ARCHAEOLOGY: DIGGING UP HISTORY

Mark It on the Map

Distribute copies of the map on page 24 for students to use as a reference. To locate all the sites mentioned in the issue, you will need a world map, posted on the bulletin board or wall. As the students read the articles, have them mark the following places on this map: **New Mexico** (Chaco Canyon, Pecos), **Connecticut** (Glastonbury), **Arizona, Virginia** (Alexandria), **Alaska, Rocky Mountains, Mexico** (Tenochtitlán), **Central America, Bolivia, Peru** (Machu Picchu), **Tierra del Fuego, Yukon, Bering Strait, Egypt, Judean Desert.**

Vocabulary

prehistory	in situ
ancestor	survey
grid	context
inference	hypothesis
relative dating	absolute dating
dendrochronology	pueblo
stratigraphy	bison
privy	shard
nomadic	migration
mammoth (n.)	

Introduction

Have students read aloud "The View From the Crow's Nest" on pages 4–5. Discuss the difference between historic and prehistoric archeology. Ask whether any students have read about an excavation project or seen a program on television that focused on a dig.

Questions for Discussion

- Why did Hiram Bingham have such a difficult time locating the Lost City of the Last Inca?
- Why has "dump picking" come to play an important role in historic archeology?
- In what ways does excavation destroy an archeological site?
- What types of artifacts has the Public Archaeological Survey Team (PAST) found at the Glastonbury site in Connecticut?
- What are the three steps archeologists use to analyze discoveries? Explain the importance of each step.
- In excavating an area, what is the basic rule concerning the age of recovered objects?
- What advice did anthropologist Lewis Morgan give Adolph Bandelier? How did it change his life?
- Why did Alfred Kidder choose to dig at Pecos, New Mexico?
- Why did it take so long to discover the mystery of the gigantic bones discovered by George McJunkin? What was the significance of these bones? What did they prove?
- Why are artifacts such as buttons, dolls, marbles, shells, and seeds important? What does each tell us?
- Why is excavation only part of an archeologist's job?
- Who were the first Americans? How and why did they come to America?

Writing Workout

Students may complete one or more of the following activities:

- Usually the deeper an artifact is found, the older it is. On occasion, the opposite occurs. Why do you think this happens? Explain your reason.
- Explain how the nomadic lifestyle of Asian hunters led them to America. Give possible reasons for their gradual movement deeper into America.
- What is the oldest object in your house? Write about how your family came to have it, why you still own it, how often it is used, and why you think it has lasted so long.

➥ Think of a location that you believe might contain some important artifacts. In writing, describe the location and its significance in history. Then speculate about the type of objects that you think it might contain.

Viewpoints

Alfred Kidder believed that it was important for archeologists to meet and share information. Ask students whether they agree with his belief and have them explain their answers.

Then and Now

Today's archeologists spend much time studying even the smallest find. This was not always true. Have students compare the styles and purposes of today's archeologists with those of the past. Ask them to think of reasons the styles and purposes have changed. Also ask them to explain how they think technology has affected archeology.

Get Into Art

Students may complete one or more of the following activities:

➥ Make a colonial kite according to the instructions on pages 34–35.
➥ Make a poster to hang in your school telling students why archeology is important.
➥ Design an advertisement for an archeology magazine asking for volunteers at a specific archeological site. Remember to include the time period and civilization on which the excavation will focus and any previous finds at the site.
➥ Design a logo for workers at one of the excavation sites mentioned in this issue.

Science and Archeology

Have each student make a chart describing and explaining how scientists use carbon 14 and dendrochronology to date recovered artifacts.

Research Projects

Students may complete one or more of the following activities:

➥ Look at the chart on page 17. Choose the entry that interests you the most. Go to your school or town library and research both the "evidence" and the "discovery." Write about both, then present your findings in an oral report to the class.
➥ Form a small group and research one of the important events mentioned in "Elsewhere" on pages 40–41. Report your findings to the class.
➥ Look in science magazines to find instances where dating methods such as carbon 14 and dendrochronology have been used.

Words With a Past

Have students read aloud "Word Lore" on page 22. Divide the class into six groups. Assign each group one of the words and have them write a sentence that contains it. Let each group choose a representative to read aloud the sentence and ask the other groups whether they think the word is used correctly.

Map Activity

Have students refer to "Ebenezer's Atlas of Archaeological Sites to Visit" on pages 23–26. Photocopy the map on pages 24–25 and distribute it to the class. Have students locate each site mentioned in the text. Ask them to use a red pen to mark each prehistoric site

and a blue pen to mark each historic site. Tell them to circle in blue each mark that represents a site dating between 1600 and 1900.

Archeology in Your Community

- Using "Ebenezer's Atlas of Archaeological Sites to Visit" on pages 23–26, have students locate the section of the country in which you live. Ask them whether any of the sites listed is nearby. If so, call the site and arrange for a class visit. If possible, have students do a little research on the site before they visit. (The site may be able to send you some information pamphlets.)
- Have each student research the immediate area around his or her house or apartment building. Give them these guiding questions: How old is your house or apartment building? What existed on the site before this structure was built? Who lived there? For a class project, have students compare charts. This comparison will naturally involve a comparison of neighborhoods.
- Have students research the history of the land on which the school stands. Then have each student make a chart with ten columns, each representing a period of one hundred years. Have each student think of what he or she might expect to find if the area was excavated and then record these finds in the appropriate columns. Remind students that they must, in their minds, divide the layers of soil beneath the school into one-hundred-year periods. For a class project, let students compare their lists of possible finds.

Just for Fun

- Make copies of "Ebenezer's Teasers" on page 42 and "Archaeology Crossword" on page 43 for students to complete. Both should help reinforce students' understanding of the articles in this issue.
- Have students go on a "dig." First check to see whether you can work on a small section of land in the schoolyard. If not, perhaps your city or town has some land nearby where you could set up a dig in cooperation with the city's or town's historical society. Have students research the history of the area for the past hundred years. Choose a one-foot-square area (larger if possible) as your special excavation site. Use an upright stick to mark each corner of the square and connect the four sticks with string. Then, with a small shovel, let students take turns carefully digging up a two-inch layer of soil. Have them look through each shovelful of dirt and place every object that is uncovered in a box. Have students label the box "first layer." Then have them repeat this process several times, labeling each new box with the number of the layer. When the excavation is over, have students use the steps described on pages 12–13 to study the finds and draw conclusions about what happened on this site.

Follow These Footsteps

Hiram Bingham
W.F. Libby
Alfred Kidder
Fanny Ritter
George McJunkin
José de Acosta
Gene Savoy
A.E. Douglass
Lewis Morgan
Charles Lindbergh
Carl Schwachheim
Jean Champollion
Reverend Timothy Stevens
Adolph Bandelier
Charles Lummis
Mausolus
Benjamin Franklin
Howard Carter