

Teacher's Guide for DIG

March 2011: DIG Goes to Field Camp

*Teacher Guide prepared by: Nancy I. Colamussi, Elementary Education, B.S., M.A.
Rocky Point School District, Long Island, New York*

Teacher's Note:

This guide contains project ideas, short answer, extended response, fill-in, and true/false with correction. The variation is designed to have the students think critically, as well as to test their comprehension. An answer key to the short answer sections can be found at the end of the guide.

Extended Response: Comprehension & Critical Thinking

The questions below can be used as written, simply answered in complete sentences or easily transformed into longer essay (ELA) style questions, or even research topics. In any case, have the students support their answers with details from the text or use critical thinking skills to create a thorough and interesting answer. The questions have been aligned with the Common Core Standards. Consider the level of your students when deciding how to use the questions.

"Onsite With Kentucky Fox" p. 8-12

1. What state is called the "Bluegrass State"?
2. Define the archeological terms "site" and "unit".
3. What is a diagnostic artifact and how do archeologists use them to determine where to put their units?
4. What information do archeologists usually conclude from soil color changes?
5. What is the importance of creating a topographical map before digging in area?
6. Explain some of the techniques that archeologists use to study the land without destroying it.
7. How do archeologists lay out a unit on their site?
8. What section of the ground does the 'plowzone' refer to?
9. What care do archeologists take with each artifact that is found on a dig?
10. What is a 'prehistoric' site?

Essay: *Write a short essay about the Fort Ancient people. Use the information from this article to tell about their lifestyle. Why do you think it is helpful for the state of Kentucky to have this information?*

"Meet the Wetherills" p. 13-15

1. How was the Mexican War in 1849 responsible for the US gaining archeological knowledge of the American West?
2. How did the outbreak of the Civil War and the Indian campaigns affect the efforts?

Essay: *Write an essay explaining the impact that the Wetherill brothers had on the archeological efforts in the American West. Use examples from the article to tell what they discovered. Why is it said that the Wetherills made some of the most important archeological finds in North America? Include information regarding the methods that the brothers used.*

"Above the Continent, Below the Tree Line" p. 16-19

Mark the following statements TRUE or FALSE. Provide the correct answer if false.

- _____ 1. Knuckled reliefs of human tracks indicate that hunters followed bison, caribou, muskoxen and woolly mammoths over the land over 11,000 years ago.
- _____ 2. Archeologists are studying ancient tool and dwelling remains in Alaska's interior to determine whether humans circled around the coast first, or went straight to the heartland.
- _____ 3. The Mead School site was situated above the continental US, but at 65 degrees south.
- _____ 4. The 'total station' refers to an electronic telescope that pinpoints the date of every artifact found.
- _____ 5. Dirt must be screened in sieves in order not to miss any important artifact fragments, such as tool flakes.
- _____ 6. "Flintscraping" is the process of hitting one stone against another to shape sharp edges on tools.

"Summer at Ravenscroft" p. 20-21

1. Although Sarah Clark had no previous 'digging' experience, what does she compare archeological work to? Why?
2. Why was it so important to stay organized when working at the Ravenscroft site and how did they manage to accomplish this?
3. What kinds of artifacts did Sarah Clark find at the site?
4. What is it possible learn about prior civilizations from such finds?

Essay: Write a page in your 'diary' describing your work at the Ravenscroft site. Discuss the artifacts, the physical work and your emotional response. Use information from the text, as well as embellishing your finds and their meanings if you wish!

"It's Not What You Find, but What You Find Out" p. 23- 25

1. How do we know that the artifacts that this fourth grade class are finding in Glynn County Georgia are 'real'?
2. Discuss some of the activities that this class complete while working in the field.
3. What kind of sites do the CAA archeologists excavate?
4. What does the site at Kampsville tell us about the Illinois River?
5. What you like to enroll in an archeological program for students? Why or why not?

"My Summer at Crow Canyon" p. 26-27

1. The author of this article, Shelby Brown, states that she quickly learned that there is much more to archaeology than just digging. Explain what she means by this comment.
2. What is the purpose of shaking the dirt through screens?
3. What is AIA and what is its goal?
4. What do YOU feel is the most important part of the AIA's work. Why?

PROJECT/SMALL GROUP: *Work in a small group and review the Archaeological Fieldwork Opportunities Bulletin. Decide on a destination and project as a group. Write a persuasive essay trying to convince your teacher to choose that location. Be prepared to stage a verbal debate with other groups choosing different locations.*

ANSWERS:

"Above the Continent, Below the Treeline"

1. *True*
2. *True*
3. *False, 65 degrees north*
4. *False, pinpoints the location*
5. *True*
6. *False, Flintknapping*