

Module 1: What is Archaeology? The prehistory of Old Kiyangan Village

I. Objectives

- A. Pangkaalaman (comprehension)
 - 1. To gain an overview of the prehistory of Old Kiyangan Village site
 - 2. To develop an understanding of how culture and its landscape change over time
 - 3. To learn key archaeology terms, methods, and concepts
- B. Pandamdamin (values)
 - 1. To find value in Old Kiyangan Village as an example of an early Philippine society
 - 2. To appreciate early Ifugao culture as it relates to present-day Ifugao society
- C. Pangkasanayan (proficiency)
 - 1. To enhance students' critical thinking skills and apply observation, reasoning, speaking, and writing skills as part of the activity
 - 2. To use artifacts to discover how cultural material help create theories about past people

II. Main themes

Old Kiyangan Village topics discussed in Module 1 that relate to “*Kalagayang Panlipunan ng mga Sinaunang Pilipino*” (Early Filipino life):

- 1. Change and continuity – what parts of the culture have changed? What continued to be practiced?
- 2. Early Ifugao life: Where, When, and How they lived

III. Overview

Ifugao culture history background

Why should students learn about the Old Kiyangan Village?

Kiyangan is significant in Ifugao origin **mythology**. It is believed to be the original location of where the first Ifugaos lived. It is often mentioned in **oral histories**, such as the oral account included in this module — *Huuwa'n di nabugbugan di Page* (Myth of the Origin of Ifugao Rice). Archaeologists believe that the Old Kiyangan Village is one of the first early Cordilleran villages documented in Philippine archaeology.

Where is the Old Kiyangan Village?

The Old Kiyangan Village is between the Ibulao River in the East and the Ambangal stream in the West in what is now Barangay Munggayang.

When did early Ifugaos live there?

The Old Kiyangan Village was settled about 1000 years ago. It was inhabited before the arrival of the Spanish in the Philippines in 1521. Fray Molano in 1801 reported 183 houses in Kiyangan, but by the time the Americans came to Ifugao, the people had already abandoned the place and relocated to the current town of Kiangan.

Why did they choose to live there?

Early Ifugaos chose to settle at Old Kiyangan Village, because of its favorable climate, abundant water supply, and relatively level terrain.

What was Old Kiyangan Village and How did the people live?

Before Spanish colonization, the inhabitants of Old Kiyangan Village mainly cultivated and consumed taro and other vegetables and root crops. The presence of taro pond fields early on at Old Kiyangan Village made it easy for early Ifugaos to transition to wet rice farming about 200 years ago. Rice enabled early Ifugaos to feed more of the community, which eventually became a prestige crop in Ifugao society. Aside from growing and planting crops, they were also hunting deer and wild pigs. They raised farm animals like pigs and chickens for special occasions and ritual ceremonies. The people at Old Kiyangan Village possessed a variety of cultural materials. Some were made locally and used for every day activities like cooking and storing food and water. Others came from the lowlands through trade and exchange.

Vocabulary:

Mythology - traditional stories, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events

Oral history - the collection and study of historical information with people having personal knowledge of past events

Archaeology background

Archaeologists study histories of past **cultures** through materials dug out of the ground. Some study the ancient past or **prehistory** at a time when there were no written records. Researchers in this field look to remaining evidence of this time period from the ground or from the remnants of structures ancient societies left behind. Archaeology applies the **scientific method** to learn and understand how people lived in prehistory. This method of inquiry first requires observation, asking a question, doing background research, stating a **hypothesis**, testing that hypothesis by gathering data, analyzing collected data, and finally, explaining the result. Archaeologists primarily gather data by excavating an **archaeological site** and collecting the **artifacts**. But archaeologists do far more than just **excavate**. They must also analyze and interpret all the artifacts they recover in order to better answer questions about people in the past and the lives they led. Through archaeology, we can understand changes through time. Learning about the prehistory of the Old Kiyangan Village makes us understand changes in the way land was used through time, the changes in Ifugao diet, and the changes in the use of Ifugao cultural materials.

Vocabulary:

Archaeology - the study of the past through material remains left behind by human activity

Culture - the beliefs, customs, arts, etc., of a particular society, group, place, or time

Prehistory - a period of time before written records

Scientific method - a method of systematic procedures in conducting research that requires observation, asking a question, doing background research, stating a hypothesis, testing that hypothesis, gathering or collecting data, analyzing collected data, and by explaining the result.

Hypothesis - a proposed explanation made on the basis of limited evidence as a starting point for further investigation

Archaeological site - an area or place of archaeological study

Artifacts - material or object made or modified by humans; artifacts are usually portable

Excavate - to extract from the ground by digging

IV. Archaeology activity

What Our Artifacts Say About Us

(Adapted from Florida Public Archaeology Network (2011) Beyond Artifacts: Teaching Archaeology in the Classroom. www.flpublicarchaeology.org.)

Materials

Modern materials (see description under Procedure)

Procedure

Collect an assortment of artifacts. These can be beads, buttons, children's toys, nails for construction, broken pieces of plates and bottles, animal bones or teeth, or replicas of any sort. It is important to include items that indicate specific occupations, age groups, genders, ethnic groups, economic statuses, and/or technological advancements. Note: Make sure that the edges of broken plates and glass are sanded down to prevent students from hurting themselves or each other.



This activity allows students to practice the scientific method. Each group of students will be given a box filled with items to interpret. The artifacts found in each box represent an area of the site. Each box will have questions to guide students interpret their box. Ask students (or small groups of students) to examine and identify the artifacts they were given. Have students create a "site history." What kind of sites were these? What can be said about the people who left these things behind? What jobs did they have? Who lived on these sites? What resources were available to these people? How long did they live or work at these sites?

Sample "archaeology kits":

Box 1: Beer and soft drink bottle caps, broken pieces of plates and glass bottles, spoon and fork, P5 coins

Possible answers: Cafeteria, karaoke bar, restaurant

Box 2: tube of lipstick, mirror, hair brushes, hair pins, bottle of hair gel

Possible answers: beauty parlor, a lady's bedrooms

Box 3: toy car, pieces of ceramics, spoon and fork, sardine can

Possible answers: boy's bedroom, house

See sample archaeology worksheet on page 7.

V. Process (Structure and rationale of the module)

A. Paghahanda (Getting ready – introducing the module in class)

Rationale: Module 1 focuses on the archaeology of Old Kiyangan Village (OKV) and Ifugao oral history to discuss change and continuity in Ifugao life. Learning about OKV provides a

local perspective during class discussions on early Filipino societies. For example, students learn where and how early Ifugaos lived. Teachers can also use OKV as an example to discuss early Ifugao social organization, how Ifugaos see themselves in relation to one another (social status) and to their environment.

In this module, Ifugao historian Manuel B. Dulawan relates “Huuwa’n di nabugbugan di Page” (Myth of the Origin of Rice) to illustrate the significance of Old Kiyangan, the place Ifugao people first settled. As an introduction, this origin myth (and countless other Ifugao origin stories) sets the stage for learning about early Ifugao life. As you read through the legend, you may notice many things that are also mentioned in the archaeology of Old Kiyangan Village. Students may identify rice planting and hunting practices, ritual customs, dogs, chickens, earthenware pots, the forest, etc.

Module 1 establishes the archaeological background of Old Kiyangan Village. The archaeology component explains the methods in which archaeologists derive their conclusions and interpretations of a site. The activity section serves as a practical exercise that illustrates the use of the scientific method to answer research inquiries in archaeology. This shows students how archaeologists at Old Kiyangan Village came to know and understand how early Ifugaos lived.

B. Paglinang ng aralin (Making sense of the module)

Ifugao culture history background:

The overview section of the Ifugao culture history background of this module is prompted by a series of questions (who, what, when, where, and why) that describe early Ifugao life in Old Kiyangan Village (OKV). These questions are related to early settlement history (sinaunang pamumuhay) and social systems (antas ng katayuan sa lipunan) discussed in social studies. The first module provides the general background of OKV.

Archaeology background:

The archaeology section is a discussion of research methods archaeologists use to answer questions about the past (such as the ones given on this module). It explains how archaeologists study past cultures, conduct research, and learn from the data they collected. Through the scientific method, excavations, and laboratory analyses, archaeologists are able to learn about different cultures of the past.

Sample script: “How do we know all this information when people lived hundreds of years ago? Through archaeology we are able to know what in the past hundreds, or even thousands, years ago. We, as humans, leave a lot of thing behind. Archaeology is about learning the histories of past **cultures** through materials dug out of the ground. Some study the ancient past at a time when there were no written records. This is called prehistory. Researchers in this field look to the remaining evidence of this time period from the ground or from the remnants of structures ancient societies left behind.

“Different cultures have different ways of living. For example, some cultures have kings, who build large temples like in Cambodia. Some people who live on tiny islands in the Pacific Ocean - their culture revolves around the ocean and making use of the marine resources. They build outrigger canoes that can sail long distances to visit other islands and exchange food and other resources. There are cultures that live in mountainous areas as well. And they have a different way of living off the land. The Old Kiyangan Village is an example of this culture.”

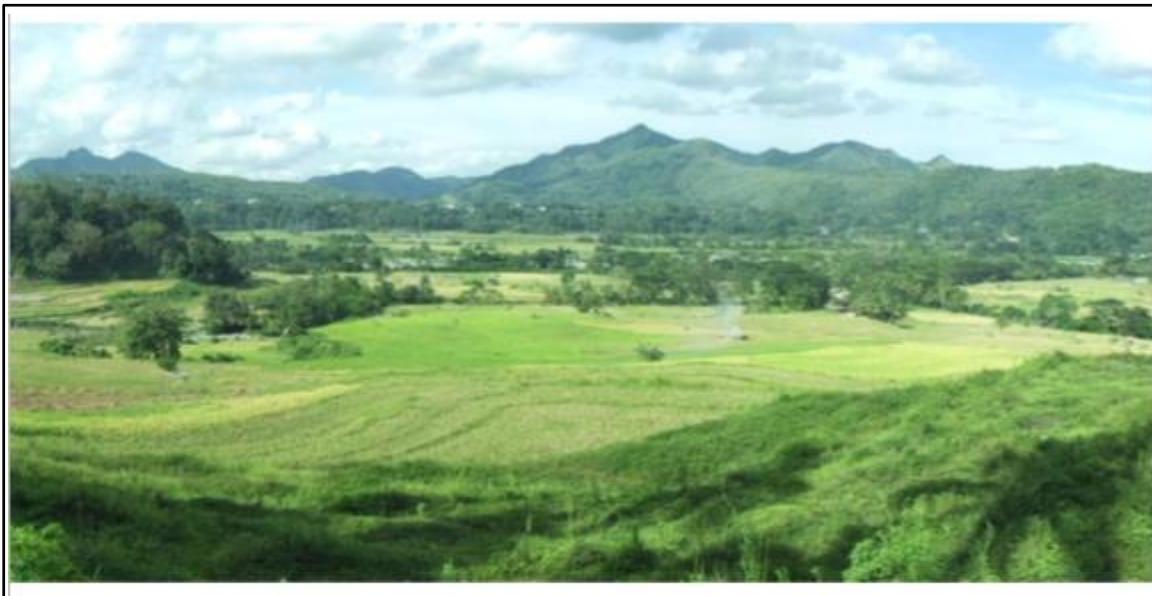
Archaeology activity:

The archaeology section of this module uses scientific observation and critical thinking skills to show students how archaeologists analyze and interpret collected artifacts. The goal of this activity is to make students come up with an interpretation of their “box of artifacts” based on observation of the data they collected (artifacts they have listed down). From the list, students can see a *pattern* of where these things are most appropriately found. For example, if a box contains pencils, pieces of chalk, crumpled colored papers, an eraser, and a worn-out notebook, one could conclude that these materials all come from a classroom. Other interpretations are also welcome, for as long as they are supported with a reasonable explanation. The purpose of using modern materials for this exercise is for students to be able to easily recreate these “sites” based on their knowledge and present-day observations. As an analogy, archaeologists examine broken pottery pieces, remaining house structures, and animal remains to recreate early Ifugao settlement at Old Kiyangan Village.

Sample script: “For today’s class activity, we are going to learn how to *think* like an archaeologist. Archaeologists do not just excavate. They must also examine all the information they collected in the field. Using the scientific method, they are able to understand how people lived in the past. Archaeologists are detail-oriented. And in order to properly explain the artifacts, archaeologists make sure that they list down all the artifacts they collected. Only after they have listed down the artifacts can they see the patterns and make sense of them.”

VI. Importance/significance of lesson

The Old Kiyangan Village plays an important role in Ifugao culture and oral histories. It sheds light on early Ifugao life and the changes that had happened at the beginning of Spanish colonization in the Philippines. Archaeology can inform early Ifugao societies that were not recorded in historic documents. It records patterns of settlement, diet, trade relations, and social, political and economic interactions inside and outside the Ifugao community.



Present day Old Kiyangan Village, Barangay Munggayang, Kiangan, Ifugao

Teacher tip: Comparing the past from the present. Show picture of the present rice fields, so students can compare the past and the present to see how land use changed over time, the diet, and the use of materials. [This introduction from Module 1 will be a good transition to Module 2 (early Ifugao diet) then to Module 3 (early Ifugao cultural materials)]

VII. Evaluation

Title: Ifugao time capsule

A time capsule is a collection of items or information, usually intended as a method of communication with future people. The goal of this activity is to allow students to think about heritage conservation. What is worth preserving 500 years from now?

Each group will draw at least 3 things that they would like other cultures to know about the Ifugao culture 500 years from now. What would they like to preserve for the future? Students will present their time capsules in class.

VIII. Summative test

Answers:

I. Matching Type

1. D
2. B
3. E
4. A
5. C

II. Multiple Choice

1. B
2. A
3. D
4. C

See summative test on page 10.

Sample Worksheet
 MODULE 1 WORKSHEET
 WHAT OUR ARTIFACTS SAY ABOUT US



We are going to learn how to think like an archaeologist.

Directions:

Imagine that you are archaeologists in the year 3050, and you are excavating a place like the town of Kiangang Poblacion. You expect to find things that would indicate certain types of places or establishments in town. Imagine that you have already excavated at the site and have found the base of a building structure. But you cannot tell what it is or what kind of building it was before. So, what should you do as an archaeologist? You look at the artifacts you collected from that site.

The box you have contains the artifacts you collected at the site. The artifacts found in each box represent one area of the site. Your group's task is to explain where these artifacts belong to. Was it from a house? A beauty parlor? A hospital? Or was it from restaurant?

This worksheet will help you interpret the artifacts you collected. Choose your answers from the word bank to figure out the site you are excavating and the objects you excavated. Note that **not all** items in the word bank are found in the box.

1. From the word bank, list down the artifacts or objects you see in the box and count the number of pieces of each artifact.

Description of artifact or object	Number of pieces
Toys	6
Broken plate pieces	10
Spoon	3
Fork	2
Canned food	3
Food wrapper	4
Broken pieces of bowl	7
Cheese carton	1
Broken pieces of coffee cup/mug	4
Match box	2
Tooth brush	1

2. Which place or establishment do the artifacts indicate or describe? What place in town do you most likely see these objects together?

The artifacts indicate that the archaeological site could be a house.

3. Explain your answer. Why do you think these artifacts describe that place? What can be said about the people who left these things behind? What did the people do in this place?

The artifacts describe activities that are usually done at home. There were toys and broken pieces of plates that indicate that a family lived at this place.

WORD BANK

POSSIBLE ARCHAEOLOGICAL SITES:

HOSPITAL BEAUTY PARLOR **HOUSE** RESTAURANT/CAFETERIA HARDWARE STORE DRUG STORE CLASSROOM

ARTIFACTS:

~~TOYS~~ ~~BROKEN PLATE PIECES~~ ~~SPOONS~~ ~~FORKS~~ HAIR CLIPS/PINS COMB ~~HAIR-TIE~~

NAILS HAIR GEL ~~CANNED FOOD~~ BROKEN GLASS BOTTLES ~~BROKEN PIECES OF CUP~~ BOTTLE CAPS (TANSAN) MIRROR

PLASTIC BOTTLES SHAMPOO ~~FOOD WRAPPER~~ COFFEE NAIL POLISH PESO COINS ~~MATCH BOX~~

~~CHEESE CARTON~~ ~~BROKEN PIECES OF BOWL~~ CRAYONS PENCIL NAIL PUSHER CURLERS ~~TOOTHBRUSH~~

CUTICLE REMOVER MAKE UP LIPSTICK STRAW PLASTIC CUP CHALK PIECES FROM A HAIR-DRYER



Summative Test:

I. Matching Type

- | | |
|----------------------------|--|
| _____ 1. Archaeologist | a. Material or object made or modified by humans; they are usually portable |
| _____ 2. Oral history | b. The collection and study of historical information with people having personal knowledge of past events |
| _____ 3. Scientific method | c. A period of time before written records |
| _____ 4. Artifact | d. A scholar who studies the past through material remains left behind by human activities |
| _____ 5. Prehistory | e. A method of systematic procedures in conducting research |

II. Multiple choice

1. When did early Ifugaos settle Old Kiyangan Village?
 - a. 2000 years ago
 - b. 1000 years ago
 - c. 300 years ago
 - d. 500 years ago
2. _____ is believed to be the original location of where the first Ifugaos lived. Archaeologists believe it is one of the earliest Cordilleran villages documented in Philippine archaeology.
 - a. Old Kiyangan Village
 - b. Banaue
 - c. Lagawe
 - d. None of the above
3. Why did early Ifugaos choose to settle at Old Kiyangan Village?
 - a. Temperate weather
 - b. Abundant water supply
 - c. Relatively level terrain
 - d. All of the above
4. How did early Ifugaos live in Old Kiyangan Village?
 - a. They hunted deer and wild pigs, and raised farm animals like pigs and chickens
 - b. They planted taro and other root crops
 - c. Answers A and B
 - d. Answer A only

III. Short Answer. What is the importance of the Old Kiyangan Village, and why should we learn about it?

IV. Draw what you think Old Kiyangan looked like 1000 years ago.