

Teacher's Guide to DIG: *Indiana Jones*

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INTRODUCTION

Ask students what they know about the movie character Indiana Jones and the films that feature him. Establish that Jones is a professional archaeologist. Have students name places, artifacts, or other characters connected with the Indiana Jones movies. If students are unfamiliar with these films, give them a brief description of the settings, situations, and plots typical of the series. Then ask students how well they think the Indiana Jones movies reflect the lives of real archaeologists. Help students make a two-column chart listing ways in which they think the films are mostly true to life and ways in which they think the films exaggerate what archaeologists actually experience. Save the chart for the wrap-up activity below.

MAP IT!

Display a world map. Help students locate Mexico, Egypt, Pakistan, Jordan, and Italy.

QUESTIONS FOR DISCUSSION

Why do you think the makers of the Indiana Jones movies made Indy an archaeologist instead of giving him some other profession?

What is the Ark of the Covenant? What is supposedly kept inside it?

Why do most scholars doubt that the Ark of the Covenant was taken to Egypt?

What was an *ixiptla*? What happened to *ixiptlas*? Why?

Do you think *ixiptlas* ever tried to run away or to disobey the orders they were given? If yes, what do you think happened to them? If no, why not?

Stone seals were the most significant items found by Alexander Cunningham at Harappa. Suppose that you are an archaeologist from the future excavating a site from America today. What item or items would give you the best information about Americans from our time? Explain your answer.

The Nabataeans, described on page 18, kept their culture and artistic styles even after they lost their political independence and became part of the Roman Empire. Do you think most groups that lose their independence maintain their cultural traditions? Why or why not?

What was the Ahnenerbe? What was the group attempting to prove?

What do you think is the actual origin of the crystal skull described on pages 26-27? Give reasons for your answer.

Some scientists think the crystal skull is an early example of "tourist art." What does this phrase mean to you? What objects would be examples of "tourist art" today?

Based on the information in this issue, which of these traits do you think are most important for an archaeologist to have: patience, imagination, curiosity, intelligence, leadership, or courage? Why?

Look at the list of traits in the previous question. Which of these characteristics does Indiana Jones most clearly display? Do these characteristics match those you picked for real archaeologists?

Which of the archaeological sites described in this issue would you most like to visit? Explain your answer.

WRITE ABOUT IT

Read about the fake Easter Island *moai* in the article on page 7. Write an account of the statue's travels from the *moai's* point of view.

Read the Real Tales feature in this issue of DIG. Write a tale of your own describing an archaeologist's brush with danger.

Write a brief description of a plot for another Indiana Jones movie. Be sure to base the plot on the search for another real-life archaeological artifact. Use books, the internet, and other issues of DIG to help you choose a suitable artifact.

Watch one of the Indiana Jones movies. Then write a review of it.

ALL ABOUT ART

Read the article "Reading the Clues" on pages 14-15. Design your own seal. Then tell a friend why you chose the symbols or images you did.

Choose one of the archaeological sites described in this issue. Use clay or other materials to build a model of what you think it looked like when it was in use.

Paint a picture in the style of the ancient wall painting described on page 6.

Draw a comic strip about one of the events in the Real Tales feature in this magazine.

GETTING DRAMATIC

Read about the rediscovery of the city of Petra on pages 17-18. Imagine that you are visiting this ruined city shortly after its rediscovery in the early 1800s. With a partner, act out how your visit might go. What about the city is worth seeing? What are you worried about?

Act out a scene from one of the Indiana Jones movies with a partner or a small group. Choose a scene that involves archaeology in some way.

Have an Indiana Jones-lookalike contest. Use simple costume materials and props.

JUST FOR KICKS

Try the Pencil Power! activity on page 23.

Read about the writing style known as *boustrophedon* on page 15. Try writing a few sentences using this method. Then have a friend try to read what you've written. What are the advantages and disadvantages of this style of writing?

Solve the Indy Match puzzle on page 31 and the Where's the Ark? maze on page 11.

Create a puzzle or game of your own based on the Indiana Jones movies or the information in this issue of DIG.

BY THE NUMBERS

Read the last question on page 4. Then calculate the year that was 4,000 years ago; 4,500 years ago; and 4,555 years ago.

According to the information on page 6, the tooth of a woolly mammoth is six inches long and three inches wide. Use this information to estimate the length and height of a mammoth. Show your work. Then use books or the internet to check your answer.

Name some ways in which archaeologists use math in their work.

DIGGING DEEPER

Work with a partner. Write a list of questions you still have about Indiana Jones and archaeology. Use internet resources or the school library to help you answer as many of these questions as you can.

Find more information about one of these topics: the city of Petra; Aztec culture; the Ark of the Covenant; or the Indus Civilization. Summarize your findings in a brief report to the rest of the class.

WRAP UP

Display the chart students created in the introductory activity, in which they compared the experiences of Indiana Jones to the experiences of real-life archaeologists. Read aloud each item mentioned and ask students if they would still place that item in the same category after reading this issue of DIG. (Point out that some items mentioned may not be directly addressed in the magazine.) Ask students to give examples from the text to support their thinking. Draw arrows to place items in different columns on the chart as necessary, and use check marks to indicate items that were placed accurately. Then have students summarize what they learned about the Indiana Jones movies and their relationship to the work that real archaeologists do.