

A second program in ancient civilization was held at the Metropolitan Museum on the 3rd of June to take advantage of the temporary exhibit on *Hatshepsut: From Queen to Pharaoh*. This one-day program done in conjunction with the Education Department of the Met provided participants with an indepth look at the exhibit.

In American history, a one-day program was held June 10 at the Farmers' Museum and Fenimore Art Museum in Cooperstown, NY on *The Iroquois and the Seneca*. As part of the program, participants were supposed to enjoy a beautiful lunch overlooking the lake but near-freezing weather following over one week of steady rain gave people a much better taste of what life was like in the log and bark houses which the Museum has constructed on the premises. Still as Karen Orts of the Oakfield Alabama CSD in upstate New York said, "Even though the weather didn't cooperate it was a great day. I look forward to next year's program. Thank you very much." The group then voted to make next year's program on the Civil War in New York State and the Museum agreed to host it.

IHARE Mission Statement

The Institute of History, Archaeology, and Education, Inc. is a nonprofit organization dedicated to expanding the knowledge and appreciation of human cultures from ancient times to the present through a array of student, teacher, and public programs and activities.

The goals and objectives of the organization are:

1. To promote the inclusion and development of history and archaeology in the k-12 curriculum;
2. To increase the public awareness of the benefits of archaeology and history through public programs.
3. To provide history and archaeology enrichment programs at the k-12 level
4. To develop, implement, and teach history and archaeology programs for teachers by working with the schools and teacher centers;
5. To work with educational institutions of higher learning, government organization, cultural institutions, and professional archaeological and historical organizations to develop, promote, and implement archaeological and historical programs.

THE AMERICAN REVOLUTION IN THE HUDSON VALLEY TEACHERHOSTEL

June 27-30 — West Point

THE ROOSEVELT TEACHERHOSTEL

July 17-20 — Hyde Park

THE HUDSON RIVER ART TEACHERHOSTEL

July 22-23 — Olana, Cedar Grove, Catskill Mountain House

THE HUDSON RIVER: THE WESTCHESTER EXPERIENCE TEACHERHOSTEL

July 24-27 — Riverkeeper Philipsburg Manor, Sunnyside

"WHEN ISRAEL AND THE ARABS WERE ALLIES"

August 8: — The Old Guard, White Plains

Why Iowa?: The Cosmic Center of the American Dream

At the annual conference at the Baseball Hall of Fame in Cooperstown, NY, Peter Feinman presented a paper on the selection of Iowa for the Kevin Costner movie *Field of Dreams*. The movie is a mythical tale of a father-son reunion, between this world and the next world, told through the device of fallen hero, Shoeless Joe Jackson, and his baseball comrades from a golden age of the sport. It is a story of home, of family, of the unity of the cosmos and of the search, indeed longing of a people for a time and a world at peace where life could be enjoyed. "If you build it, they will come" and we the people continue to pilgrimage to the farms in Iowa where Hollywood filmed this tribute to the American Dream.

The physical expression of that Dream has taken numerous forms over the century. It began as a city on hill, a phrase still in use to this very day. Later it became the proverbial log cabin in the wilderness such as where Abraham Lincoln was born. When the veterans from the last good war returned home to start their own families and future, they built their dream houses in the suburbs where fathers of the bride could give away their daughters and see their grandchildren. It was a wonderful life that new immigrants and old stock Americans could share and build together. Indeed there are many Twilight Zone episodes of people yearning for that time of community and belonging removed from the hustle and bustle of the modern world.

The paper addressed not so much baseball itself as the transfer of the vision of a City on a Hill from Puritan Boston to Methodist Iowa at the time when baseball was becoming the national pastime.

The journey of Kevin Costner and James Earl Jones in a Volkswagen from Fenway Park to the Iowan fields expresses this passing of the torch. The American Dream is to be redeemed for it is money America has but peace it lacks.

The dream will not be foreclosed but renewed. The national pastime will be adjusted to become the vehicle through which America's sacred story is told.

"If you build it, they will come" and we the people continue to pilgrimage to the farms in Iowa where Hollywood filmed this tribute to the American Dream.



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IHARE is pleased to announce the successful launching of Teacherhostel™ programs in the spring and summer of 2006 covering both ancient civilizations and American history in the Hudson Valley.

Two programs were held in ancient civilizations. In May, teachers visited the Boston Museum of Fine Arts and Harvard Semitic Museum in a program entitled *The High Place in Ancient Egypt, Mesopotamia, and Israel*. Stephen Guerriero of the Pollard Middle School in Needham, MA, wrote the following about the program:

"I thoroughly enjoyed the entire program, as it complimented the areas of the curriculum that I am currently teaching. I thought it was very useful to have a common theme throughout our studies i.e. the high place. Particularly striking was how the very different cultures of Egypt, Mesopotamia and Egypt had constructed these massive monuments, and to different extents structured their cultures to maintain this "order within the chaos" that we kept encountering during our studies. I would definitely begin my units on these cultures by introducing students to the idea of the "high place." One of the most concrete manifestations of humans' need for order within the unpredictable and savage ways of nature is the institution of monarch. In Egypt especially, the role of pharaoh as both law-giver and "law-maintainer" is so central to the Egyptians' world view that they cannot be understood without fully appreciating these distinct and vital roles.

Parallels with Moses, Hammurabi and Sargon of Akkad all reinforce this idea of the monarch as the liv-

ing "wall" between the external threat and the internal harmony early cultures sought.

At the Museum of Fine Arts, I thought that Peter Manuelian did an outstanding job of presenting the pyramids and the entire Giza complex in a new and very refreshing light. The combination of the historical data around the early twentieth century work and the new digital research of the present added an incredible depth to our understanding of Giza's importance. I think that for some of my sixth grade students the pyramids are recognizable and very appealing pieces of architecture, but that their understanding of the true purpose of the pyramids can be lacking. I think that the "high place" construct can really give students a prism through which they can see the world of the Egyptians as the Egyptians lived, worked and ordered their lives there. Students will also have a wider-ranging look into the key vocabulary we used over the course of the seminar. Kmt, ma'at and silt are going to be much more prominently featured in my Egyptian unit, particularly the sacred order imposed and secured by the pharaoh, known to the Egyptians as ma'at.

For the early Mesopotamian city-states and later empires, I particularly liked the tape measure activity. For the students, the various civilizations of Mesopotamia who are constantly rising, conquering, intermingling and falling can be a challenge to understand. I think

that the timeline activity would really help students see the procession of different powers through the history of this region. Again, I especially like the idea of the Mesopotamian leaders as those who protect their people from the destabilizing influence of foreign invasion and seek instead to spread their own culture to the less fortunate peoples who then find themselves under attack. Here the Myth of the Martu provides a wonderful opportunity to talk about one culture's view of another, even from so long ago. I also like the Myth of the Martu in discussing the transition of early humans of the Paleolithic Age to those of the Neolithic. The poem speaks of man's acquisition of fire, his staying in one spot, building permanent dwellings, and his burying of the dead and the development of a spiritual life. All of these are key transition point we already look at during the Human Origins unit, but now here are the earliest Mesopotamians speaking about it not long after the final transition to civilization has happened.

During our visit to the Semitic Museum, it was very enlightening to hear Ely [Levine]'s lecture on the use of bemot, or high places, throughout the Bible and to connect these varied shrines with recent

archaeological evidence from Israel. Although my students no longer have this region as part of their curriculum, I think that I would incorporate it into the comprehensive unit on archaeology. In particular, the connection between literature and archaeology is one that I try to bring to the students, most often in the

form of Heinrich Schliemann. Now, it is very exciting to have even more evidence of this connection both in the form of the forms of the upright stones throughout the lands of Israel and Judah as mentioned at the time of Solomon's consolidation of the faith, and in the mysterious wall tower at Jericho. At the same time,

I loved the hands-on activity presented to us by Kimberly [Connors] at the Semitic Museum having to do with the interpretation of pottery pieces. This is an activity with its own reproducible product in the classroom using tubs of rice used to hold potsherd while the students attempt to group, classify and reassemble the different objects they encounter.

Finally, I must say that in a very personal way I found this seminar fulfilling as a professional. For teachers of middle school ancient history, the professional development offerings are few and far between. It was great to connect with similarly-minded colleagues, to engage with professional historians and archaeologists, to grow as a learner myself, and to bring some of my experiences back to the classroom to share with my students. Thanks again for the opportunity, and I look forward to your next event."



Photo left:
Satellite image of Pyramids

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