



The Pottery Bowl

CHAPTERS OF ARKANSAS HISTORY • A PUBLICATION OF HISTORIC ARKANSAS MUSEUM

Arkansas History Assessments & Activities



“Most of all, I remember my grandfather”

The grandfather didn't want to leave his familiar places because he felt he would be leaving a familiar way of life at the same time. Describe how the old place and the old way of life met the needs of the people of the village.

Social Studies: PPE.1.1. ; PPE.1.2. ; PPE.1.3. ; PPE.2.3.

Arkansas History: PAG.1.3.

The village leaders felt that it was time to leave their old home place. Make a list of their reasons and explain whether you agree or disagree.

Social Studies: PAG.1.1. ; PAG.1.2. ; PAG.1.8. ; PAG.2.1.

Arkansas History: PPE.2.1. ; TCC.1.2. ; PDC.1.2.

Language Arts

The family was getting ready to move from the area of the Ouachita River to the area of the:

- Caddo
- Mississippi
- Rio Grande
- Red

The gardens were tended by:

- The men
- The women
- The children
- Everybody

One mineral that was important to both people and animals was:

- Gold
- Salt
- Novaculite
- Iron ore

Grandfather believed that it was important for the men of the family to:

- Trade with other groups
- Avoid war
- Hunt and fish
- Smoke tobacco

What do the things that are found in burial sites tell us about what the people who built such places believed and what was important to them? Based on the following excerpt, explain what the people in the story believed about life after death, status within the group, and anything else you understand from what you read.

Father and the others prepared his burial place. They collected the things he would need on his journey – some hunting points and tools, a drinking cup and some shells. They let me help, even though I wasn't really old enough. They all knew that Grandfather was my best friend.

Just as we were about to finish, Mother brought her favorite food bowl. It was a rich, dark color that turned to a kind of red just where it narrowed toward the rim. It had fine engraving on the rim and body, and it was a bowl fit for a very important man. Grandfather hadn't been all that important, I suppose, but I was glad he would have such a fine bowl.

- Student analyzes clues to belief in an afterlife that includes a journey and need for practical items such as tools and utensils. Student also speculates on ideas about status or rank within the society, and on family and interpersonal relationships, citing information from the reading to support speculation.
- Student recites inferences that the family believed in life after death and that some kind of thinking about rank or status within the group was part of their way of life.
- Student refers to artifacts as evidence that the family believed in life after death.
- Student makes no connection between burial behavior and beliefs.





“Reading a Place”

In some future time, perhaps only a hundred years from now or even a thousand years from now, some archeologists may decide to study the place where your home now stands. Think about what will be left behind in a hundred years and in a thousand years. Write down what the archeologists would think about how you got your food and shelter, how you spent your time, how your society was organized and governed, and what became of you and your people.

Social Studies: TCC.2.1 ; PPE.1.3 ; PAG.1.1 ; PAG.2.1 ; SSPS.1.2.

Arkansas History: TCC.1.2 ; PPE.2.1 ; PDC.1.2 ; SSPS.1.2.

Language Arts

The researcher most likely to dig in the ground for clues to the way an earlier people lived is

- A Botanist
- A Historian
- An Archeologist
- An Archivist

Evidence shows that the framework of many Caddo houses used

- Posts
- Rocks
- Beams
- Hides

We have learned a lot about Caddo diet by studying the remains of

- Books
- Weapons
- Houses
- Teeth

Novaculite was used to make

- Salt
- Arrow and spear shafts
- Arrow and spear points
- Canoes

After reading the following passage, describe in writing a day in the life of a nineteenth-century family who lived at a homeplace that has since been abandoned. In your writing, show how features and artifacts might have been left behind that could allow a present-day observer to make some assumptions about how the family lived.

It can work the same way with a place. We might walk through the woods and never even notice a small hill we pass. An archeologist might recognize the hill as a mound that was built by people who lived there ages ago.

We might see a clump of bright yellow flowers in a clearing and think nothing about them. An anthropologist might know that those flowers wouldn't grow wild, but are the kind of flowers that people planted around a house that used to stand there. The next thing you know, you might begin to see foundation stones from the house. Over there is a well, and that faint, old path leads to where the barn once stood.

A botanist might find a story in the way certain kinds of trees stand along one level on a hillside overlooking a stream. The story is about how the stream changed the land over ages of time. A historian or archivist might stop and examine a pile of rocks. It might be the key to understanding a yellowed map that can be found in a musty file in the local courthouse.

- Student provides creative and realistic description of a significant activity in the life of a 19th century family, working in descriptions of physical features and activities that would have left behind artifacts, physical changes, and other clues to their way of life.
- Student describes some family activities connected with features and artifacts that might be found by a present-day visitor to the site.
- Student lists some artifacts and features that might be found later on.
- Student displays no grasp of how day-to-day activities might leave clues to the nature or location of those activities.

