

PRESERVATION IN THE CLASSROOM**Learning The Law***Cathy MacDonald***Overview**

Teaching historic preservation legislation to precollegiate students offers an exciting opportunity for interdisciplinary and multidisciplinary classroom experiences that help youths to develop a sense of personal responsibility for stewardship. To approach this broad topic, this edition of the Education Station is presented as a unit plan rather than our usual lesson idea. While this topic is more suitable for middle and high school levels, we hope that it will provide useful classroom activities for elementary educators as well.

One additional note. The term "historic preservation" usually is associated with old buildings and structures, referring to the continued use of deteriorated and historic buildings, sites, structures, and objects through restoration, rehabilitation, and adaptive use. However, many people involved in heritage-related fields use the term more inclusively to refer to the ongoing protection of all types of cultural resources, including archaeological sites. It is in this latter sense that the term is used here.

Unit Objectives**Attitudinal**

Students will become aware

- of the meaning of stewardship
- that the past is a shared heritage and that careful stewardship is needed to protect it
- that various levels of government, including local, state/provincial, and federal, value this heritage and protect it through legislation

Knowledge

Students will learn

- historic preservation legislation applicable in their own area

- the structure of the legislative process and court system
- the jurisprudence of historic preservation legislation
- trial procedures

Evaluation

Students will

- write a research report
- organize a presentation

Skills

Research, oral presentation, memorization, role play, cooperative learning, small group work, hypothesizing, formulating questions

Subjects

Law, history, geography, civics, social studies, drama, media, English

Background

Background material is provided throughout this issue and in the references cited on page 19. The articles by Lipe and Neumann (pp. 2-3 and p. 4) discuss recent challenges to the viability and effectiveness of existing protections. The multi-author report on page 5 addresses the need for college-level instruction in archaeology-related laws. "High Points in Historic Preservation" on pp. 10-11 presents a timeline of significant events and legislation that have helped to craft the historic preservation movement in the United States. Messenger's article on page 12, proposing the use of creative writing as a means of combining research and comprehension about the discipline—albeit aimed at undergraduate students—suggests possibilities for innovative precollegiate educators.

UNIT LESSON PLANS**Lesson One****Topic**

Stewardship and the need for historic preservation legislation

Strategy

1. If available, show "Silent Witness," a National Park Service videotape that illustrates the impacts of archaeological looting and the benefits of legislation protecting heritage sites.

2. Lead a class discussion about the importance of preserving national and local monuments. Questions that you might pose include:

a. How would our understanding of the past be changed if looters or treasure hunters had destroyed _____? (suggest an example)

b. What motivates treasure and pot hunters, and how can they be stopped?

c. Why is it difficult to stop such activities even with legislation?

Lesson Two**Topic**

The evolution of historic preservation legislation

Strategy

1. Present information on the development of historic preservation legislation.

2. Emphasize such topics as penalties for breaking the law; how, when, and why legislation was developed; levels of government responsible for various laws; and famous cases.

3. Ask students to speculate about historic bases for laws by examining other movements and events that raised consciousness about heritage preservation at the same time.

Lesson Three

Topic

Legislative and court structure

Strategy

Depending on the length of the class, this may take two or three periods.

1. Divide the class into three groups and assign the following topics:
 - a. the process of passing a law or bill in the political system.
 - b. the sequence of hearings through various levels of courts, including local, state/provincial, and federal.
 - c. the process and roles of the various personnel involved in a court trial.
2. Ask groups to research their topics and present their findings to the class. Encourage them to prepare hand-outs and to take notes during the other groups' presentations.

Lesson Four

Topic

Guest speaker

Strategy

1. Invite a guest speaker from the legal community experienced with cases involving historic preservation legislation.
2. Help students to prepare for a follow-up question-and-answer session with the speaker.

Lesson Five

Topic

Mock trial

Strategy

This activity may take three or four classes. Students may have to rehearse their roles as witnesses, defendants, lawyers, judges, and jury members.

1. Obtain an actual case that was tried in court in preparation for students conducting a mock trial. Teacher's manuals showing how to organize this type of activity are available from curriculum coordinators, teacher's colleges, and local law schools or societies.

2. Lead students in role playing the various parties involved in the case and preparing arguments for the defense and prosecution. If possible, involve a law instructor, a paralegal, or a lawyer.

Lesson Six

Topic

Application of preservation legislation—a reality-based research project

Strategy

1. In small groups or individually, instruct students to write a research report on an actual court case by examining the following questions and issues. A synopsis of the case should accompany the report.
 - a. How was the site discovered?
 - b. How and when did it come under historic preservation legislation?
 - c. Which pieces of legislation does it come under?
 - d. Has the site benefitted from changes in legislation over the period of its preservation or restoration?
 - e. Which levels of government are involved?
 - f. What problems or difficulties were encountered in prosecuting or applying the legislation?
 - f. Are the historic preservation laws adequate?
 - g. What changes should be made to legislation to better protect sites?

ADDITIONAL IDEAS

The following activities can be used to supplement or replace unit lessons.

√ Ask students to attend meetings or to volunteer at a local archaeological site, historical board, or heritage-related society, and to report to the class on the impact of legislation on this body.

√ Help students to videotape the mock trial (lesson 5) and show it to other classes or schools to increase awareness of preservation legislation.

√ Hold a mock trial competition between classes or schools on a specific case involving historic preservation legislation. Invite a local judge or lawyer to adjudicate the trials.

√ Involve English, art, or media in creating an awareness campaign on preservation legislation that includes the creation of posters, advertisements, and t-shirts.

√ Conduct a panel discussion seminar on historic preservation legislation with local law enforcement agents, law-

yers, park service agents, archaeologists, and others.

√ Develop a theme week around this topic, combining ideas mentioned above, and invite the public. Involve local TV, radio, newspapers, and cable channels to publicize events. Involve English, media, and art classes as well.

√ Help elementary and secondary students to create bulletin boards or freestanding displays on this topic.

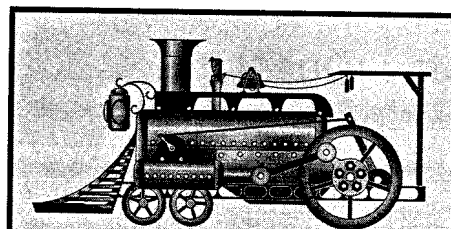
√ Help students to take advantage of the current popularity of documentaries to get a message to the public. In research teams, they can create video or slide presentations on the impact of legislation on local heritage sites.

√ Ask permission from your local mall to organize a booth featuring displays and documentaries based on projects suggested above.

√ To help students become politically active, invite a politician interested in heritage preservation to the class. Prepare students for presenting the research reports developed in Lesson 6. Encourage them to make recommendations for improving legislation.

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See page 19 for information about "Silent Witness" mentioned in lesson 1.



The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Please accompany material with illustrations and black and white photos. Do not send color slides or negatives.

Send material to Cathy MacDonald, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9; (905) 666-2010.