

Michigan Time Traveler	Teacher's Guide
Kids' History – September 13, 2000	Archaeology Tells It Like It Was

Note to teachers: This supplement includes discussion questions, lessons, and independent study to use with the Michigan Time Traveler page. Feel free to reproduce these pages to use with students. Page 2 is background information, followed by an independent study on page 3, and a teacher-led activity on page 4.

Discussion Questions

(Related Michigan Framework for Social Studies Education Content Standards follow each question.)

1. How long has it been since David Archambeau's discovery? What do archaeologists know so far about the shipwreck they found? (*Standard I.3. Analyzing and Interpreting the Past*)
2. David and his dad reported their discovery of the sunken ship. What other choices could they have made? Why was reporting their discovery a responsible action? (*Standard VII.1. Responsible Personal Conduct*)
3. Why was Mary Crowl's discovery of the logs archaeologically significant? What can we learn about Michigan's past from studying these logs? (*Standard II.3. Location, Movement, and Connections*)
4. You can visit the State Archives to see historical paper documents. What archived materials would help you see the changes of Grand River Avenue over time? (*Standard V.1. Information Processing*)
5. Find the location of the Sanilac Petroglyphs by locating the north branch of the Cass River in Sanilac County on a Michigan map. What do you know about this region prior to 1881? What do you know about this region after 1881? (*Standard I.1. Time and Chronology, Standard V.1. Information Processing*)
6. Archaeologists studied the Sanilac Petroglyphs to learn about Native Americans from 1,000 years ago. What could archaeologists learn from studying the tools used by the Native Americans? What could archaeologists learn from studying animal bones and plant remains? (*Standard I.3. Analyzing and Interpreting the Past*)
7. If you could carve petroglyphs today, what would you carve to tell about today's world? (*Standard VI. 2: Group Discussion*)

Activity One: What Do Archaeologists Do?

Divide the class into 8 groups, assigning one of the archaeologist's steps to each group. Give time for small group discussion, and then ask each group to explain their step to the rest of the class. Encourage students to use prior knowledge and the information on the Time Traveler page as examples when they teach their classmates.

Activity Two: Be an Archaeologist—Independent Study

On the “Be an Archaeologist” page, students will follow the same steps as described on the “What Do Archaeologists Do?” page. They might ask questions such as “What do the people who live here save?” or “Do people here save valuable things?” Clarify any misconceptions or questions for students before assigning this homework.

Assessment Rubric for “Be an Archaeologist”

4	3	2	1
Steps are clearly and comprehensively stated with lots of descriptive words for each step. Report conveys an outstanding understanding of the archaeological process.	Steps are clearly stated with adequate description for each step. Report conveys a good understanding of the archaeological process.	Steps are stated but some descriptions are vague. Report conveys a lack of complete understanding of the archaeological process.	Steps are stated briefly or incompletely. Report conveys a poor understanding of the archaeological process.

Activity Three: Look Closely, Just Like an Archaeologist

Teacher and students can simulate archaeological observations in the school yard. Students measure a 12" x 12" area, mark the perimeter with string, and then use more string to make the grid as shown on page 4. Next, students sketch and write about at least ten objects they see in their square using two of the worksheets. For assessment, ask students to respond to this question: “How did this activity help you to understand archaeology?”

On The Web

The Michigan Historical Center Web site has several plank road activities. A good place to start is www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-51811--_00.html. For more about the Sanilac Petroglyphs, go to www.michigan.gov/hal/0,1607,7-160-17447_18595_18612---_00.html.

What Do Archeologists Do?

Archaeologists ask questions. Then they use careful research to assemble data that will help them find answers. Here are the steps an archaeologist uses to study a topic.

1. Ask a question.	Some archaeologists' questions are: What did people in Michigan eat 1,000 years ago? What types of things did they trade with other Native American groups in other regions? What did people in the town of Fayette use to build their roads?
2. Find out what is already known.	Archaeologists read reports written by other archaeologists. They look for maps, photographs and documents that have information about their question.
3. Make an educated prediction.	Based on their research, archaeologists think about what they expect to find. This helps when they get to Step 8—writing their report.
4. Pick a site that can help answer your question.	For example, an archaeologist interested in studying what people ate hundreds or thousands of years ago would choose a site where animal bone and plant remains were well preserved. An archaeologist studying how roads were built at Fayette would use a map to find out where the old roads were.
5. Assemble your tools.	It is important to know exactly where something is found. So archaeologists mark off their study areas in squares. They use <u>string, stakes and rulers</u> to do this. They use shovels and trowels and sometimes <u>dental picks</u> to carefully dig. <u>Paint brushes</u> can remove dirt without damaging artifacts. They sift dirt through <u>screens</u> to find tiny things like plant seeds. They put what they find in <u>plastic or paper bags</u> . And they use <u>cameras, notebooks and pencils</u> to record what they find and where they found it.
6. Collect data.	The data collected by archaeologists are artifacts, animal bones and plant remains. All are clues that help answer questions about how people lived. The archaeologist carefully records where each one was found.
7. Analyze the data.	Back at the office, archaeologists identify the artifacts. They try to figure out how old they were. They may use a scientific process called radiocarbon dating to do this. They may use x-rays to see inside an object without damaging the object. They look for patterns and relationships that can help answer their questions.
8. Write a report.	It's important for archaeologists to share what they know with each other so that everyone can learn more. One of the important questions to answer in a report is: What did you find that was not in your prediction?

Be an Archaeologist

You can use the tools and techniques archaeologists use to study something in your own home—the family junk drawer or maybe under your bed.

1. Write your question here.	
2. What do you already know?	
3. Write your educated prediction here.	
4. Describe the site that will help answer your question.	
5. What tools will you need to mark your site, clean things off and record your data?	
5. How are you recording your data?	
7. What are the main categories of data you found?	
8. Write your report on a separate page. What's your title?	

Look Closely—Just Like an Archaeologist

Archaeologists have to look very carefully to find small seeds, bones or pieces of artifacts. Practice being a close observer. Use this sheet to record your observations.

Location in Square	Word description	Sketch																
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