

Teacher's Guide for DIG[®] *Disaster!*

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Teacher's Guide prepared by: Mary B. Lawson, a teacher at Michigan Avenue Elementary School, Saint Cloud Florida and Florida Geographic Teacher Consultant.

MATERIALS

February 2007[®] issue: **Preparing for the Worst *Disaster!*** ; markers, large white or light colored construction paper, writing paper, crayons or colored pencil, blank transparencies; transparency markers, string, tooth picks, plastic spoons, rubber gloves, large index cards, overhead, computer; Internet access

VOCABULARY

Using the vocabulary terms on page 13 for the Archaeology word puzzle, divide words into small groups of 6. Assign groups of words to small student groups. Have the students find definitions and a visual for each word. Make a 3 column graphic source foldable to display the word, the definition, and the visual for each assigned word. Display around the room.

READING and RESEARCH

Divide students into seven small groups to read and discuss the articles:

9/11 p. 8

From Idea to Reality p. 10

Protecting Human Rights p. 14

Catastrophe in West Warwick p.16

Katrina p. 20

Working with the Skeletons p. 24

You are not Forgotten p. 28

After the groups have discussed the articles, do a jigsaw activity with them. Form new groups with one student from each of the reading groups. Have each person discuss their article within the new group. Facilitate the discussion. Bring the groups back together and hold a whole group discussion. During this time also discuss other places they may think or know of that archaeology digs have occurred. Brain storm a list of these places. Are any near where you live? Are there any places near you that were not listed? Some places to consider might be Williamsburg, VA Jamestown, Plymouth, Ft. Sumter, St. Augustine, the Pyramids, Yorktown, Pompeii, Rome.

Have the students select a place that has had an archaeology dig done. Research on the Internet the place and gather notes (Look at the websites on page 5 under Dig Facts). Using the notes, the student will write an acrostic poem. Write the poem on large white or light colored construction paper with illustrations around it. Share with the whole class.

If possible, try to find an archaeologist to come and talk to the class. A university or museum may be able to help.

DIG

Do a dig. If you can find a place on school grounds, hold a dig. Pair or create small groups of students to be archaeologists. Have the students measure off a square of about 6" x 6", stake it off using toothpicks and string.

Very carefully have the students while wearing their gloves use the plastic spoons to excavate the area. Map the area and assign numbers to each group. Using a large index card as model for the square and mark anything found. Replace all the dirt and throw away string, toothpicks, and spoons. Post the cards together on the board according to the map of the area. Discuss what was found. Is there any significant findings?

WRITING

Write an expository paper explaining the importance of archaeological digs for the past and the present. Also, include a paragraph about your dig (if this was an activity done by the students). Use the information that the student read and heard during this lesson to develop his/her paper.