

Cultural Resources



UNIT 1—CULTURAL RESOURCES OVERVIEW CAPE COD NATIONAL SEASHORE

It's your job! Be a Chief of Cultural Resources and preserve our nation's history.

This unit has two activities:

1. Identifying five types of cultural resources.
2. Determining resource preservation needs.

These activities could be done at any location, but you may want to go to Fort Hill to work on them. Time: 40 minutes

Career profile:

What does a Chief of Cultural Resources do?

- Oversees the preservation, research, and exhibition of cultural resources.
- Sets goals and develops strategies to meet those goals.
- Prepares budgets and obtains funding.
- Hires and manages staff.
- Coordinates with other organizations who also work toward preserving cultural resources.

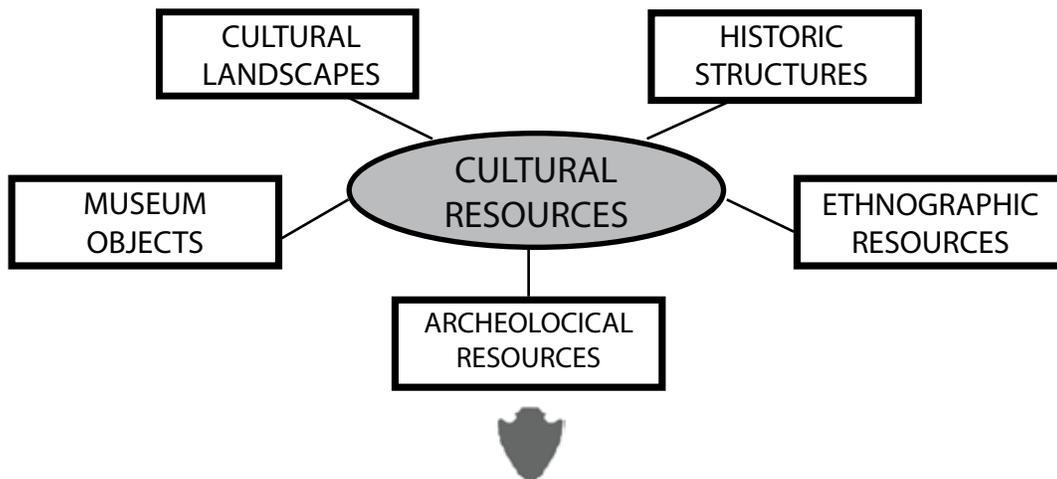


Bill Burke, Branch Chief of
Cultural Resources,
Cape Cod National Seashore

What is a cultural resource?

Simply put, cultural resources are the evidence of human history. They are often tangible, like buildings, tools, and documents, but they can be intangible as well. Intangible things can not be touched like ideas, stories. We place the highest value on cultural resources that are irreplaceable and that are meaningful to many people.

As the diagram below shows, cultural resources can be categorized into five types—cultural landscapes, historic structures, ethnographic resources, archeological resources, and museum objects. Each is explored in a unit of this book.



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ACTIVITY 1 - CULTURAL RESOURCES IDENTIFYING CULTURAL RESOURCES

The Fort Hill District of Cape Cod National Seashore is a great place for studying cultural resources. It has yielded five types of cultural resources: cultural landscapes, historic structures, ethnographic resources, an archeological site, and many museum objects. A trail with several loops winds through the district. There are three parking lots to access the trail from.

You have been appointed Chief of Cultural Resources at Cape Cod National Seashore. Your job is to identify and describe cultural resources associated with Fort Hill.

Look at the map of the Fort Hill Trail on the next page. Each of the five images around the map corresponds with one of the five cultural resource types listed on the table below. On the table, write a caption that you think describes the image.

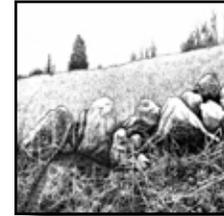
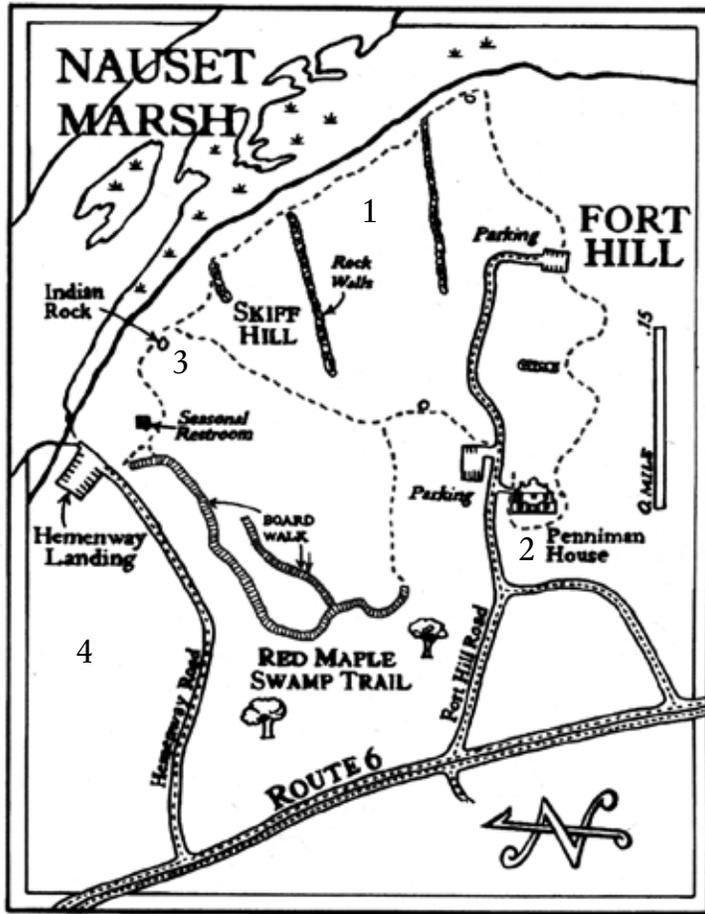
TYPE OF CULTURAL RESOURCE	WRITE A CAPTION FOR THE IMAGE
1. Cultural Landscapes: geographic areas where the landscape has been shaped by the traditional activities of people.	
2. Historic Structures: things that people have constructed out of many parts—houses, bridges, factories, etc.—to help them live or work.	
3. Archeological Resources: physical evidence of human activity left in place from pre-history—ruins, debris piles, sharpening stones, cave art, etc.	
4. Ethnographic Resources: stories and activities associating a group of people with a place for more than two generations.	
5. Museum Objects: collected items that help describe the lives and environments of past or present cultures.	

The resources you identified above are historically significant. But Fort Hill also has features that are not historic. They were built more recently, in most cases to accommodate visitors.



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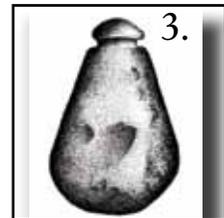
Below: Fort Hill Trail Map with images of five cultural resources.



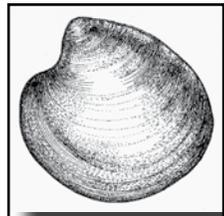
1. Cultural Landscapes



2. Historic Structures



3. Archeological Resources



4. Ethnographic Resources



5. Museum Objects (at Salt Pond Visitor Center)

Study the map, circle at least three map features that are probably not historic.



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ACTIVITY 2 - DETERMINING RESOURCE PRESERVATION NEEDS

In Activity 1, you identified and described five cultural resources at Fort Hill. Now it's your job to come up with a plan to preserve them for research and for display. One action for each has been listed. Write a different action for each.

Cultural Resources	Resource Type
1. Mow or burn vegetation to keep the fields open and to expose the network of rock walls. 2.	
1. Use traditional building methods and materials to keep the resource in historic condition. 2.	
1. Make archeological site accessible to the public while preserving it for future study. 2.	
1. Write down the stories of Native Americans and other ethnographic groups who have a traditional connection to the area. 2.	
1. Create an interesting, secure place to display important artifacts from the area. 2.	

In your opinion, which of the cultural resources at Fort Hill should have the highest priority for preservation? Why? _____



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As Chief of Cultural Resources, you must hire a staff of experts to help in preserving, researching, and exhibiting cultural resources at Cape Cod National Seashore.

Draw a line from the staff expert to the task they would perform. The first one has been done for you. Hint: the duties of each of these experts are outlined in the units of this workbook.

ARCHEOLOGIST

Care for a museum's collection of historic objects. (Units 6 & 12)

HISTORIC LANDSCAPE ARCHITECT

Studies the ties between people, place and tradition. (Units 4 & 10)

ETHNOGRAPHER

Discover sites and artifacts used by past people. (Units 5 & 11)

CURATOR

Evaluates the historic integrity of a structure and its site. (Units 3 & 9)

ARCHITECTURAL HISTORIAN

Rehabilitates historic landscapes for study and enjoyment. (Units 2 & 8)

If you were to be a staff expert instead of the chief, which job would you most enjoy doing?

Caring for things

Designing things

Studying things

Discovering things

Evaluating things

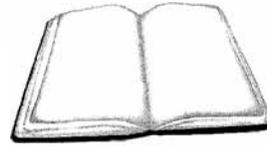
Rehabilitating things



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EXPLORE FURTHER:



See if you can find a historic site near your home that preserves all five types of cultural resources:

- A Cultural Landscape
- Historic Structure(s)
- Ethnographic Resource(s)
- An Archeological Site
- Museum Objects

Come up with a preservation plan for each resource. Decide which plan you think should be the highest priority.

RESOURCES:

www.nps.gov/history The National Park Service's "Discover History" website.

www.nps.gov/caco The official home page for Cape Cod National Seashore.





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Notes Page

Take your own notes, draw sketches to remind yourself of ideas you think are important.

