

Moments in Time

PALACE OF THE GOVERNORS

A Witness to History

Estimated Time

One 45 minute session

Materials

The Palace of the Governors: A Witness to History video

Objects for students to examine (like personal artifacts from the teacher's collection, backpack, desk or teaching artifacts from a suitcase exhibition

http://museumeducation.org/program_details.php?templateID=003&programID=012

Vocabulary

- ◆ Archeology
- ◆ Artifact
- ◆ Cobble
- ◆ Cordial
- ◆ Amulet
- ◆ Cesspit

Standards Met

New Mexico State Standards grades 5 - 8

- ◆ Social Studies, History 1D
- ◆ Language Arts 1A, 1B

Extensions

Students bring in their own objects and trade with a partner. Each student uses the questions with their partners' object. Then, students present each other's objects. Did students "get" the right information from this simple questioning strategy? Were they very wrong about their hypothesis?

Suggested Forms of Assessment

- ◆ Class discussion
- ◆ Group work
- ◆ Object "introductions"

Goal

To explore how historians and archeologists examine artifacts in order to craft a hypothesis based on careful examination.

Student Learning

Students use a series of questions to look carefully at artifacts and gather information based on observations and conversation.

Procedure

1. If possible have students watch the *Moments in Time – Palace of the Governors: A Witness to History* video on their own or in class. Consider archeologist Stephan Post's comment that the Palace of the Governors is "the only public building that has been occupied and occupied the same place for 400 years ... it changed as the people who lived with it changed." Built in 1610, the Palace of the Governors stood during Spanish colonization, the Pueblo revolt, 18th Century Spanish settlement, Mexican Independence from Spain in the 1820s, the Americans in 1846 and finally in its current state as a museum (in 1909) and artifact itself.
2. How we know what happened in this building over time? Historians and archeologists excavated pieces of the building and examined its architectural features. This information along with artifacts and documents tell the story of the building. A recent excavation behind the Palace of the Governors yielded 800,000 artifacts! Remind students of related stories from the video (the levels of cobbles in the foundation, the foundations of Pueblo rooms established during the Pueblo revolt, amulets from the 17th Century).
3. Students will be doing the work of archeologists as they examine an artifact for information. Lay out artifacts/objects on a table (personal objects the teacher, artifacts from the classroom or historical artifacts). Ask students to examine the items on the table as a group and then, in pairs, choose one to look at more closely.
4. With their partner, students examine their artifact and answer the following questions: What do you think this is? How old do you think it is? Why? What could it be made of? Who might have used it and for what purpose? Is this object related to any other objects on the table? How? What can you tell about the person who may have used/owned this artifact?
5. After students have examined their object closely and answered some questions, have students "introduce" their objects to the whole class. Students report on the information gathered about their artifact, their experience of examination and any further questions they may have about the object. Once all students have reported, share any information known about these artifacts. Are students surprised by the information revealed?



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