



2017 Past Defenders Contest

One of the goals of Living Archaeology Weekend (LAW) is to foster respect for cultural resources and promote public stewardship of archaeological sites . . . to encourage everyone who attends Living Archaeology Weekend to become a **Past Defender**. To help us reach that goal, since 2012 the LAW Steering Committee has sponsored a contest that asks students to consider the issues surrounding the protection and preservation of archaeological sites.

Students can participate in the **Past Defenders Contest** in one of three ways. They can submit

a **handwritten essay** of between **300-500 words** on the official form
or

a **poster** or a **color photograph they have taken**, accompanied by a
handwritten caption of at least 100 words on the official form
or

a **3-minute video** on a DVD or email link to a closed YouTube video,
accompanied by a **handwritten explanation of at least 100 words** of the video's
content and concept on the official form.

Irrespective of the format, students are asked to write about what they would do in a real-life site protection situation in the Red River Gorge after reading the essay **Past Defenders: Helping Us Remember**.

PROCEDURE

Teachers may choose to use the **Past Defenders Contest** in two ways:

- as a post-fieldtrip in-class reflection; or
- as a take-home Language Arts writing assignment.

In either case, under the Education menu on the LAW website, the teacher should download the instructor background information, and before leading a class discussion, review one or more of the following articles (www.livingarchaeologyweekend.org/student-contest):

- “Living in the Red River Gorge: An Archaeological Story”
- “A Word About the National Register of Historic Places and the Red River Gorge”
- “Looting Steals Our History: A Call to Action”

Post-Fieldtrip In-Class Reflection

1. Under the Education menu on the LAW website, teachers download the two student readings (www.livingarchaeologyweekend.org/student-contest):
 - “Past Defenders – Helping Us Remember”
 - “Ancient Stories From Dry Places: Rockshelter Sites In The Red River Gorge”and make copies for all students or pairs of students.

2. Direct students to read “Ancient Stories From Dry Places” individually or as pairs. Ask students to list three important ideas they learned.
3. Direct students to read “Past Defenders – Helping Us Remember” individually or as pairs; or read the essay aloud as a class. They may have read the pre-visit version of this essay before they attended LAW.
4. Lead a discussion about:
 - the new ideas they learned from reading the essays
 - the diversity of past cultures that lived in or used the rockshelters in the Gorge
 - the issues of rockshelter site destruction and looting
 - the role Past Defenders can play in rockshelter stewardship
5. Ask students to consider this statement: *We make choices all the time about what parts of the past we keep and how we remember the parts we do not keep.* Lead a discussion. Ask students: Is there a way to build new things and at the same time, protect sites from Past Destroyers?
6. Write an in-class reflection. Invite students to read their essays to the class.

Refer to the definitions below during classroom discussion:

Cultural resources are

- 1) sites - including prehistoric campsites in rockshelters, prehistoric village sites, rock art sites, and historic farmstead sites;
- 2) buildings and structures, such as log cabins, old houses, and grist mills;
- 3) other places related to human activities, like cemeteries, stone walls, and road beds;
- 4) cultural items, such as arrowheads and glass bottles; and
- 5) traditions, including basket weaving and bluegrass music,

that tell us about our history and heritage.

Protection refers to defending something valuable from harm, such as stopping vandals from overturning headstones in a cemetery.

Preservation involves saving something for the future, such as listing a rock art site on the National Register of Historic Places.

Stewards are both caretakers of and advocates for archaeological sites and other cultural resources for the benefit of all people.

Stewardship is the long-term conservation of archaeological sites and other cultural resources through protection and preservation.

Take-Home Language Arts Writing Assignment

1. Under the Education menu on the LAW website, teachers download the two student readings (www.livingarchaeologyweekend.org/student-contest):
 - “Past Defenders – Helping Us Remember”
 - “Ancient Stories From Dry Places: Rockshelter Sites In The Red River Gorge”
 - Official Entry Form 2017 Past Defenders Contest
 and make copies for all students. Pass out the materials.
2. Direct students to read the essays. They may have read the pre-visit version of “Past Defenders – Helping Us Remember” before they attended LAW.
3. Review the writing prompt on the Past Defenders Contest Official Entry Form. Share with students the three types of contest submissions, and ask them to decide which type of entry they want to submit.
4. Set a deadline for student entry submissions.

CONTEST SUBMISSIONS

Only students who attended LAW 2017 are eligible to participate.

Essay submissions are on-demand writing assignments. They are not essays that students have edited after receiving teacher comments. This type of essay will be disqualified. All submissions must be the student's original work. There is no limit to the number of entries submitted from a single classroom. Teachers will submit all entries to:

LAW Past Defenders Contest
c/o Gwynn Henderson
Kentucky Archaeological Survey
1020-A Export Street
Lexington, KY 40506-9854
aghend2@uky.edu

Entries must be postmarked/mailed no later than 5:00 pm on Friday, October 20, 2017.

Any essay entries **under the word limit will not be judged**. For essay entries **over the word limit, judging will stop at 500 words**. Poster/photograph captions and video explanations **must be at least 100 words long**. Any poster/photograph captions and video explanations entries **under the word limit will not be judged**.

Three members of the Steering Committee, representing the host and event planning organizations (Daniel Boone National Forest, Kentucky Archaeological Survey, and the Kentucky Organization of Professional Archaeologists), will judge the entries. Judging will be based on the student's explanation of what they would tell the Forest Service to do in response to the issue, drawing from his/her experience at LAW and complementary readings. While grammar and spelling will not be paramount in deciding the winner, they will be considered as part of the judging process. Judging of images will be based on creativity and how well the student illustrates what they would tell the Forest Service to do in response to the issue.

AND THE WINNER IS...

The winner(s) in each category will be announced in an email and/or phone call to the teacher(s) on Monday, November 13, 2017. The winner(s) also will be announced in the newsletter of the Kentucky Organization of Professional Archaeologists and on the LAW website, where, with the students' permission, the winning entry(ies) will be posted.

The **award for the student(s)** is a framed certificate. He or she also will receive from the Daniel Boone National Forest a small, non-monetary gift; from the Kentucky Archaeological Survey, an author-signed copy of *Kentuckians Before Boone*, a book that describes prehistoric farming lifeways in central and eastern Kentucky; and from the Kentucky Organization of Professional Archaeologists, a \$25 gift card.

The **winning students' teacher(s)** will be awarded a set of *Kentucky Archaeology and Heritage Video Series* DVD's: Volume One: *Ancient Fires at Cliff Palace Pond*, *The Adena People: Moundbuilders of Kentucky*, and *Saving a Kentucky Time Capsule*; Volume Two: *WPA Archaeology: Legacy of an Era*; the award-winning Volume Three: *Historic Archaeology: Beneath Kentucky's Fields and Streets*; and the award-winning Volume Four: *Davis Bottom: Rare History, Valuable Lives*. The Kentucky Heritage Council and the Kentucky Archaeological Survey developed this video series. Each episode examines a unique aspect of the Commonwealth's archaeology and history with a blend of interviews, artifacts, rare archival images, and video of ancient American Indian sites and historic sites in Kentucky.

The **winning students' class(es)** will be recognized with a pizza party (arrangements will be made with the teacher[s] following notification).