

## Diggin' It: Uncovering the Work of an Archaeologist

**Grade:** 7

**Subject:** Social Studies (World Civilizations)

**Class Time:** 75 minute "block" class period

**Duration:** 5 school days

### PA Career Education and Work Standard:

13.1.8.A: Relate careers to individual interests, abilities, and aptitudes.

13.1.8.B: Relate careers to personal interests, abilities and aptitudes.

13.1.8.F: Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.

### Overview:

The project, Diggin' It: Uncovering the Work of an Archaeologist, allows students to experience first-hand the work of an archaeologist. A mock archaeological dig is created on campus using a variety of replica artifacts. The area is arranged to simulate a prehistoric human settlement, however any era would be appropriate. Students work in groups to identify these artifacts and determine what activities took place at this site. Students follow the steps from finding the artifacts, recording their location and details, cataloging the items, and finally presenting their results. During the course of this project, a representative of the York County Park System along with volunteers from Chapter 28 of the Pennsylvania Society of Archaeology are on hand to discuss and demonstrate skills and techniques used by archaeologists, and to assist students with their dig.

### Materials:

Various objects to bury as artifacts

Twine for creating dig squares

Stakes for creating dig squares

Tools for each student: gloves, safety glasses, trowel, paint brush

Tools for each group: clipboard with grid sheet, tape measure, whisk broom, camera

### Procedures:

1. A "dig site" must be created before class. In this case, a plot of land was available in order to bury various objects. These objects were related to a similar era in human history. They were arranged in a way that suggested how they could have been used. These objects were then covered in 8 -10 inches of soil. The site was then gridded off into 4'x4' squares.
2. Day 1: Students are instructed on the career of archaeology by Mr. Jeri Jones from the York County Park Service.. During this lesson students learn about what education is required to become an archaeologist, and the various fields in which they work. Students are also taught the proper techniques to carry out an excavation.
3. Day 2: The students are then divided into groups to work in each square. No more than four students should be assigned to each square. Each student is given a pair of gloves, safety glasses, a trowel, and paint

brush. Each group is given a clipboard in order to take notes, a camera to take pictures, and a tape measure and whisk broom to help in the excavation.

4. Students then carry out the excavation using the proper techniques they learned. During the excavation, they take many pictures. When they do find an artifact, they measure it and record where it was found. Students try to determine how the various artifacts relate to the others found in their square.

5. Days 3 and 4: Students use their pictures to create a photo diary of their experience. For this, groups have used PowerPoint and Microsoft PhotoStory. The final student work project they is explained further in the "Assessment" section.

6. Day 5: Students share their photo diaries with the class. As a class, each group's findings are studied and conclusions are drawn about the use and purpose of various objects found.

### **Assessment:**

The final assessment is a student work project which incorporates their findings on the career of archaeology and the photographs taken by each group, into a summary of and what artifacts their group uncovered. See the attached rubric.

NAME:  
PERIOD:

## Diggin' It Project Rubric

Criteria	10	9	7	0
Career Information	Provides a detailed description of the education needed to become an archaeologist and at least three jobs/fields of study one could pursue.	Provides a detailed description of the education needed to become an archaeologist and at least two job/fields of study one could pursue.	Provides a description of the education needed to become an archaeologist and at least one job/field of study one could pursue.	Provides a description of the education needed to become an archaeologist.
Tools	Includes a detailed description of at least five tools used by archaeologists.	Includes a detailed description of at least four tools used by archaeologists.	Includes a description of at least three tools used by archaeologists.	Includes a description of less than three tools used by archaeologists.
Steps	Provides a detailed description of all four steps taken at the excavation site.	Provides a description of three steps taken at the excavation site.	Provides a description of two steps taken at the excavation site.	Provides a description of less than two steps taken at the excavation site.
Artifacts	Includes pictures of artifacts discovered <u>AND</u> where they were found <u>AND</u> their size.	Includes pictures of artifacts discovered. Also includes where they were found OR their size.	Includes pictures of artifacts discovered, but does not include location or size.	Does not include pictures of the artifacts discovered, their location, or their size.
Conclusion	Provides a detailed explanation of the group's findings and a conclusion of how those artifacts were used.	Provides an explanation of the group's findings and a conclusion of how those artifacts were used.	Provides an explanation of the group's findings or a conclusion of how those artifacts were used.	Provides no explanation of the groups findings.

**Advanced: 50 - 46 pts**  
**Proficient: 45 - 40 pts**  
**Basic: 39 - 35 pts**  
**Below Basic: 34 or below**