

Teacher's Guide for Dig

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In this issue, *Dig* is concerned with the hoodwinking of cultural heritage. Take a look at the magazine. You will see what I mean. Then check out the teacher's guide for some ways to use the magazine in your classroom. I promise there is no deception here.

This issue teaches students: not everything in print is always true. This issue is filled with felonious forging of cultural heritage. I always tell students this is why they should think while they read. Discuss this with students before reading the issue. Have students write, using this issue. For example: Not everything you read is true. Use examples from this issue of *Dig* to write a well written essay to support this statement.

Pg. 7 Desert Water

Ask your students why they think one of the caves has water and one cave contains animal bones and skulls?

Pg. 8 A Most Bizarre Site

Students can read the article and underline the details that seem to prove the discoveries at Glouzel may have been fabricated. Next, have students write an essay using the details to prove the modern archaeologists are correct in their findings. Example: "While Ice Age art is mostly very beautiful and skillful, the ridiculously crude human carvings from Glouzel were the opposite." This would be one statement underlined by students.

Pg. 12 Consequences of Faking History

After reading the article, discuss with students other ways history may be altered. This is interesting. Play the telephone game. You know, you tell a story to a person. Then that person tells another person, and so on and so forth. As the last person tells the story, it has probably changed. Try it with your class. Discuss how this can take place in history. Does it have a place? What do the students think?

Pg. 16 Uncovering Fakes

Being an English teacher, I love having the students sharpen their writing skills using an article like this one. Have the students read the article. Next, ask the question: How did researchers prove the bones thought to be the remains of Joan of Arc were actually from a cat and a mummy? Students can highlight details, practice outlining skills or use a graphic organizer to produce a short essay to answer this question.

It's all about the writing. Can you *dig* it?