Question	How have the theories regarding Otzi's death changed over time?
Formative Performance Task	Students will write an informative paragraph discussing the evolution of one theory about how Otzi died and explain how that theory has changed over time.
Featured Sources	• **Source A**: Theories of Otzi's Death

The last supporting question, "How have the theories regarding Otzi's death changed over time?" will help students understand how and why perspectives have changed over time. Students will analyze undeveloped theories that emerged in 1991 about the life and death of Otzi, the Iceman. Students will analyze these theories and understand how and why these theories have evolved and changed throughout the years due to new technology or discoveries.

Formative Performance Task

For this formative performance task, students will select one of many theories about how Ozti died and determine how it changed over time. Students will write an informative paragraph giving a summary of the theory and then discuss how and why that theory has changed over time. Students will provide evidence to support their discussion of why that particular theory has changed over time.

Supporting Question 3	
Featured Source A	Theories of Otzi's Death

Excerpt

Theory Timeline: The Circumstances of His Death

http://www.mummytombs.com/otzi/timeline.html

A great deal of research has gone into the study of the Iceman, and not all of it has been expertly done or helpful. Here is a timeline of some of the theories about his death:

A study published in early 2009 suggested that the Iceman was injured in a brawl, because of the deep gash in his hand, a few days before he was killed by the arrow. They theorize that he fled from his village in a hurry--as shown by his unfinished arrows

Theory 6: Ötzi was a victim of a power play

According to Walter Leitner of the Institute for Ancient and Early History at the University of Innsbruck in Austria, Ötzi may well have been a shaman and a highly respected member of his group. In a power play, another group of individuals wanted to assume that power--what better way than killing the Iceman. Leitner believes Ötzi was a shaman because of the possessions he had with him, in particular the copper axe which was not a common object.

Leitner also believes that the attackers kept at a distance during their attack, perhaps because they were afraid of the shaman and what he might do. When Ötzi was wounded, he may have tried to descend the mountain but was overcome (Leitner believes that it makes sense for Ötzi to have tried to go down the mountain, once he was wounded, rather than up to a higher position). By killing him in the mountains, well out of sight, his attackers may have hoped that his death (or disappearance) was seen as an accident. Perhaps that is why his tools and weapons were left with the body. had they taken them, others who knew them would have wondered why they had these items.

Theory 7: Ötzi was placed on a burial platform

According to a scientific team of researchers headed by Alessandro Vanzetti, Sapienza University of Rome, Ötzi was killed at a lower altitude, carried up the mountain, and placed on a burial platform of stones. This platform was some 20 feet uphill from the place where Ötzi's body was found in 1991. Vanzetti's team concluded that over the centuries, as the ice of the glacier occasionally thawed, his body was carried downhill in the melting water and came to rest where it was eventually found. Vanzetti and his team reached this conclusion by reanalyzing the distribution of the artifacts in and around the Iceman's findspot.

Source:
http://www.mummytombs.com/otzi/timeline.html

Summative Performance Task	
Compelling Question	**Can Buried Secrets Truly Solve the Mysteries of the Past?**
Argument	Students will craft an argumentative product to defend whether artifacts can or can not solve the mysteries of the past.
Extension	Students will take their argument and create a mini-documentary.

Argument

Can buried secrets truly solve the mysteries from the past? After researching informational sources on Otzi, the Iceman, create an argumentative product, in which you argue whether buried secrets can truly solve mysteries from the past. Support your position with evidence from the sources.

At this point in their inquiry, students have analyzed different theories on how Otzi, the Iceman, died and explained how these theories have changed over time. Students will be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their distinct claims.

Extension

Students will take their argument and create a mini-documentary that answers the question, “Can Buried Secrets Truly Solve Mysteries From The Past?”. Students will publish their video to their school’s YouTube channel.

Taking Informed Action	
Understand	To understand, students will investigate the district student handbook. Students will discuss what rules or regulations are not needed any more because of changing perspectives on culture and social issues in their community.
Assess	To assess, students will list one possible revision in the district's student handbook.
Action	To act, students will write a proposal and petition it to be signed by their peers. Students will then present the proposal to the appropriate district administration and/or Board of Education.

Taking informed action can manifest itself in a variety of forms and in a range of venues. Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.

Students will take the theme of this inquiry, which is changing perspectives over time, and apply it to their everyday life to make change within their community that can benefit them as students and citizens.

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