

Investigating a Historic Farmhouse

Instructions for the Teacher

Contributors

Jackie Thompson

Dave Kinsey

Crystal B. Alegria

Jenny Nagra

Arianne Adams

Draft: Please do not copy or distribute except for classroom piloting and/or evaluation with permission from Project Archaeology.

Investigating a Historic Farmhouse

Background Information

William and Lucy Nave Tinsley were ordinary people, not much different from other homesteaders settling in southwest Montana in 1860. Each of these homesteaders came west for their own reasons. Like some of the others, the Tinsley and Nave families were forced out of Missouri by the Civil War; but all homesteaders shared a common dream of starting a new life with new opportunities.

During the Civil War, residents of Missouri were divided between the Union and the Confederacy. By 1860, three-fourths of Missouri residents had come from the South and in some way were still tied to their southern roots. Both the Nave and Tinsley families migrated from the South to Missouri, so they too were caught in this division. “Missouri families originally from the South and having sons of fighting age were given two choices by the Union Soldiers in command at the time: join the Union forces or go west” (Thompson 1990:5). Many families like the Tinsleys and Naves chose to go west.

William Tinsley migrated west from Grundy County, Missouri with one of his brothers and a sister in 1864 (Thompson 1990). The family settled in Virginia City, Montana Territory and William worked for the Wells Fargo Stage Company. Lucy Nave and her family moved to Montana Territory from Livingston County, Missouri, just south of Grundy County also in 1864. Lucy traveled with her family to Virginia City and was employed with her sister as a dressmaker. William Tinsley and Lucy Nave met in Virginia City and eventually married in January 1867 (Thompson 1990).

In November 1869 William filed a homestead claim on NW1/4 Section 5, T1S, R1E (Tinsley n.d.:670) near Willow Creek, forty miles west of Bozeman. He later took a claim on another quarter section of unsurveyed land with the agreement to pay the government \$1.25 to \$2.50 per acre after the land was surveyed (Tinsley n.d.:670). William and Lucy moved to Willow Creek and children soon followed. By 1881 the family included eight children: Floyd, Quiteria, Lillie, Ida, William, Enoch, Edwin, and Lucy Mary (Thompson 1990). Until 1889, this large family lived in a small one-story 16' by 18' log cabin with dirt floors. A road from Helena to Sterling passed through their homestead and William located the house close to both the creek and the road. In 1876, William improved his homestead with a 16' x 15' addition to their house (Karsmizki and Brownell 1983). Figure 1 shows a drawing of the original cabin, drawn by one of the eight children (MOR 2006)

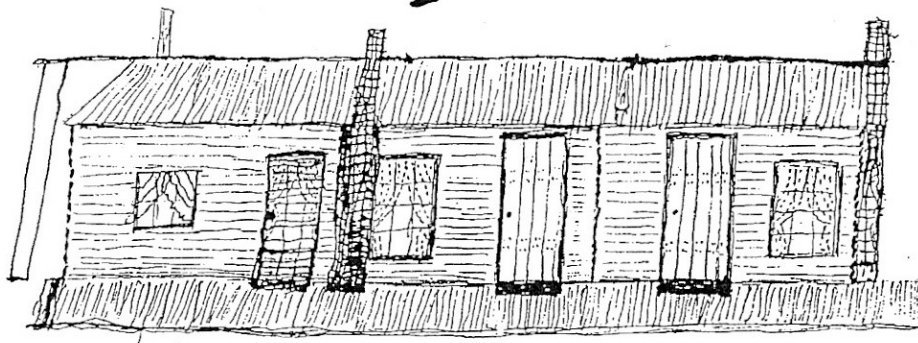


Figure 1. Drawing of original cabin. Courtesy of Museum of the Rockies

The drawing shows the transformation of the cabin from one room, to two, then to three rooms. The family became too large for this small house. In the mid-1880's, the family began construction on a two story squared log home, located east of the creek on a higher terrace of land (Karsmizki and Brownell 1983). The house was built with squared off logs joined with square notching and was not covered with siding. Although the house was never sided, log building experts felt the “hewn exterior surface of the

Tinsley house indicated original intent to clapboard the structure” (Thompson 1990:6). It is unclear whether the Tinsleys left the house unfinished due to lack of money or for some other reason. After living in their small one story cabin for over 20 years their new home was finally finished in 1889 (Thompson 1990, Karsmizki and Brownell 1983). The house had a front porch with a balcony above it and was similar to other large homes in the Willow Creek area (Karsmizki and Brownell 1983).

The Tinsley’s house stood on their homestead in Willow Creek for 97 years. By 1980, it was badly deteriorated and the Cooper family who owned it at the time threatened to tear it down. The Tinsley house would have been destroyed within a year if the Museum of the Rockies had not taken action. In 1981, Chan Cooper sold the house to the Museum for their Living History exhibit. Mr. Cooper thought it was important for a building that reflects Montana’s homesteading history to be saved (Chan Cooper 2006: personal communication).

In the summer of 1986 an archaeological excavation was conducted around the exterior of the Tinsley House. The excavation yielded personal and household artifacts associated with the Tinsley family (MOR n.d.). The archaeological research also provided architectural information for use in rebuilding the foundation of the house at the Museum of the Rockies (MOR n.d.). The project report from the Museum of the Rockies (n.d.:5) states: “A comprehensive architectural analysis, including detailed working drawings and complete photo-documentation, was accomplished prior to moving the structure from its original site. Harrison Goodall, a specialist in log structure preservation and restoration, assisted us in evaluating the physical integrity of the home, quality of workmanship and its ability to be moved without damage.” The Museum took every effort to ensure a safe trip from Willow Creek to Bozeman.

In October 1986, the house made an extraordinary journey that the Tinsleys would never have imagined. The forty-eight ton house made a weeklong trip via I-90 from the Tinsley homestead in Willow Creek to the Museum of the Rockies in Bozeman (Thompson 1990, MOR n.d.).

Museum personnel decided to restore the house to its 1896 condition to help visitors to learn about early rural life and homesteading in the Gallatin Valley shortly after Montana achieved statehood in 1889 (MOR n.d.). The house was in need of a new roof so replicas of the old shingles were made. “Local builders, construction students from Montana State University, Museum employees and volunteers hand-cut shingles to match the originals” (Thompson 1990:6). The floors upstairs and downstairs were fully reinforced to bear the weight loads of visitors (Thompson 1990). The windows, doorframes and the interior banister railing were replaced due to rotting wood and other destruction. New pieces were molded from the old ones.

Today, the Tinsley house is located at the Museum of the Rockies and is the centerpiece of the Living History Farm. Living history is a new approach to historical interpretation and is usually associated with role-playing of daily life during a specific time (MOR 2006). The Tinsley house exhibit captures the visitor’s imagination by placing the house and objects into a context that is appropriate and using them as educational tools for public programs. The interpreter’s role at the Museum of the Rockies is to provide a learning experience for visitors to understand farm life of late nineteenth century rural Montana, by providing information, answering questions, and demonstrating traditional farm activities (MOR 2006).

The Tinsley house is a basis from which to interpret broader themes, which were commonly shared by many homesteaders in Montana. The goal of the Living History Farm is to educate the public on our cultural history through field-based learning (MOR 2006). The Museum encourages visitors to participant in daily chores such as hauling wood and water or making butter. Roughly 10% of all patented homesteads in the nation were claimed in Montana and the history of the Tinsley family helps us understand the processes that made these homesteads successful.

Agricultural history is culturally and historically important to Montana. “Agriculture is presently Montana’s leading industry and the strength of its early agricultural development contributed to the granting of statehood in 1889 (MOR n.d.). Research at the Museum of the Rockies has shown that

homesteading is a strong symbol of agricultural history. Homesteads such as the Tinsley property are only one aspect of agricultural development in Montana, but they provide a familiar visual for the majority of Montanans and cultural heritage tourists. In many cases, material objects like houses outnumber written records of common people; it is through these objects that accurate pictures of Montana life can be created.



The cultural heritage of the past is unique and irreplaceable and it is the responsibility of the community to preserve important historic places. What benefit does heritage preservation offer to the community? Successfully preserving the physical reminders of our past creates a sense of place; the result being a fascinating visual environment that instills one with a sense of community pride.

Investigation Materials

The investigation is divided into two documents: “Investigating a Historic Farmhouse: Instructions for the Teacher (this document) and “Investigating a Historic Farmhouse: Archaeology Notebook” (separate document). You must have both documents to teach the investigation effectively.

Instructions for the Teacher

This document contains all of the instructions you will need to conduct the investigation in your classroom plus some student materials that will be used in group activities. Within the instructions, two symbols will guide you to specific materials needed for each of the sections.

-  Refers to pages in the Archaeology Notebook.
-  Refers to pages or sections within the Instructions for Teachers.

Archaeology Notebook

The investigation contains all of the data sources and analytical tools the students will need to investigate a historic farmhouse from historical, archaeological, and cultural perspectives. Ideally, each student should have a complete notebook of data and data collection sheets (Parts One – Four and the Assessment). Recognizing that providing each student with a complete notebook would require a lot of photocopying, we suggest the following alternatives:

- Make one notebook for each team of students.
- Have students print the notebook at home if possible. The quality of photographs would also be much better.
- Project the file on an LCD projector and work as a whole class.
- Have students work online, either individually or in teams.
- Have students answer questions in a journal or on separate paper instead of using the worksheets.

Teaching the Investigation

The investigation is comprehensive and uses the most authentic data sources available. It is organized into four instructional parts and an assessment, which can be separated and taught over several days.

- **PART ONE** introduces Mrs. Jackie Thompson and provides background information on the geographic location of the historic farmhouse site the students will be studying.
- **PART TWO** focuses on the history of the Tinsley House using historic photographs and a short history of the Tinsley house and the Tinsley family.
- In **PART THREE** the students will work with artifacts and quadrant maps of the Tinsley House site to make inferences about how the house was used by the people who lived in it.
- **PART FOUR** connects the past with the present. Students learn the importance of preserving archaeological and historic sites and how historic architecture influences modern buildings today.

- The **ASSESSMENT** asks the students to write an expository composition describing what they learned in the investigation and draw a modern-day shelter incorporating at least three ideas from the Tinsley House.

The investigation may be completed as a jigsaw project by dividing Parts One and Two into sections. For example, you might divide the class in half. Assign groups of two to one of the following sections:

- The Geographic Location of the Tinsley House
- The Farmhouse in History

Each group completes the section assigned and reports their findings to another group who did the other section. The second group shares their information in a similar manner. The information gathered from each of these sections must be available to all students when they complete their assessments.

Students will collect information from the data presented and make inferences. While there are no right or wrong answers, answer keys for each student activity provide you with examples of reasonable inferences the students might make. They also include information about how archaeologists interpreted the data.

PART ONE – Instructions for the Teacher

Materials

For Each Student

- ☐ “Investigating a Historic Farmhouse: Part One” (Archaeology Notebook, pages _____)

For the Teacher

- Transparency of the Tinsley House photograph ☐ (page _____) or project it with an LCD projector from the Web site.
- Additional illustrations and photographs of plants and animals for the ☐ “Geographic Location of the Tinsley House” can be found on the Web site.
- 40 feet of string or light rope

Preparing to Teach

1. Make a transparency of the historic photographs of the Tinsley House (page _____) or prepare to project it from the website with an LCD projector.
2. Make a copy of ☐ “Investigating a Historic Farmhouse: Part One” for each student.
3. Download additional illustrations and photographs of plants and animals from the Web site for ☐ “Geographic Location of the Tinsley House.”
4. Obtain 40 feet of string or light rope.
5. Post the essential question: “What can we learn about the history and culture of Montana homesteaders by investigating a historic farmhouse?”
6. Post the Word Bank words.

WORD BANK

ancestor: a person from whom one is descended; mother, father, grandmother, grandfather

biography: history of a person’s life as told by another person

cultural: of or related to culture

culture: the customs, beliefs, laws, ways of living, and all other results of human work and thought that belong to people of the same society

descendant: a person descended from a particular ancestor; daughter, son, granddaughter, grandson

living history: an activity that uses historical tools, activities, and dress to give observers and participants a sense of stepping back in time

oral history: history that is passed by word of mouth

UNCOVER PRIOR KNOWLEDGE

What can we learn about the history and culture of Montana homesteaders by investigating a historic farmhouse? Inform students that this question will guide their learning.

1. Tell students that they are going to play the role of an archaeologist as they investigate the farmhouse, a type of shelter used by homesteaders.
2. Hand out folders to each student for organizing their Archaeology Notebook.
3. Write the word *historic farmhouse* on a board and show the students a photograph of a historic farmhouse (page _____) at the same time. Ask them:

- What does the design of the farmhouse suggest about the materials the homesteaders used to build their shelter?
- If students suggest the homesteaders probably used wood and/or brick, ask how might they have built the historic farmhouse using these materials?
- How might the homesteaders have used their farmhouse?

DISCOVER NEW KNOWLEDGE

1. Go over the cover sheet information for **PART ONE** and look at the data sources students will use in their investigation.
2. As a class, read Mrs. Jackie Thompson’s biography. Have students describe the meaning of the word culture from Lesson Three. Assist students in defining the words **ancestor, biography, culture, cultural, descendant, living history, and oral history** and add them to the Word Bank.
3. Estimate the size of a historic farmhouse using the following procedure:
 - a. Go outside as a class.
 - b. As a group estimate a square measuring 40 feet x 40 feet. Have a student stand in each of the four corners. Mark the estimated corners with pieces of ribbon or tape.
 - c. Have the rest of the students place themselves along the perimeter of the square.
 - d. To find out how accurate your estimate is, use the rope to measure the sides. Have a student in one corner hold the end of the rope and another student hold the mark at 40 feet. The student holding the end then turns 90 degrees and another student holds the other end of the rope at 40 feet. Repeat the process until all corners have been marked accurately.
 - e. Ask students: How many people do you think could live in this farmhouse? Take some answers and pick one for illustration (10 people). Ask for volunteers to go inside the space to represent that number of people actually living inside the house. Would this number of people be crowded by our standards? Tell students to remember what 10 people inside this space looked like as they continue to investigate the historic farmhouse.
4. Teams of two will read together “Geographic Location of the Tinsley House” and then analyze the data. Project illustrations and photographs from the Web site on an LCD projector or post them around the room.

Answer Key for “Geographic Location of the Tinsley House: Analyzing the Data”

1. The Tinsley family lived in Southwestern Montana near Willow Creek, Montana. The family no longer lives in the Tinsley house, but some descendants still live in Montana.
2. Students should use text, photographs, and illustrations provided to draw a landscape of southwestern Montana. It doesn’t need to be accurate; the goal is to make the place more concrete.
3. Below zero degrees Fahrenheit. The summers can be very hot, sometimes exceeding 100 degrees Fahrenheit. Answers will vary depending where the student lives.
4. A shelter that is well insulated so it stays warm in the winter and cool in the summer.

PART TWO – Instructions for the Teacher

Materials

For Each Student

- “Investigating a Historic Farmhouse: Part Two” (Archaeology Notebook, pages _____)

Preparing to Teach

1. Make a copy of “Investigating a Historic Farmhouse: Part Two” for each student.

DISCOVER NEW KNOWLEDGE

1. Go over the cover sheet information for **PART TWO** and look at the data sources students will use in their investigation.
2. Remind students that they are now studying people who lived 120 years ago when life was very different from our lives now. Sometimes life in earlier times may seem primitive, but people must use what is available to them and often find creative solutions to challenging problems. Using the background information from Lesson Three: Culture Everywhere, remind them that no culture or time in history is better than another.
3. Students continue working with their partners to complete “Historic Photos of the Tinsley House and family.” Alternatively, complete the section as a whole class.
4. Using the reading jigsaw complete “The History of the Tinsley Family” and “The History of the Tinsley House.”

Answer Key for “Historic Photographs of the Tinsley House and family: Analyzing the Data”

1. In photo #1: chair, newspaper, window curtains and sash, pictures on the walls, eyeglasses (on Mr. Tinsley), rug on the floor (bottom right of the photograph). In photo #2: House, pile of rocks, walkway, and bushes.
 2. In Photo #1: Mr. Tinsley is seated in a chair by the window inside the Tinsley house. The sunlight is streaming in the window, making it easier to read the newspaper he is holding. Photo #2: Lucy and Floyd are standing outside the Tinsley House, near the front of the house.
 3. In Photo #1: Mr. Tinsley is reading a newspaper, and not posing or looking at the camera. Photo #2: Lucy and Floyd are posing for a photo, looking directly at the camera.
 4. Photo #1: This photo was taken in 1910. It could have been taken during either the summer or the winter. Photo taken during the day due to the sunlight coming into the room. Photo #2: There is no date on this photograph, but it had to be after the Tinsley house was finished in 1890. There are no leaves on the trees behind Lucy and Floyd, so it is probably winter or early spring. The photo was taken during the day.
-
1. Photo #1: This photo could have been taken to show William Tinsley doing something he did frequently, reading the paper in that particular spot. Photo #2: This photo is posed but not a studio portrait.
 2. Photo #1: This photo tells us that Mr. Tinsley was literate, it also tells us he had time to sit down and read the paper. The evidence for this is the newspaper he is reading. Photo #2: This photo shows us how people dressed in the past. Lucy is wearing a dress very appropriate for the period. The evidence for this is the clothing.
 3. Answers will vary.
 4. Internet, books, oral history, talk to experts such as historians and archaeologists.
 5. The pictures are different in that William Tinsley is not looking at the photographer, and is doing an activity. Lucy and Floyd are looking at the photographer, and are posing for the camera.

Answer Key for “The Farmhouse in History: Analyzing the Data”

1. They moved because of the Civil War.
2. 16 feet by 18 feet. Answers will vary.
3. The Tinsley’s built a second house because they had grown out of the small cabin. It must have been hard to live in such a small cabin with such a large family of eight children.

4. The Tinsley House was moved to the Museum of the Rockies because the Tinsley's had moved out of the house, and the current owners no longer wanted the house on their property. The museum stepped in to take the house before it was torn down and used as firewood.



PART THREE - Instructions for the Teacher

Materials





For Each Student

-  “Investigating a Historic Farmhouse: Part Three” (Archaeology Notebook, pages _____)





For Each Group at Specific Times in the Investigation

- Copies of the  “Quadrant of the Tinsley House Site” (page _____)
- Each group will receive one of the four quadrant maps and accompanying “Artifact Locations” and “Artifacts” pages with all quadrants being equally distributed among the groups  (pages _____)

For the Teacher

- Transparencies of the  “Footprints of Shelters” (page ____),  “Footprint of the Tinsley House” (page _____).
- Transparencies of the  “Quadrant Maps” (pages _____)
- Transparency of the  “Map of the Tinsley house Site” (page _____)

Preparing to Teach

1. Make a copy of  “Investigating a Historic Farmhouse: Part Three” for each student.
2. Make copies of the quadrant maps. Each group will receive one of the four quadrants with all quadrants equally distributed among the groups.
3. Make transparencies of the  “Footprints of Shelters,” the  “Quadrant Maps,” and the  “Map of the Tinsley house Site.”
4. Post the Word Bank words.

WORD BANK

archaeological site: a place where people lived and left objects behind

archaeology: the scientific study of past human cultures through artifacts and sites

classification: systematic arrangement in groups or categories

context: the relationship artifacts have to each other and to the situation in which they are found

evidence: data which are used to answer questions



excavate: to uncover by digging and expose to view

inference: a conclusion derived from observations

observation: recognizing or noting a fact or occurrence

DISCOVER NEW KNOWLEDGE

Archaeological Footprints of Shelters

1. Go over the cover sheet information for  **PART THREE** and look at the data sources students will use in their investigation. Review the meaning of the words **archaeology**, **archaeological site**, **observation**, **inference**, **evidence**, **excavate**, **classification**, and **context**.
2. Project the transparency of the  “Footprints of Shelters” graphic on the overhead. Explain to students: Just as human feet leave a footprint, shelters often leave a “footprint” in the ground where they were built. The footprint is sometimes visible after the shelter is gone and archaeologists study this footprint to infer what the shelter looked like.
3. The “Footprint of Shelters” graphic shows four structures (a modern house, a tipi, an earthlodge and a historic farmhouse) and their corresponding footprints which archaeologists find in the ground.

Modern houses are usually built on concrete foundations, which are clearly visible. The Plains Indian tipi was built by leaning numerous poles together in a 'cone' shape, draping an animal hide or canvas covering over the outside of the poles, and then securing the hide covering to the top of the tipi and to the ground with rocks or wooden or bone pegs. The earthlodge was built using the post-in-ground method and it also leaves a distinctive pattern of post molds in the earth.

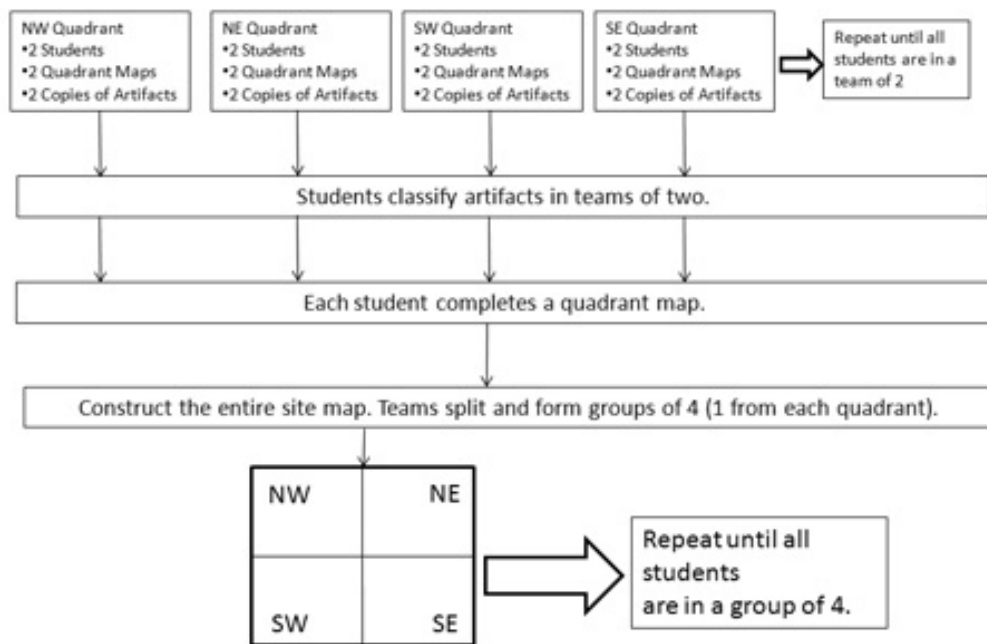
4. After the students have a good understanding that buildings of all kinds leave a distinctive trace or footprint on or in the ground, project the transparency of the ☐ "Footprint of a Historic Farmhouse." Indicate the word **excavate** on page _____ and assist students with defining the word and adding it to the Word Bank. Explain that this is the footprint of a historic farmhouse excavated at an archaeological site in southwest Montana. The farmhouse, the Tinsely House, was lived in by the Tinsley family from approximately 1890 to 1920.
5. Project the ☐ "Map of the Tinsley house Site." Explain to students that this is the map that the archaeologists made of the Tinsley house site in 1989 when it was excavated. The process is described for the students on the ☐ "Footprint of the Tinsley house Site." Describe the features on the map so the students understand the basics. Explain to the students why the map is divided into four quadrants.
6. Tell students that all of the data (artifacts and maps) they are using for their investigation are authentic and come from the archaeological report of the Tinsley House Archaeological site.

Classify the Artifacts and Make Inferences

1. Students work in teams of two. Give each group two copies of one of the quadrant maps (Northeast, Northwest, Southeast, and Southwest) along with the corresponding 🍎 "Artifact Location" and "Artifacts" sheets. All quadrants should be equally distributed among the groups.
2. Students cut out their artifacts. Using the ☐ "Quadrant of the Tinsley house site" as a guide, students classify their artifacts. Students complete questions 3 and 4.

Construct the Quadrant Maps

1. Have the students look at the 🍎 "Artifact Locations" table and notice the third column. Explain to the students that they will use the coordinates to do archaeology backwards. Instead of unearthing the artifacts and taking them out of the ground, they will place the artifacts back on the map where they were originally found.
2. Tell the students that the artifacts are not drawn to scale with the quadrant maps; the artifacts are approximately life size while the map is much smaller. The purpose of the activity is to establish the context of the artifacts within the Tinsley House site, the students do not need to be concerned about the difference in size of the artifacts.
3. Instruct students to find the coordinates of each artifact and use those coordinates to place the artifact in the location it was found during the archaeological excavation of the Tinsley house. Glue the artifacts in place, so they will not fall off the quadrant map.
4. Alternatively, the entire exercise can be accomplished by "drawing" the quadrant maps on the floor of the classroom using masking tape or with markers on a plastic tarp that could be reused.



Construct the Entire Site Map

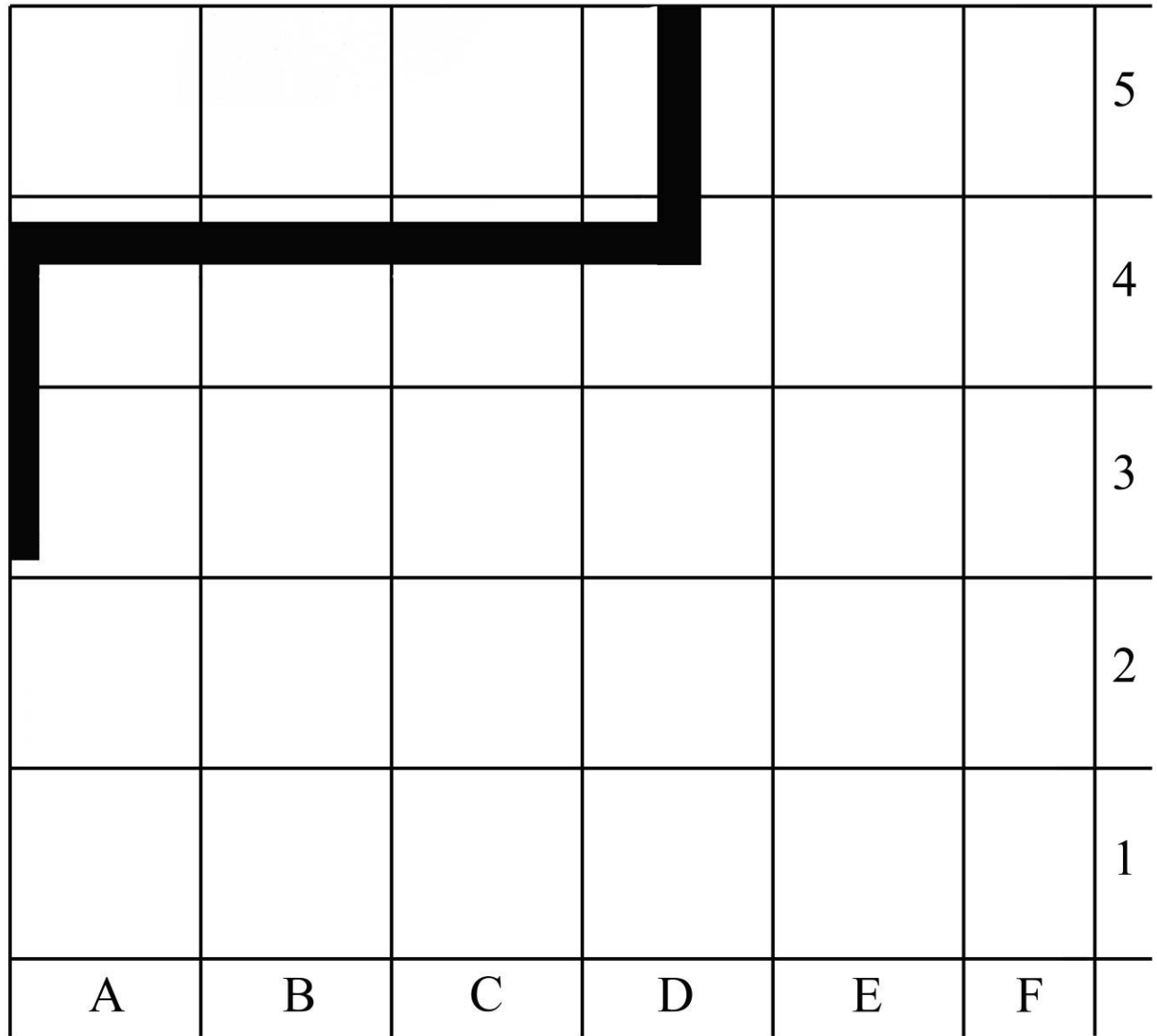
1. Assist students in forming new groups of four. A representative from each quadrant (SE, SW, NE, NW) will comprise each new group. If groups are uneven, you should be prepared to represent the third and/or fourth student.
2. Each quadrant representative places her/his completed quadrant out for observation before presenting the data. By the fourth presentation, students are observing the complete map.
3. Students now complete question 5 on “Quadrant of the Tinsley House Site.”
4. Using the “Tinsley House Construction,” explain how the Tinsley house was built. Using the “How an Archaeological Site is Formed” (page _____), explain how it became an archaeological site. Explain to students: In 1989, the Tinsley House was moved to the Museum of the Rockies to be used as a Living History Museum. Archaeology was done prior to moving the house to the Museum.

The Lives of the Tinsley Family


1. Return to the “Comparing Cultures” chart from Lesson Three (page _____). Have students add a fourth column to the chart and label it “Tinsley family.”
2. Ask students: How did the Tinsley family meet their basic needs? Students fill in the chart using what they learned from the archaeological investigation of the Tinsley house Site. They should include shelter (the farmhouse) and how it was built to provide protection from the weather and a home for the family. Their discussion of food should include agriculture, hunting, and gardening.
3. Ask students: How do your answers compare to the column labeled “settlers”?

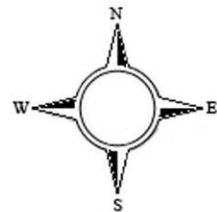
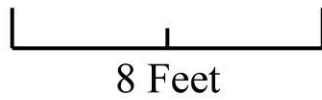
Answer Key for “Quadrant of the Tinsley house Site: Analyzing the Data”

1. Northwest, Northeast, Southwest, Southeast
2. Example: Dishes – teacup fragments, pottery, white tableware.
3. Depends on groups in question 2.
4. Examples: bone fragments – animal butchering and cooking
5. Students will have more information that is complete about the site. Different types of artifacts may indicate activities different from what they found in their quadrant.



LEGEND

 HOUSE WALLS



















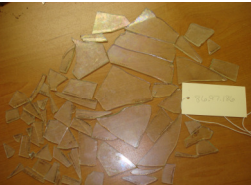
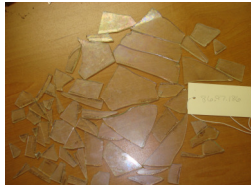
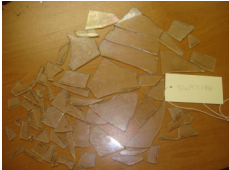









SE QUAD

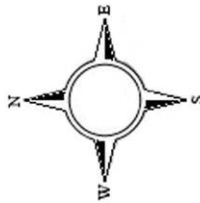
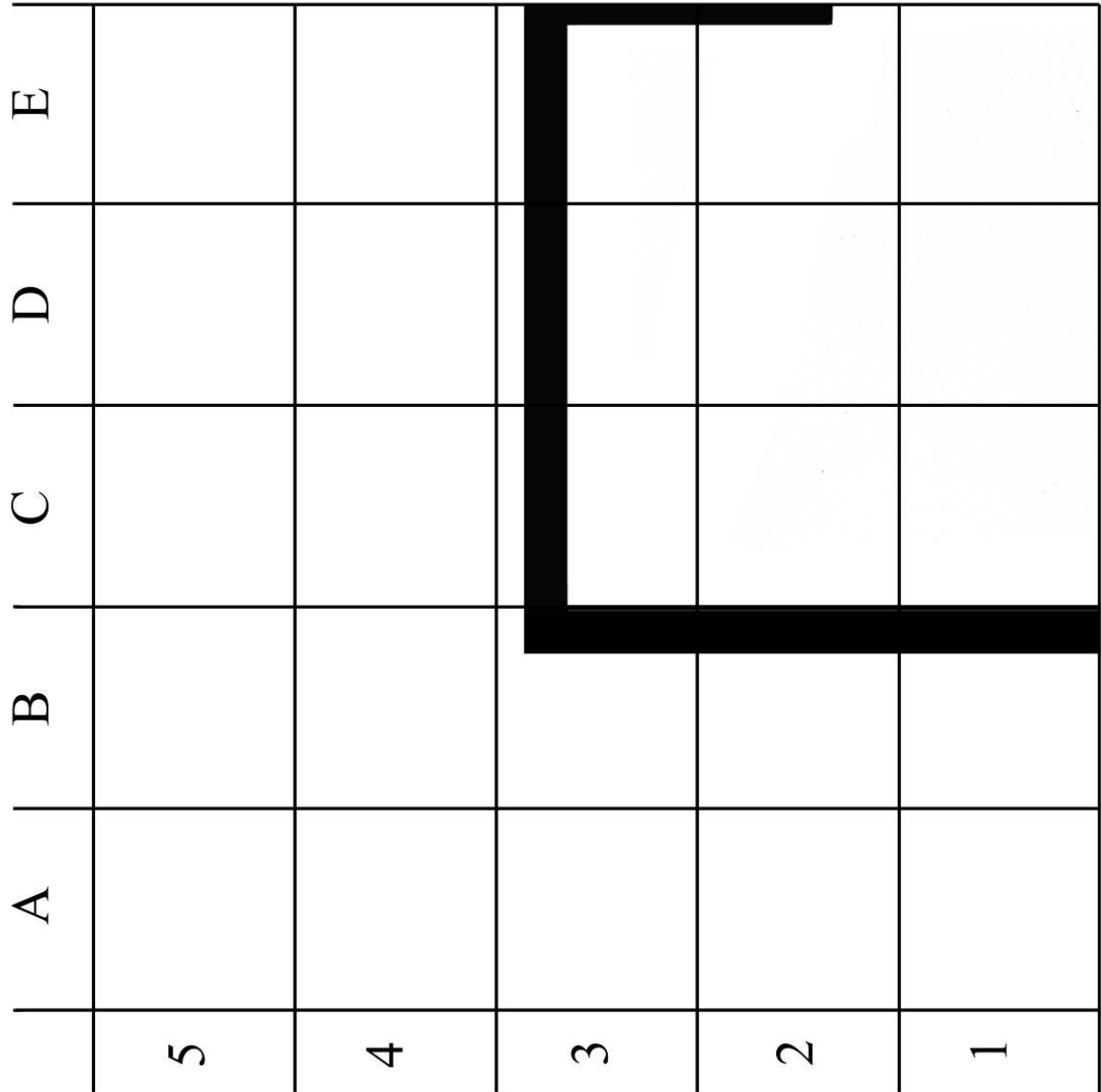
SOUTHEAST QUADRANT Artifact Locations

ARTIFACT:	USE:	AREA	ARTIFACT:	USE:	AREA
Mortar Fragments	Building material	A-4	Blue Mason Jar Fragments	Canning fruits and/or vegetables	C-4
Mortar Fragments	Building material	F-5	White Bowl Fragments	Tableware	D-3
Window Glass Fragments	Window glass	A-3	White Bowl Fragments	Tableware	C-3
Window Glass Fragments	Window glass	B-4	Brown Glass Fragment	Possible glass bottle	C-4
Window Glass Fragments	Window glass	D-5	Black Wooden Button	Button for clothing	C-3
Eyeglasses Fragment	Wire rim of eyeglasses	A-3	Straight Pin	Sewing; held clothing closed	D-3
Bottle Cap	Beverage container	A-2	Buckle	Clothing	B-3
Charcoal Fragments	Remains of a fire	C-1	Brick Fragments	Building material	B-3
White Button	Button for Clothing	B-2	Nails	Building material	B-4
Animal Bone Fragment	Possible remains of food	B-2	Nails	Building material	F-4
Animal Vertebrae Fragment	Possible remains of food	B-1	Nails	Building Material	F-2
Rivet	Clothing	C-2	Tacks	Building material	B-4
Teacup Fragment	Teacup	F-3	Yellow Plastic Piece	Unknown use	C-4
White Teacup Handle	Teacup	F-3	Clear Bottle Glass Fragments	Bottle	A-3


SOUTHEAST QUADRANT ARTIFACTS

			
Eyeglasses Fragment	Clear Bottle Glass	Animal Vertebrae	Brown Glass Fragment
			
White Teacup Handle	Blue Mason Jar Fragment	White Bowl Fragment	White Bowl Fragment
			
White Button	Black Wooden Button	Nails	Nails
			
Nails	Mortar Fragments	Mortar Fragments	Yellow Plastic Piece
			
Tacks	Brick Fragments	Window Glass	Window Glass
			
Window Glass	Bone Fragment	Rivet?	Teacup Fragment
			
Buckle	Bottle Cap	Charcoal Fragments	Straight Pin

NW QUAD

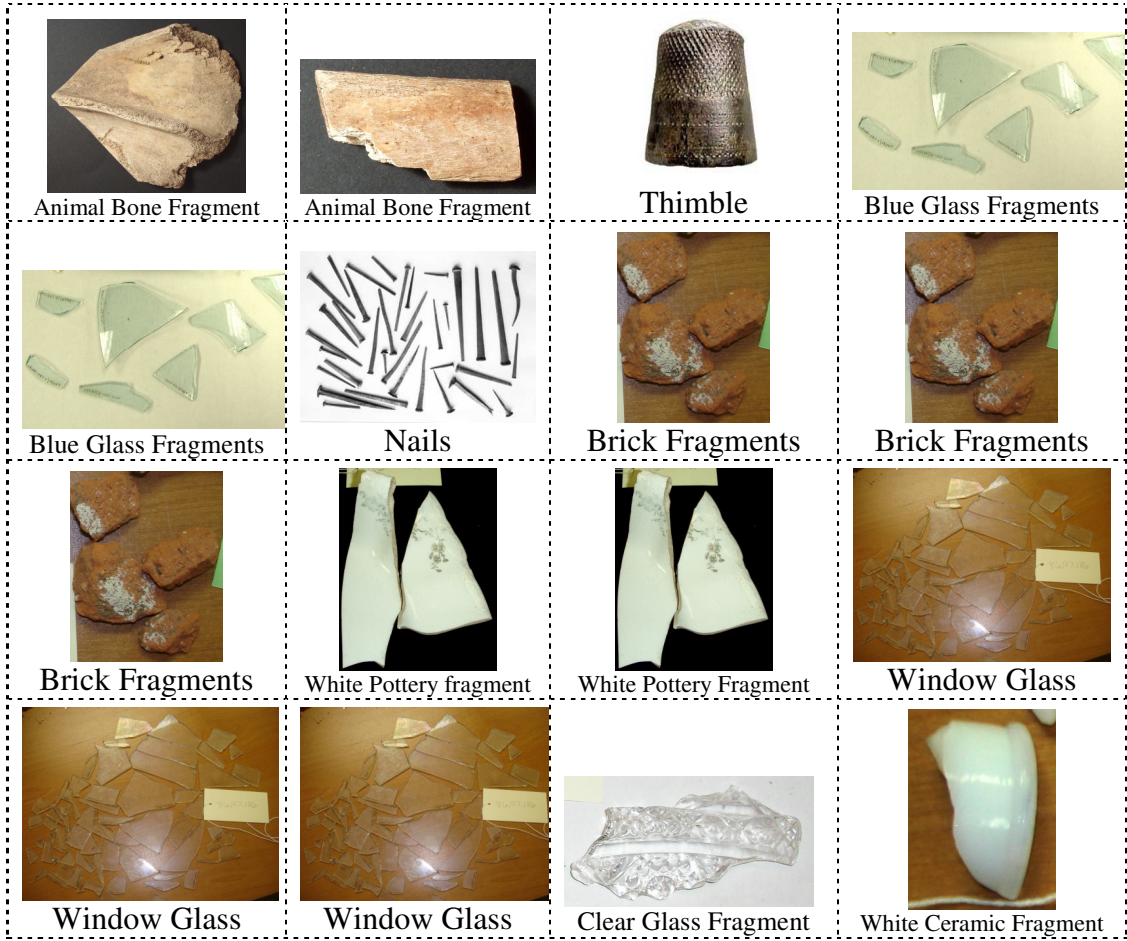


LEGEND

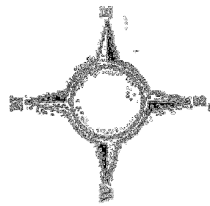
 HOUSE WALLS

NORTHWEST QUADRANT Artifact Locations

ARTIFACT	USE	AREA	ARTIFACT	USE	AREA
Blue Glass Fragments	Possible remains of Mason jar	E-5	White Pottery Fragment	Tableware	B-3
Blue Glass Fragments	Possible remains of Mason jar	D-5	White Pottery Fragment	Tableware	A-2
Animal Bone Fragment	Possible remains of food	D-5	White Ceramic Piece	Tableware	A-2
Animal Bone Fragments	Possible remains of food	A-1	Window Glass Fragments	Window glass	D-4
Brick Fragments	Building material	B-1	Window Glass Fragments	Window glass	B-1
Brick Fragments	Building material	C-5	Window Glass Fragments	Window glass	B-2
Brick Fragments	Building material	B-5	Nails	Building material	B-1
Clear Glass Fragments	Possible remains of glass bottle	A-3	Thimble	Sewing	C-2

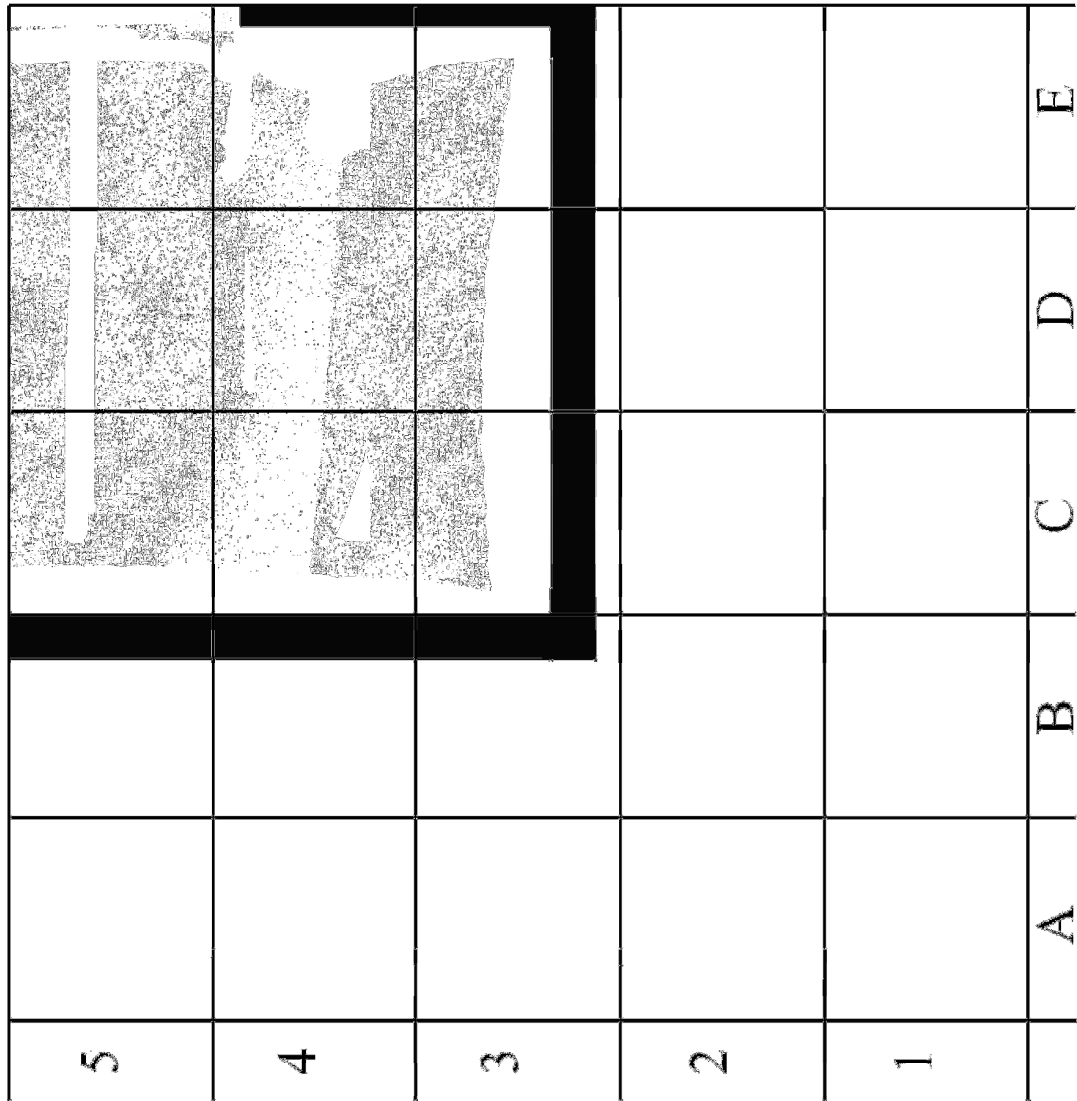


SW QUAD



LEGEND















— HOUSE WALLS



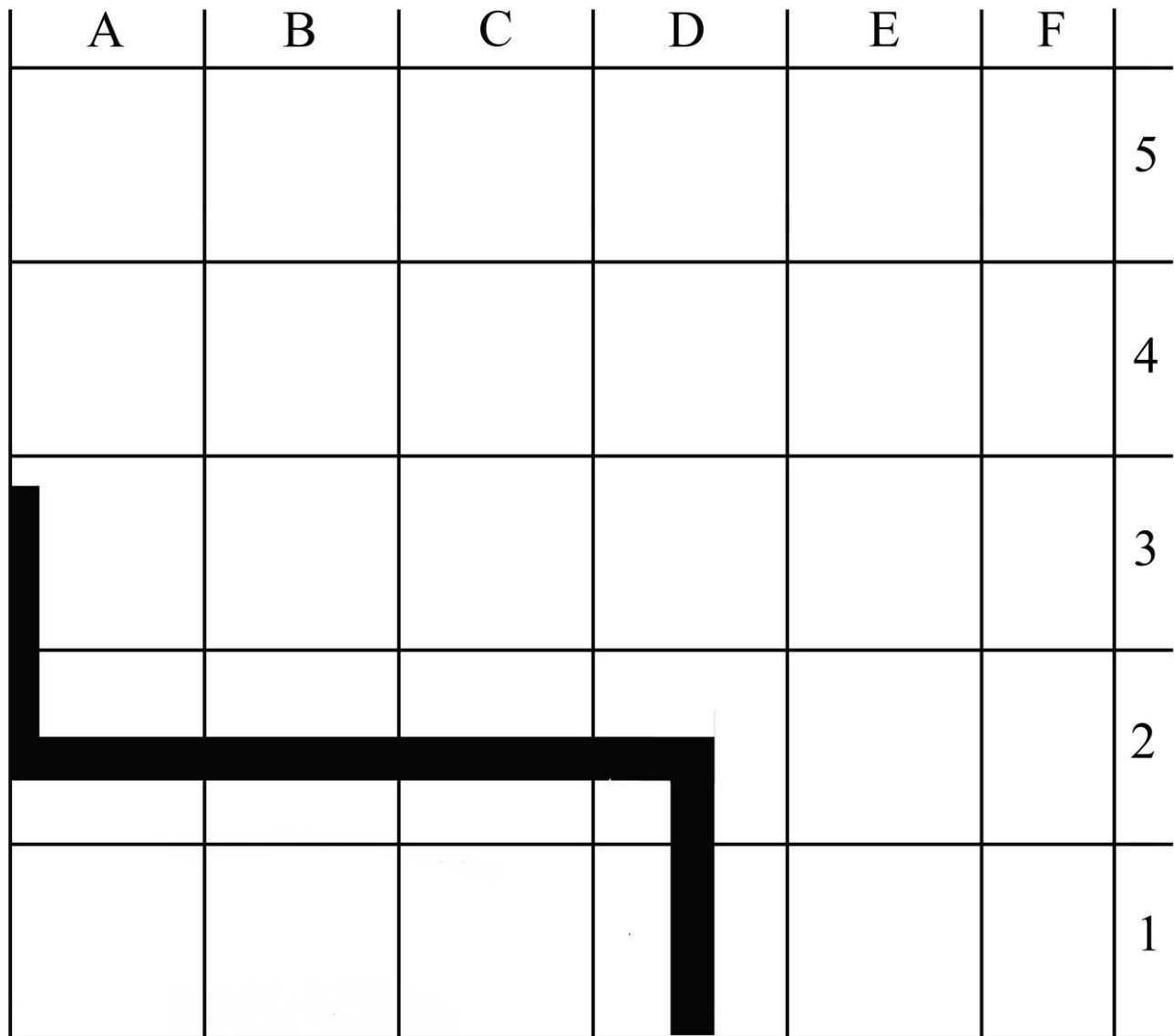
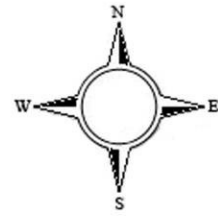
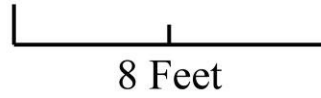
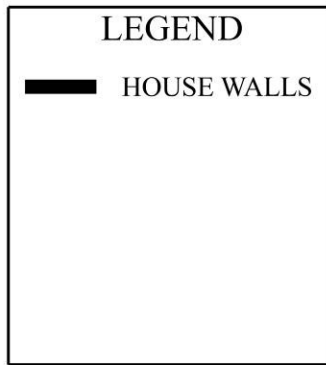
SOUTHWEST QUADRANT Artifact Locations

ARTIFACT	USE	AREA	ARTIFACT	USE	AREA
Window Glass Fragments	Window glass	B-5	Mortar Fragments	Building material	B-4
Window Glass Fragments	Window glass	B-5	Brick Fragments	Building material	C-3
Window Glass Fragments	Window glass	B-5	Charcoal Fragments	Remains of a fire	D-3
Window Glass Fragments	Window glass	D-3	Pieces of Metal	Unknown use	D-3
Clear Glass Fragments	Possible bottle	B-4	Tacks	Building material	E-3
Animal Bone Fragment	Possible remains of food	A-5	Nails	Building material	B-5
Teacup Fragment	Teacup	E-3	Nails	Building material	E-3

SOUTHWEST QUADRANT ARTIFACTS

			
Brick Fragments	Nails	Nails	Pieces of Metal
			
Tacks	Charcoal Fragments	Bone Fragments	Clear Glass Fragment
			
Mortar Fragments	Window Glass Fragments	Window Glass Fragments	Window Glass Fragments
			
Window Glass Fragments	Teacup Fragment		








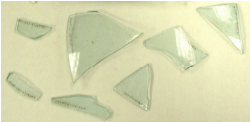
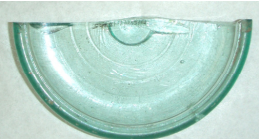



NE QUAD



**NORTHEAST QUADRANT
Artifact Locations**

ARTIFACT	USE	AREA	ARTIFACT	USE	AREA
Marbles	Child's toy	A-1	Arrow Point	Prehistoric artifact – possibly recovered from a nearby site and brought back to the house?	F-3
Small Pink Bead	Personal decoration	C-3	Animal Leg Bone (Sawed)	Possible remains of food	D-5
Dial with 0-9 on edge	Unknown use	F-3	Animal Bone Fragment	Possible remains of food	E-4
Brick Fragments	Building material	D-2	Animal Bone Fragment	Possible remains of food	E-5
Window Glass Fragments	Window glass	B-2	Animal Bone Fragment	Possible remains of food	E-5
Window Glass Fragments	Window glass	B-3	Pig Vertebrae Bone	Possible remains of food	E-4
Window Glass Fragments	Window glass	C-2	Animal Bone	Possible remains of food	C-4
Window Glass Fragments	Window glass	E-2	Animal Bone Fragment Cluster	Possible remains of food	F-5
Window Glass Fragments	Window glass	F-1	Green Glass Fragment	Possible glass bottle	A-4
White Pottery Fragments	Tableware	F-1	Fork	Eating Utensil	F-1
White Pottery Fragments	Tableware	D-3	Brown Bottle Fragment	Glass bottle	F-1
White Pottery Fragments	Tableware	D-4	Blue Glass Fragments	Possible fragments of Mason jar	B-5
Two Peach Pits	Remains of food	D-4	Pen Tip	Tip of an ink pen	A-5

NORTHEAST QUADRANT ARTIFACTS

			
Animal Bone Fragment	Animal Bone Fragment	Animal Bone Fragment	Two Peach Pits
			
White Pottery Fragments	Arrow Point	Dial	White Pottery Fragments
			
Brown Bottle Fragment	Marbles	White Pottery Fragments	Bricks
			
Animal Leg Bone	Animal Bone	Pig Vertebrae Bone	Bone Fragment Cluster
			
Blue Glass Fragments	Green Glass Fragment	Fork	Small Pink Bead
			
Window Glass Fragments	Window Glass Fragments	Window Glass Fragments	Window Glass Fragments
			
Window Glass Fragments	Pen Tip		

PART FOUR - Instructions for the Teacher

Materials

For Each Student

- “Investigating a Historic Farmhouse: Part Four” (Archaeology Notebook, pages _____)

Preparing to Teach

1. Make a copy of “Investigating a Historic Farmhouse: Part Four” for each student.
2. Read the “Reflect on New Knowledge” section below and be prepared to discuss these questions with the students.
3. Post the Word Bank words.

WORD BANK

architecture: the art and science of designing and erecting buildings or other structures.

barter: to trade one thing for another without using money

curator: a person who takes care of a collection or a museum

exhibit: something put on display, at a museum or a gallery

interpret: to tell the meaning or importance

preserve: to maintain intact, to protect from injury or harm

replica: a copy of the original

REFLECT ON NEW KNOWLEDGE

1. Ask students:
 - Who is Mrs. Jackie Thompson?
 - Why is Mrs. Thompson included in the investigation of a historic farmhouse?
 - How is Mrs. Thompson’s life different from his ancestors’ life?
 - In what ways are you like Mrs. Thompson? Different from Mrs. Thompson?
2. Distribute “The Tinsley house Today.”
3. Have students read, “The Tinsley house Today.” Ask students:
 - How did you play the role of an archaeologist in this investigation?
 - What archaeological tools did you use to help you in your investigation?
 - Why is the history of the Tinsley house important to the Tinsley family? To all Americans?
 - How did knowledge of the Tinsley house help you think about the present? The future?
 - What was the best part of the investigation for you and why?
 - Is archaeology an important way to learn about past people? Why or why not?
 - Would you change anything about this investigation? If so, what, how, and why?
4. Assist students in defining the word **architecture** and add it to the Word Bank.
5. Have students read “Preserving the Tinsley House.” Assist students with creating a definition for **barter, curator, exhibit, interpret, preserve** and **replica** and add it to the Word Bank.
6. Ask students:
 - Why is it important to preserve historic homestead sites? From an archaeologist’s perspective?
From a descendant’s perspective?

ASSESSMENT - Instructions for the Teacher

Materials

For Each Student

- ☐ “Investigating a Historic Farmhouse: Assessment” (Archaeology Notebook, pages _____)

Preparing to Teach

1. Make copies of all student pages from ☐ “Investigating a Historic Farmhouse: Assessment.”
2. Post the Word Bank word.

WORD BANK

performance standard: basis for measuring your work

ASSESSMENT

1. Go over the cover sheet information for the **ASSESSMENT**.
2. Go over the “Final Composition” and performance standards and help students understand directions, expectations, and any words with which they may not be familiar. Assist students with defining **performance standard** and adding it to the Word Bank.
3. Have students complete drafts of their expository compositions in class or as homework. Check the draft and make suggestions for changes and improvements. Have students revise their compositions and submit them for a final grade.
4. Repeat the process for “Bringing the Past into the Future.”

References:

Karsmizki, Kenneth W. and Joan L. Brownell

1983 *Gallatin Valley Homestead Survey*. Museum of the Rockies, Montana State University
Bozemen, MT.

Museum of the Rockies (MOR)

2006 *Living History Farm Interpreter's Manual* On file at Museum of the Rockies volunteer library.
Bozeman, MT.

n.d. Untitled project report. On file at Museum of the Rockies. Bozeman, MT.

Thompson, Carol Jo.

1990 *A Nineteenth-Century Montana Homesteader's Ranch House*. Manuscript on file, Museum of
the Rockies volunteer library. Bozeman, MT.

Tinsley, Ed.

n.d. Untitled narrative. Pioneer Museum. Bozeman, MT.