I DIG ARCHAEOLOGY! – SIMULATED EXCAVATION PROGRAM

Stages 4 & 5 Elective History: Topic 1 – Constructing History (with possible incorporation into topics 2 and 3)

NSW BOS ELECTIVE HISTORY STAGES 4 & 5 OBJECTIVES

A Student:

→ **develops a knowledge and understanding of history and historical inquiry.**

Stage 4 outcomes:

E4.1 explains the nature of history, heritage, archaeology and the methods of historical inquiry.

Stage 5 outcomes:

E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry.

→ **develops skills to undertake the processes of historical inquiry.**

Stage 4 outcomes:

E4.6 identifies the meaning, purpose and context of historical sources.

E4.8 locates, selects and organises relevant information from sources to develop an historical inquiry.

Stage 5 outcomes:

E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process.

E5.8 selects and analyses a range of sources to locate information relevant to an historical inquiry.

→ **develops skills to communicate their understanding of history.**

Stage 4 outcomes:

E4.9 uses a range of historical terms and concepts when communicating an understanding of the past.

E4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

Stage 5 outcomes:

E5.9 applies a range of relevant historical terms and concepts when communicating an understanding about the past.

E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

NSW BOS SYLLABUS CONTENT

Students:

- explain the features of history, heritage and archaeology.
- identify and assess the range of sources used in investigating history, heritage or archaeology, including websites.
- examine the varying methods of historical and archaeological investigation.
- examine the varying constructions of historical meaning through a range of examples.
- identify and examine the variety of means of collection, display and reconstruction of the past.
- analyse the significance of preservation and conservation issues.

HISTORICAL CONCEPTS

The following historical concepts are given particular emphasis in the I Dig Archaeology! program:

→ differing experiences and perspectives of people from the past.

→ empathetic understanding of different ways of life and decisions made in a different period of time or society.

→ contestability of the archaeological record and disputing archaeological interpretations.

GENERAL CAPABILITIES

The I Dig Archaeology! simulated excavation program incorporates all of the general capabilities identified as priorities in the NSW BOS syllabus: literacy, numeracy, Information and Communication Technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

ASSESSMENT:

+ Informal assessment: teacher observation and questioning of students during archaeological activities; worksheets based on skills and knowledge gained from the activities.

+ Formal assessment: Creative individual/group presentation of the excavation methodology and site interpretation.

Day planner with outcomes

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TIMING OF THE DAY	CONSTRUCTING HISTORY SYLLABUS CONTENT	NSW BOS STAGE 4 EH OUTCOMES	NSW NOS STAGE 5 EH OUTCOMES	QUALITY LEARNING ENVIRONMENT: TEACHING AND LEARNING ACTIVITIES	ADDITIONAL RESOURCES
Introduction to the archaeological process (approx. 40 mins.)	◊ Explain the features of history, heritage and archaeology. ◊ Examine the varying methods of historical and archaeological investigation.	◊ Explains the nature of history, heritage, archaeology, and the methods of historical inquiry (E4.1).	◊ Applies an understanding of history, heritage, archaeology and the methods of historical inquiry (E5.1).	◊ Students watch an i-movie which outlines the fundamentals of the archaeological process (designed to be a recap of prior learning). ◊ Q & A session where students may pick an archaeologists brain, and be regaled with stories of excavating stinky Roman toilets, encountering 2nd millennium BC tomb robbers and being chased off-site by wild donkeys!	i-movie made by IDA.
	◊ Examine the varying methods of historical and archaeological investigation. ◊ Identify and assess the range of sources used in investigating archaeology, including websites. ◊ identify and examine the variety of means of collection, display and reconstruction of the past.	◊ Identifies the meaning, purpose and context of historical sources (E4.6).	◊ Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process (E5.6).	◊ Students have the chance to critique the methodology of archaeologists by examining the primary source material from an actual excavation - field notes, survey logs, photographic logs, photos, slides, sketches, maps plans, museum archival material, ethnographic data, meteorological data, living history interviews, and correspondence collaborating with other archaeologists. It's all part of the process!	Materials and sources from the heritage survey and excavation of the palace of Sheikh Abdullah bin Hamdan al-Sharqi (Fujairah, UAE).
Recess (approx. 10 minutes)					

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Fieldwork (approx. 1 hr 20 mins.)	◊ Explain features of archaeology. ◊ Examine the varying methods of historical and archaeological investigation.	◊ Explains the nature of history, heritage, archaeology and the methods of historical inquiry. ◊ Explains the nature of history, heritage, archaeology and the methods of historical inquiry. ◊ Uses a range of historical terms and concepts when communicating and understanding of the past.	◊ Applies an understanding of history, heritage, archaeology and the methods of historical inquiry. ◊ Applies an understanding of history, heritage, archaeology and the methods of historical inquiry. ◊ Applies a range of relevant historical terms and concepts when communicating an understanding of the past.	◊ Students are provided with a demonstration of the correct way to use excavation equipment. Their skills in using this equipment will be continually guided and developed throughout the excavation. ◊ In teams of approximately six, students excavate their designated square (0.9m x 1.25m) rotating tasks such as excavation, sieving, labelling and bagging artefacts, completing digital excavation proformas on tablets, planning features and artefact contexts and photographing artefacts in-situ. ◊ At the completion of the excavation, when all tasks are finished, students clean artefacts and excavation equipment.	Excavation equipment supplied by IDA: archaeological trowels, fine excavation trowel with square, fine archaeological picks, brushes (various sizes), sieves (5mm & 2mm), tape measures, plum bobs, line levels, hand magnifiers, digital photographic equipment, photographic scales, android tablets.

Lunch (approx. 30 minutes)

Day planner with outcomes

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Post-excavation analysis of finds (approx. 1hr 20 mins.)	◊ Explain the features of history, heritage and archaeology. ◊ Identify and assess the range of sources used in investigating history, heritage or archaeology. ◊ Examine the varying methods of historical and archaeological investigation. ◊ Examine the varying constructions of historical meaning through a range of examples. ◊ Identify and examine the variety of means of collection, display and reconstruction of the past.	◊ Explains the nature of history, heritage, archaeology and the methods of historical inquiry (E 4.1). ◊ Identifies the meaning, purpose and context of historical sources (E 4.6). ◊ Locates, selects and organises relevant information from sources to develop an historical inquiry (E4.8). ◊ Uses a range of historical terms and concepts (E 4.9).	◊ Applies an understanding of history, heritage, archaeology and the methods of historical inquiry (E 5.1). ◊ Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process (E 5.6). ◊ Selects and analyses a range of sources to locate information relevant to an historical inquiry (E 5.8). ◊ Applies a range of relevant historical terms and concepts (E 5.9).	◊ Students are regrouped (into 4s) and given an artefact 'type' to record and analyse, eg. pottery, beads, or metal objects. Students must describe, classify, formulate typologies (for artefacts such as pottery and beads), register artefacts in a database (using Google docs for real time collaboration), photograph, draw, form their own scientific conclusions (for example by looking at the fabric of the pottery under a hand-held microscope) and suggest areas for further scientific analysis (if students propose valid avenues of scientific analysis, eg. residue analysis for pottery or C14 dating for charcoal, they will be issued with a replica scientific report on-the-spot to consider when interpreting their artefacts). Artefact recording forms are used record data about the different artefact types.	
	◊ Identify and assess the range of sources used in investigating history, heritage or archaeology.	◊ Locates, selects and organises relevant information from sources to develop an historical inquiry (E 4.8).	◊ Selects and analyses a range of sources to locate information relevant to an historical inquiry (E 5.8).	◊ Students use the resources provided to help them interpret and contextualise their artefacts, eg. an article on pigment shells from UR in Mesopotamia.	
	◊ Examine the varying constructions of historical meaning through a range of examples.	◊ Locates, selects and organises relevant information from sources to develop an historical inquiry (E 4.8).	◊ Selects and analyses a range of sources to locate information relevant to an historical inquiry (E 5.8).	◊ Each group makes a short oral presentation to their peers about the artefacts and the conclusions they have drawn. ◊ The entire cohort engages in a discussion of the interpretation of the site as a whole.	

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	Reset the dig (approx. 20 minutes)				
Post incursion	◊ Explain the features of history, heritage and archaeology. ◊ Identify and assess the range of sources used in investigating history, heritage or archaeology. ◊ Examine the varying methods of historical and archaeological investigation. ◊ Examine the varying constructions of historical meaning through a range of examples. ◊ Identify and examine the variety of means of collection, display and reconstruction of the past. ◊ Identify and assess issues arising from the ownership of the past. ◊ Analyse the significance of preservation and conservation issues.	◊ Explains the nature of history, heritage, archaeology and the methods of historical inquiry (E 4.1). ◊ Identifies the meaning, purpose and context of historical sources (E 4.6). ◊ Locates, selects and organises relevant information from sources to develop an historical inquiry (E4.8). ◊ Uses a range of historical terms and concepts (E 4.9). ◊ Selects and uses appropriate oral, written, visual and digital forms to communicate about the past (E 4.10).	◊ Applies an understanding of history, heritage, archaeology and the methods of historical inquiry (E 5.1). ◊ Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process (E 5.6). ◊ Selects and analyses a range of sources to locate information relevant to an historical inquiry (E 5.8). ◊ Applies a range of relevant historical terms and concepts (E 5.9). ◊ Selects and uses appropriate oral, written, visual and digital forms to communicate about the past for different audiences (E 5.10).	◊ Students engage in a post-incursion assessment/activity: an individual/group creative presentation of the excavation methodology and site interpretation.	

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RESOURCES/REFERENCES