

TEACHING AMERICAN HISTORY PROJECT

Archaeological Inquiry – Primary Source Skills

Grade – Sixth Grade

Length of class period – Two 45-minute classes

Inquiry – How do Archaeologist create a history of the people and events from a given area using artifacts?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Inquire as to the origins of specific artifacts.
- Students will use stratigraphy to determine the approximate age of artifacts.
- Use their five senses to determine what the artifacts are.
- Interpret information gathered.
- Write their inquiries and answer specific questions.
- Orally explain and describe the items given.
- Interpret information gathered and write an artifact history.

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

tea bag holder, a dowel, a fish scraper, an eggbeater, small brass bowl, a small glass container, a rock with Asian carvings, or any peculiar items, 8 small boxes, a stopwatch, guiding questions, and PowerPoint Presentation.

Activities (What will you and your students do during the lesson to promote learning?)

- Gaining Attention: Using PowerPoint presentation, students will review previous week's lesson on stratigraphy by explaining what it is and how it is used to determine age. Teacher will then lead to explanation of the day's lesson by explaining activities.
- Students will be divided into groups of two. Each will receive a ruler and a clipboard with a copy of the inquiry questions.
- Each pair of students will then move to an artifact box. They will have 5 to 10 minutes to examine that artifact in the boxes. At the end of this time they will move to the next sequential box i.e. If they are in box 1 they will move to box 2.
- After examining all the boxes, they will then select two artifacts from which they will write an artifact history using their analysis.
- On the final day, students will present their findings to the class. Teacher will reveal true origins of the artifacts when all histories are completed.

How will you assess what student learned during this lesson?

- Student written artifact histories
- Students' answers to the questions
- Quizzes on archaeology

Connecticut Framework Performance Standards –

146 CONTENT STANDARD 1: Historical Thinking

- distinguish between primary and secondary sources;
- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- interpret data in historical maps, photographs, art works and other artifacts;
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.