

Welcome to the Teachers' Instructions area for this student activity. Here you'll find directions and suggestions for using this activity along with the materials you need to evaluate your students' work.

Title: Can You Dig It?

Audience: Middle

Duration: 50 Minutes

Subject Area(s):

Social Studies - Geography

Grade Level(s): 4,5,6,7,8

Teacher Directions:

In this activity, students will go on a virtual archaeological dig to identify artifacts and learn about the history of the Yaocomaco Indians.

This activity can be completed using a variety of technology configurations. If a computer lab is available, students can access the activity, worksheets and web pages online. You may choose to bookmark this activity on student computers or save the activity to your Thinkport website. Another option would be to display the activity and Web page on a classroom computer with a projection device. In this case, students will need a copy of each worksheet.

Students may work in pairs to complete this activity.

Introductory Activity

1. Review the definitions for the terms archeology, archaeologist, midden, and artifact.

Archaeology - The study of a culture's past by examining what remains of their buildings, tools, dishes, weapons, etc.

Archaeologist - A person who studies human history.

Midden - An accumulation of refuse (trash) about a dwelling place.

Artifact - Something made or modified by humans.

Focus for Media Interaction

The focus for viewing the Go on an Archaeological Dig Web page is to discover the artifacts that were used by the Yaocomaco Indians and infer what role artifacts played in the Yaocomaco culture.

Viewing Activity

Students will work in pairs to predict what the artifact is and what role it played in the Yaocomaco culture.

1. Tell students to open the Go on an Archaeological Dig link under The Land and Its People section of the Exploring Maryland's Roots Web site. This link may be found at this location <http://mdroots.thinkport.org/interactives/archdig/intro.asp> . They will move the trowel around on the site to uncover hidden objects. Once they have uncovered an artifact, they will click on the object and will be given options that explain the identity or the use of the artifact they have unearthed. Students should take turns predicting what they think the object is, or what it was used for, and circle the corresponding answer on their "Dig In" worksheet . Tell students that they will also explain to their partner why they chose this answer. After both students have circled their answer and given the reason for their choice, they will click on the "Am I Right" button and discuss the answer. Tell students to put a star next to the correct answer, and write a brief explanation of the answer beside the choices on the worksheet. Using their "Go on an Archaeological Dig" worksheet students should record the name of the artifact they uncovered and determine whether the artifact tells us about how the Yaocomaco Indians lived, worked or played.

When students reach the second layer, they will continue work on the "Dig In Deeper worksheet". Ask them to open up the Dig In and Dig Deeper Worksheets (or pass out copies of this worksheet to the students) and have them begin uncovering objects and making predictions about the artifacts.

Postviewing Activity

Based on the information on the Web page, create a list that describes the natural resources used by the Yaocomaco Indians.

This list might include rocks, oyster shells, animals, clay, etc.

After everyone has finished, have groups share their list with the entire class.

Students may go on the "Uncover the Puzzle" section of the Web site and assemble an artifact. Students can write a paragraph that explains what their artifact tells about how an ancient civilization lived, worked or played.

Extension Activity

Have students create a poster that compares and contrasts the natural resources used by the Yaocomaco Indians and artifacts that archeologists may uncover hundreds or thousands of years from now about their own life.

Student Directions:

Was this piece of deer bone used as a slingshot, for making needles and fishhooks or was it simply leftover from a meal? Find out when you go on an archaeological dig and uncover the history of the Yaocomaco Indians.

The Students will:

describe key natural resources used by the Yaocomaco Indians.

The Students will:

explain what artifacts tell us about the lives of the Yaocomaco Indians

1.0 History: Students will examine significant ideas, beliefs, and themes; Organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

Grade 5

1. Describe the major settlements of North America societies indigenous to North America.

b. Describe the cultural characteristics of major North American Native societies, such as food, clothing, shelter, language, tools, transportation, religious beliefs, recreation and traditions

2.0 Comprehension of Informational Text

Grade 8

A. Comprehension of Informational Text

1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and electronic informational texts

a. Read, use, and identify the characteristics of primary and secondary sources of academic information

Directions: Open the Go on an Archaeological Dig interactive using the link below. Move the trowel over the Dig In and Dig Deeper sections of the Web site to uncover hidden objects. As you uncover artifacts you are responsible for identifying what the artifacts are, how they were used and what the artifacts tell us about the lives of Yaocomaco Indians.

Go on an Archaeological Dig

Experience the excitement of an archaeological dig as you identify and piece together the history of the native Yaocomaco Indians.

<http://mdroots.thinkport.org/interactives/archdig/intro.asp>

Can studying bits and pieces of bone and shells really explain how people lived long ago?

Directions: As you unearth artifacts, you will make a prediction to try to identify what the object was, or what it was used for, and circle the answer on your Dig In and Dig Deeper worksheets. After circling your prediction, explain to your partner the reason for your answer. After you have both circled your answer, check one of the boxes on the site and find out the correct answer. Discuss the correct answer and write a brief explanation of the object and its use beneath the choices on the worksheet.

Dig In Worksheet ([View](#))

Dig Deeper Worksheet ([View](#))

Activity Signature

Author: Laurel Blaine

Modified by: MPT