

Junior Archaeologists at Work

Today, you all get to become junior archaeologists! You will learn about who archaeologists are and what they do. Many of you may already know what artifacts are, but you will get to work in groups at your own dig sites and uncover artifacts. When archaeologists uncover an artifact, they have methods to identify the artifact and to infer the artifact's use within the culture it came from. You, as junior archaeologists, will be identifying and inferring the use of Mayan artifacts. As archaeologists, you will be presenting critiques of your fellow archaeologists' findings at a national archaeology convention that we will hold right here at our school!

Project Tasks

1. Decide on the roles for group members. Complete the "Roles for Group Work Form" (page 238).
 - ♦ Each group will have a dig box with ten artifacts in it. The dig box will simulate a real-world experience similar to how archaeologists excavate artifacts. As junior archaeologists, you will choose five out of the ten artifacts to excavate. Look carefully at each artifact and discuss its features. Complete all sections of the "Identification and Inference of Use Worksheet" (page 238) as a group.
 - ♦ When you are finished, trade your worksheet with another group. Critique the other group's modern-day example. Complete a "Critique Worksheet" (page 239). Please complete all sections of the worksheet as a group. See the "Word Bank and Vocabulary Sheet" (page 240) for your critique.
2. Practice recording your video. If needed, create a script that the actor can read. When recording your video, remember you are role-playing as an archaeologist presenting your critique at a national or provincial conference. Announce your group name and the group name of whom you are critiquing. Use the artifact pictures as props during your critique.
3. Transfer the video file to the computer. Use Windows Movie Maker to edit, add a title, and add a credits page. Visit www.youtube.com/watch?v=LYU2UjnVPV8&feature=youtu.be (Ross, 2016) to access a tutorial on Windows Movie Maker.
4. Now it's time for our junior archaeologist convention. Let's set up the classroom for the video presentations. Bring out the popcorn.
5. After listening to your fellow archaeologists' presentations, prepare at least one question you have about the junior archaeologists' conclusions.

Roles for Group Work Form

Group name: _____

Writer: _____

Task manager: _____

Video speaker or actor: _____

Cameraperson: _____

Technology specialist: _____

Identification and Inference of Use Worksheet

Directions: Use this chart to identify and infer each artifact's use in your dig box.

ARTIFACT NUMBER	MATERIAL ARTIFACT IS MADE OF	ARTIFACT DESCRIPTION	ARTIFACT'S PURPOSE	MODERN EXAMPLE OF THIS TYPE OF ARTIFACT
1				
2				
3				
4				
5				

Critique Worksheet

Critique of _____ group by _____ group.

Directions: Use this chart to critique the results of another group using the principle of analogy as your criteria. Remember, the principle of analogy states that the identity of unknown items may be inferred from those that are known. In other words, you can infer the identity of an artifact by comparing it to a modern-day artifact that has very similar features (Ashmore & Sharer, 1993). In your critique, decide if the group's identification and inference of the Mayan tool is correct. Is it a logical conclusion or comparison of today's tools? Why, or why not?

ARTIFACT NUMBER	THE GROUP'S MODERN-DAY EXAMPLE	YOUR CRITIQUE
1		
2		
3		
4		
5		

Source: Ross, S. (stephanie ross). (2016, March 4). Ross MovieMakerTutorialRevised [Video file]. Accessed at www.youtube.com/watch?v=LYU2UjnVPV8&feature=youtu.be on June 29, 2016; Sharer, R. J., & Ashmore, W. (1993). *Archaeology: Discovering our past*. Mountain View, CA: Mayfield.

Word Bank and Vocabulary Sheet

The following are vocabulary words we'll learn and use in this project.

- *Identification*: to establish the identity of an object
- *Inferring*: to come to an understanding or conclusion based on observations
- *Critique*: an analysis or review of someone else's work
- *Analogy*: inferring the identity of a past artifact by comparing it to something very similar that we have today
- *Principle of analogy*: used in archaeology to correctly interpret the identity and use of an artifact
- *Artifact*: an object from the past that man either made or used (or both)
- *Archaeology*: the study of past human remains
- *Archaeologist*: the person who studies archaeology

The following is a word bank to use with the lesson.

WORD BANK TERMS		
identification	infer	culture
analogy	artifact	archaeologist
archaeology	junior	decoration
critique	carvings	spout
symbol	design	disagree
cylindrical	agree	

Your critique should begin with either "We agree that . . ." or "We disagree that . . ."

Scoring Rubric

Acceptable student performance is proficient or higher.

Objective 1: After completing a role-playing activity on identifying and inferring the use of Mayan artifacts, students will critique another group's results using the principle of analogy as their criteria.			
1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
<p>Group does not use the principle of analogy to critique another group's results. Missing three or more critiques on the "Critique Worksheet."</p> <p>Group gives one or fewer details for the description of the artifact section on the identification worksheet. Group does not complete four or more sections on the identification worksheet.</p> <p>Students does not work well together. They have many problems and behavioral issues during the activity.</p>	<p>Group critiques another group's work using the principle of analogy. Missing one or two artifact critiques on the "Critique Worksheet."</p> <p>Group gives one detail for the artifact section description on the identification worksheet. Group does not complete two or three sections on the identification worksheet.</p> <p>Students work together with several problems during the activity.</p>	<p>Group provides one sentence for each artifact critique using the principle of analogy. Group completes all the sections of the "Critique Worksheet."</p> <p>Group gives one or two details for the artifact section description on the identification worksheet. All sections are completed on the identification worksheet.</p> <p>Students work together with few to no problems during the entire activity.</p>	<p>Group provides two sentences for each artifact critique using the principle of analogy. Group completes all sections of the "Critique Worksheet."</p> <p>Group gives three or more details for the artifact section description on the identification worksheet. All sections are completed on the identification worksheet.</p> <p>Students work very well together during the entire activity. There are no problems.</p>
Objective 2: Students will create a video critiquing the results of another group based on the principle of analogy and watch it in class.			
1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
<p>Video has four or more technical problems and is watched in class.</p> <p>Group provides critiques but does not use the principle of analogy.</p> <p>Group does not role-play as junior archaeologists and does not announce team names.</p> <p>Group uses zero or one artifact as visual props to create a visually enhanced critique.</p>	<p>Video has three or four technical problems and is watched in class.</p> <p>Group gives one detail for critique using the principle of analogy. Group only critiques three or four artifacts.</p> <p>Group is role-playing as junior archaeologists but forgets to either announce its team name or the group name of the team members critiquing.</p> <p>Group uses two or three artifacts as visual props to create a visually enhanced critique.</p>	<p>Video has one or two technical problems and is watched in class.</p> <p>Group gives one or two details for critique using the principle of analogy. Group gives critique for all five artifacts.</p> <p>Group is role-playing as junior archaeologists and announces its team name and the team name of the group members are critiquing.</p> <p>Group uses four artifacts as visual props to create a visually enhanced critique.</p>	<p>Video has no technical problems and is watched in class.</p> <p>Group gives three or more details for critique using the principle of analogy. Group gives critique for all five artifacts.</p> <p>Group does an excellent job role-playing as junior archaeologists and announces its team name and the team name of the group members are critiquing.</p> <p>Group uses all artifacts as visual props to create a visually enhanced critique.</p>

Source: Ross, 2016.