## Archaeology

### STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

#### English

**ENS2-5** - Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.

**Student Activity:**
Visit the Big Dig site or website at The Rocks, Sydney and compare our current society to colonial society - school, work, transport, food, clothing for example. Present this as a poster or as a PowerPoint presentation. [http://www.thebigdig.com.au/](http://www.thebigdig.com.au/)

#### Science

**ST2-11LW** - Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.

**ST2-13MW** - Identifies the physical properties of natural and processed materials, and how these properties influence their use.

**Student Activity:**
Hide some interesting objects in a sand pit for the students to find. What do these objects tell us about the people who used these objects or where the objects came from? Select an old photograph or object and consider its origin and meaning to the subjects. Write a fictional recount using the subject of the photo as inspiration.

**ST2-13MW** - Identifies the physical properties of natural and processed materials, and how these properties influence their use.

**Student Activity:**
Students find objects in a sandpit and must clean their objects with a toothbrush. This is part of the conservation process involved in archaeology. Draw the object or fragment as a complete object and make a label for it.

**ST3-11LW** - Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.

**Student Activity:**
Design a 3D puzzle to demonstrate how hard it can be to put a puzzle together. Use a cereal box or a milk carton and jigsaw cut the carton or plastic bottle into puzzle pieces. Reconstructing objects is what archaeologists do every day. Is this difficult a task to do if one of the pieces is missing? Promote discussion.
Name

1. Design a time capsule to show people 100 years from now what life is like today! List the items you think would be interesting to put in the capsule

2. Describe where you would like to bury the capsule and explain why

3. Stick an old photograph in this box:

   Glue your photograph here

4. Briefly explain where you think the object of the photo originated:

5. Choose one of the following: school, work, transport, food, clothing and compare it from our current society to that of colonial society.
Archaeology

STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

Science

ST2-11LW - Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.

ST2-13MW - Identifies the physical properties of natural and processed materials, and how these properties influence their use.

Student Activity:

Choose one of the following early Australian sites:

- Nauwalabila [http://austhrutime.com/nauwalabila.htm](http://austhrutime.com/nauwalabila.htm)
- Malakanunja [http://austhrutime.com/malakunanja.htm](http://austhrutime.com/malakunanja.htm)

Describe some physical conditions of the environment and how these affect the growth and survival of living things. What do we know about archaeological findings in and around your chosen site?

Resources:

Students should read Lapstone Creek Rock Shelter Archaeological Site [http://australianmuseum.net.au/Lapstone-Creek-Rock-Shelter-Emu-Cave-Archaeological-Site-New-South-Wales](http://australianmuseum.net.au/Lapstone-Creek-Rock-Shelter-Emu-Cave-Archaeological-Site-New-South-Wales) Students write an information report on the Lapstone creek Rock Shelter from the information they have read.

Student Activity:

Cut up photographs of old objects and mix them all up. Hand out pieces of the photographs, one at a time. With each new piece, students decide what the object ‘might be’ and determine a use for the object. As new pieces are handed out, students continue to document, step by step, what they think the object ‘might be’, what material it is made from and the object’s purpose. Continue until all pieces are handed out. Students must then work as a team to put all the photographs back together again and then they can share their documentation ideas.

Mathematics

MA3-17MG - Locates and describes position on maps using a grid-reference system

Student Activity:

Make your classroom an archaeological site: Get students to map the classroom by laying out a grid system composed of 1 x 1 m units – perhaps by using masking tape on the floor. Have groups of students designated to specific units and ask them to sketch the locations of objects within those units. Also get the students to list the objects found in the units with their associated measurements.
Let’s design a TIME CAPSULE that you will open at the end of this school year!

Get yourself a small container or cylinder and include all the following items:

- Your handprint
- Your height
- What you hope to learn this year at school
- A self-portrait drawing
- Your goals
- Other student’s predictions for you

*Put all your items into your own time capsule and hand it to your teacher!*
Certificate of Achievement

Congratulations on completing your studies of Archaeology
From “Enquiring Minds”. You are well on your way to becoming an ARCHAEOLOGIST

Signed

Dated

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
Archaeology

STAGE 4 SUGGESTED CLASSROOM ACTIVITIES

### History

HT4-1 - Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-5 - Identifies the meaning, purpose and context of historical sources

**Student Activity:**
Explain to students that they need to bring in 5 sources that represent themselves. These could be photos, books, certificates, etc. Students will be given another student's items and they need to analyse each source to try to figure out whose sources they have been given.

HT4-1 - Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-6 - Uses evidence from sources to support historical narratives and explanations

**Student Activity:**
Discuss with students the types of information that archaeologists can gather from collecting and exhibiting artefacts and in particular mummified bodies. Conduct a class debate around the ethics of displaying human remains.

### Mandatory Technology

4.1.1 - Applies design processes that respond to needs and opportunities in each design project
4.1.3 - Identifies the roles of designers and their contribution to the improvement of the quality of life

**Student Activity:**
Choose one tool that we use in today's society and create a short presentation about the tool's development over time. How has it changed and improved the way that we live?