

I DIG ARCHAEOLOGY! - JUNIOR SIMULATED EXCAVATION PROGRAM

Depth Study 1: The Ancient World – Investigating the archaeological process		
<p>NSW SYLLABUS OUTCOMES FOR THE AUSTRALIAN CURRICULUM: A student:</p> <p>HT 4 – 1 describes the nature of history and archaeology and explains their contribution to an understanding of the past.</p> <p>HT 4 – 6 uses evidence from sources to support historical narratives and explanations.</p> <p>HT 4 – 8 locates, selects and organises information from sources to develop an historical inquiry.</p> <p>HT 4 – 9 uses a range of historical terms and concepts when communicating an understanding of the past.</p> <p>HT 4 – 10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.</p> <p>NSW SYLLABUS CONTENT FOR THE AUSTRALIAN CURRICULUM</p> <ul style="list-style-type: none"> • How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001). Students: - outline the main features of history and archaeology. - outline the role of historians and archaeologists. - describe and explain the different approaches to historical investigation taken by archaeologists and historians. • Range of sources that can be used in an historical investigation including archaeological and written sources (ACDSEH029). Students: - list the range of sources used by archaeologists and historians in historical investigations. 	<p>WORKING HISTORICALLY:</p> <p>Australian Curriculum historical skills integrated into this activity include:</p> <ul style="list-style-type: none"> + Use historical terms and concepts (ACHHS206). + Identify a range of questions about the past to inform an historical inquiry (ACHHS207). + Identify and locate relevant sources, using ICT and other methods (ACHHS208). + Locate, compare, select and use information from a range of sources as evidence (ACHHS210). + Draw conclusions about the usefulness of sources (ACHHS211). + Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213). + Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214). <p>GENERAL CAPABILITIES:</p> <p>The I Dig Archaeology! simulated excavation program incorporates all of the general capabilities identified as priorities in the Australian Curriculum: literacy, numeracy, Information and Communication Technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.</p>	
QUALITY TEACHING FRAMEWORK		
<p>INTELLECTUAL QUALITY:</p> <ul style="list-style-type: none"> + How do we know about the ancient past? + What are the specialist techniques and tools used by the archaeologist to investigate the past? + How do archaeologists use material culture to reconstruct life in past societies? 	<p>QUALITY LEARNING ENVIRONMENT:</p> <ul style="list-style-type: none"> + See Teaching and Learning Strategies 	<p>SIGNIFICANCE:</p> <ul style="list-style-type: none"> + Why is it important to be a steward of the past? + Why do human remains from the ancient past need to be treated with respect and dignity? + What possessions could be important to people from the ancient past? How do they compare to mine?
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> + Informal assessment: teacher observation and questioning of students during archaeological activities; worksheets based on skills and knowledge gained from the activities. + Formal assessment: Written excavation report, OR creative individual/group presentation of the excavation methodology and site interpretation. 		

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TIMING OF THE DAY	HISTORICAL KNOWLEDGE AND UNDERSTANDING	AUSTRALIAN CURRICULUM HISTORICAL SKILLS	NSW SYLLABUS OUTCOMES	QUALITY LEARNING ENVIRONMENT: TEACHING AND LEARNING ACTIVITIES	ADDITIONAL RESOURCES
Introduction to the archaeological process (approx. 20 mins.)	<ul style="list-style-type: none"> ◇ How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001). Students: <ul style="list-style-type: none"> - outline the main features of archaeology. ◇ Range of sources that can be used in an historical investigation including archaeological and written sources (ACDSEH029). 	<ul style="list-style-type: none"> ◇ Use historical terms and concepts (ACHHS206). ◇ Locate, compare, select and use information from a range of sources as evidence (ACHHS210). 	<ul style="list-style-type: none"> ◇ Uses a range of historical terms and concepts (HT 4 – 9). ◇ Locates, selects and organises information from sources to develop an historical inquiry (HT 4 – 8). 	<ul style="list-style-type: none"> ◇ 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! ◇ Students have the chance to examine 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! 	<p>i-movie made by IDA.</p> <p>Materials and sources from the heritage survey and excavation of the palace of Sheikh Abdullah bin Hamdan al-Sharqi (Fujairah, UAE).</p>
Recess (approx. 10 minutes)					

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Fieldwork (approx. 1 hr)	<p>◇ How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001). Students: - outline the main features of archaeology - describe an approach taken to historical investigation by archaeologists (excavation).</p>	<p>◇ Use historical terms and concepts (ACHHS206).</p>	<p>◇ Uses a range of historical terms and concepts (HT 4 – 9). ◇ Describes the nature of archaeology (HT 4 – 1)</p>	<p>◇ Students are provided with a short explanation of the excavation equipment to be used and its correct usage. Their skills in using this equipment will be continually guided and developed throughout the excavation.</p> <p>◇ 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 android tablets, planning features and artefact contexts and photographing artefacts in-situ.</p> <p>◇ At the completion of the excavation, when all tasks are finished, students clean artefacts and excavation equipment.</p>	<p>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.</p>
Lunch (approx. 20 minutes)					

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<p>Post-excavation analysis of finds (approx. 1hr 20 mins.)</p>	<p>◇ How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) Students: - outline the main features of archaeology. - describe and explain the different approaches to historical investigation taken by archaeologists and historians.</p> <p>◇ Range of sources that can be used in an historical investigation including archaeological and written sources (ACDSEH029). Students: - list the range of sources used by archaeologists and historians in historical investigations.</p>	<p>◇ Use historical terms and concepts (ACHHS206). ◇ Identify a range of questions about the past to inform an historical inquiry (ACHHS207). ◇ Locate, compare, select and use information from a range of sources as evidence (ACHHS210).</p> <p>◇ Identify and locate relevant sources, using ICT and other methods (ACHHS208). ◇ Locate, compare, select and use information from a range of sources as evidence (ACHHS210). ◇ Draw conclusions about the usefulness of sources (ACHHS211).</p> <p>◇ Use a range of communication forms (oral, graphic, written) (ACHHS214). ◇ Use historical terms and concepts (ACHHS206).</p>	<p>◇ Uses a range of historical terms and concepts (HT 4 – 9). ◇ Locates, selects and organises information from sources to develop an historical inquiry (HT 4 – 8).</p> <p>◇ Locates, selects and organises information from sources to develop an historical inquiry (HT 4 – 8). ◇ Uses evidence from sources to support historical narratives and explanations (HT 4 – 6).</p> <p>◇ Selects and uses appropriate oral, written, visual and digital forms to communicate about the past (HT 4 – 10). ◇ Uses a range of historical terms and concepts (HT 4 – 9).</p>	<p>◇ Students are regrouped (4s) and given an artefact 'type' to record and analyse, eg. pottery, beads, or metal objects. Students must describe, classify, register artefacts in a database (using Google docs for real time collaboration), photograph, draw, make scientific observations (for example by looking at the fabric of the pottery under a hand-held microscope) and suggest areas for further scientific analysis (for gifted and talented students - 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.</p> <p>◇ Students use the resources provided to help them interpret and contextualise their artefacts, eg. an article on pigment shells from UR in Mesopotamia.</p> <p>◇ Each group makes a short oral presentation to their peers about the artefacts and the conclusions they have drawn.</p> <p>◇ The entire cohort engages in a discussion of the interpretation of the site as a whole.</p>	<p>IDA developed artefact recording forms</p> <p>Potts (2000) “Arabian Time Capsule”, <i>Archaeology</i>, vol 53, pp 44-48</p>
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Reset the dig (approx. 20 minutes)

Post incursion	<ul style="list-style-type: none"> ◇ How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) Students: - outline the main features of history and archaeology. - describe and explain the different approaches to historical investigation taken by archaeologists and historians. ◇ Range of sources that can be used in an historical investigation including archaeological and written sources (ACDSEH029). Students: - list a range of sources used by archaeologists and historians in historical investigations. 	<ul style="list-style-type: none"> ◇ Use historical terms and concepts (ACHHS206). ◇ Identify a range of questions about the past to inform an historical inquiry (ACHHS207). ◇ Locate, compare, select and use information from a range of sources as evidence (ACHHS210). ◇ Draw conclusions about the usefulness of sources (ACHHS211). ◇ Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213). ◇ Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214). 	<ul style="list-style-type: none"> ◇ Uses a range of historical terms and concepts when communicating an understanding of the past (HT 4 – 9) ◇ Locates, selects and organises information from sources to develop an historical inquiry (HT 4 – 8). ◇ Uses evidence from sources to support historical narratives and explanations (HT 4 – 6). ◇ Selects and uses appropriate oral, written, visual and digital forms to communicate about the past (HT 4 – 10). 	<ul style="list-style-type: none"> ◇ Students engage in a post-incursion assessment/activity: either producing a replica written excavation report, or an individual/group creative presentation of the excavation methodology and site interpretation. 	<p>See IDA developed assessments:</p> <p>Junior Archaeologists excavation report;</p> <p>OR</p> <p>Junior Archaeologists excavation presentation</p>
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